



ABOUT THE PROGRAM

University Name
Texas State University

School/College Name College of Health Professions,
School of Health Administration

Department Name
School of Health Administration

Program Name
Bachelor of Health Administration

Main Campus Address
Encino Hall Room 251
601 University Drive
San Marcos, TX 78666

Name (with suffix and degrees) of Program Leader
Lawrence V. Fulton, Ph.D. MSSStat MHA MS MMAS MSS
FACHE CStat CSci CQE CSSBB PStat

Program Leader Telephone
512-245-3492

Program Leader Email
lf25@txstate.edu

Certification Status
() New Certification
(X) Re-Certification

Start Date of Self-Study Year
September 1, 2018

INDEX

ELIGIBILITY CRITERION A-UNIVERSITY ACCREDITATION
ELIGIBILITY CRITERION B-APPROVED DEGREE PLAN
ELIGIBILITY CRITERION C-GRADUATED FIRST COHORT
ELIGIBILITY CRITERION D-QUALIFIED FULL-TIME FACULTY
ELIGIBILITY CRITERION E-ADJUNCTS
ELIGIBILITY CRITERION F-INTERNSHIP
ELIGIBILITY CRITERION G-EEO
CRITERION 1 STRATEGY 1
CRITERION 2 STRATEGY 2
CRITERION 3 LEADERSHIP 1
CRITERION 4 LEADERSHIP 2
CRITERION 5 TEACHING LOADS
CRITERION 6 FACULTY GOVERNANCE
CRITERION 7 FACULTY SCHOLARLY ACTIVITIES
CRITERION 8 ADJUNCTS
CRITERION 9 BUDGET
CRITERION 10 FACILITIES 1
CRITERION 11 FACILITIES 2
CRITERION 12 ADMISSIONS
CRITERION 13 ACADEMIC ADVISING
CRITERION 14 PEER NETWORKS
CRITERION 15 STUDENT COMPLAINTS
CRITERION 16 ADVISORY BOARD
CRITERION 17 PROFESSIONAL COMMUNITIES
CRITERION 18 ALUMNI RELATIONS
CRITERION 19 TEACHING MODALITIES
CRITERION 20 COMPETENCIES
CRITERION 21 SYLLABI
CRITERION 22 COVERAGE OF AUPHA CONTENT REQUIREMENTS
CRITERION 23 INTERNSHIP LENGTH
CRITERION 24 INTERNSHIP PROCEDURES
CRITERION 25 INTEGRATIVE EXPERIENCES
CRITERION 26 ASSESSMENT 1 (STUDENT)
CRITERION 27 ASSESSMENT 2 (PROGRAM)
CRITERION 28 ACTION PLAN

APPENDIX B. STUDENT HANDBOOK
APPENDIX D1. FACULTY CVS
APPENDIX D2. FACULTY OVERVIEW
APPENDIX D3. FACULTY TEACHING
APPENDIX F. STUDENT RESIDENCY MANUAL

APPENDIX G. EEO POLICY
APPENDIX 2. BALANCED SCORECARD
APPENDIX 3. PROGRAM COORDINATOR POLICY
APPENDIX 5A. UNIVERSITY T&P POLICY
APPENDIX 5B. UNIVERSITY POST-TENURE REVIEW
APPENDIX 5C. COLLEGE T&P POLICY
APPENDIX 5D. SCHOOL T&P POLICY
APPENDIX 5E. UNIVERSITY FACULTY WORKLOAD POLICY
APPENDIX 6A. FACULTY MINUTES SELF-STUDY YEAR
APPENDIX 6B. CURRICULUM REVIEW MINUTES
APPENDIX 6C. SCHOOL GOVERNANCE POLICY
APPENDIX 6D. FACULTY HANDBOOK
APPENDIX 6E. SCHOOL ANNUAL EVALUATION POLICY
APPENDIX 6F. FACULTY COMMITTEE WORKSHEET
APPENDIX 7A. FACULTY SCHOLARSHIP
APPENDIX 7B. FACULTY SERVICE
APPENDIX 9. BUDGET
APPENDIX 10. FACILITIES
APPENDIX 11. LIBRARY
APPENDIX 12A. BHA ADMISSION, RETENTION, GRADUATION POLICY
APPENDIX 12B. STUDENT COUNSELING FLOWCHART
APPENDIX 12C. STUDENT ADMISSION FLOWCHART
APPENDIX 12D. FALL MAJORS
APPENDIX 12E. SPRING MAJORS
APPENDIX 13. BHA ORIENTATION AGENDA
APPENDIX 14. HLC EVENT MATRIX
APPENDIX 15A. UNIVERSITY COMPLAINT PROCESS
APPENDIX 15B. UNIVERSITY COMPLAINT POLICY
APPENDIX 15C. SCHOOL COMPLAINT LOG
APPENDIX 16. ADVISORY COMMITTEE MINUTES
APPENDIX 19. TEACHING MODALITIES
APPENDIX 20A. COMPETENCY CROSSWALK
APPENDIX 20B. COMPETENCY ADJUSTMENTS
APPENDIX 20C. COMPETENCIES BY COURSE
APPENDIX 21. SYLLABI
APPENDIX 22. COURSE TO AUPHA CONTENT CROSSWALK
APPENDIX 24A. AFFILIATION AGREEMENT
APPENDIX 24B. FIELD PLACEMENT HANDBOOK
APPENDIX 24C. SURVEY
APPENDIX 24D. RESULTS OF PRECEPTOR SURVEYS SELF-STUDY YEAR
APPENDIX 26A. ALUMNI SURVEY RESULTS 2019
APPENDIX 26B. ALUMNI SURVEY RESULTS, 2014-2019
APPENDIX 26C. PEREGRINE EXIT EXAM RESULTS

APPENDIX 26D. PEREGRINE ROLLED UP RESULTS

APPENDIX 27A. PEER PERCEPTIONS OF CLASSROOM PERFORMANCE

APPENDIX 27B. SCHOOL POLICY ON ANNUAL EVALUATIONS

APPENDIX 27C. ACADEMIC PROGRAM REVIEW

APPENDIX 27D. BHA PROGRAM ASSESSMENT

APPENDIX 28. ACTION PLAN

ELIGIBILITY CRITERION A

Programs in the United States must be located in a college or university accredited by a regional agency recognized by the Council for Higher Education Accreditation. Programs outside of the United States and its territories must be located in a college or university that is accredited by the appropriate accrediting body for that country.

A. Indicate the name of the regional accrediting agency or other appropriate accrediting body, the date of the last accreditation and the length of accreditation awarded.

Name of Regional Accrediting or Other Agency:

Southern Association of Colleges and Schools

Date of last accreditation: 2010

Length of last Accreditation: 10

ELIGIBILITY CRITERION B

The Program must be officially approved by the governing body of its college/university and be listed in the college catalog as a course of study leading to a baccalaureate degree.

B1. Year Program was Established 1973

B2. Identify the governing body responsible for approving the degree.
Texas Higher Education Coordinating Board

B3. State the name of the bachelor's degree program for which certification is sought. Indicate the name of the degree and the abbreviation used (e.g., Bachelors of Health Administration, BHA. Bachelor of Health Administration (BHA)

B4. Specify the campus name and address of any additional sites where your program is delivered other than your primary campus (Campus 1: NA

B5. Provide a URL for the online university catalog.

<http://mycatalog.txstate.edu/undergraduate/health-professions/administration/healthcare-administration-bha/>

B6. Provide a URL for the program webpage.

<https://www.health.txstate.edu/ha/Prospective-Students/Degree-Plan/BHA.html>

B7. If not already addressed in the materials linked above, please provide a general description of your program, its history, and its role in the University and the community. (1500 words max

NOTE: Please see the BHA Handbook downloadable from our website and included as Appendix B. <https://www.health.txstate.edu/ha/Prospective-Students/Degree-Plan/BHA.html>

The BHA program at Texas State University is part of the School of Health Administration. In addition to the BHA program, the School offers a CAHME-accredited MHA degree in both a day and evening format and a new Bachelor of Science in Health Sciences (BSHS, which is a generalist degree primarily for those who will pursue graduate education. The School also provides an opportunity for students who wish to become licensed long-term care administrators through its online graduate certificate program. By educating both entry level and mid-level administrators, the School contributes to the quality of the health administration profession in the state of Texas and beyond.

The BHA program began in 1973. During its 40-year history, it has contributed to the profession of health administration with 2,255 graduates and through the research and professional service of its faculty. In addition, the BHA program has maintained AUPHA certification for 23 years and values the guidance of that organization's standards. An established mission, vision, and values direct the program. These strategic elements directly link to the Department and School's strategy. The mission, vision, and values also form the basis of the program's goals, objectives, and outcome measures. In the fall of 2012, the program adapted a modified version of the ACHE Competency Model to address the knowledge and skills needed for entry-level healthcare

managers. At that time, the faculty selected 5 domains and 15 competencies to guide both instruction and evaluation of BHA students. In our 2018 program review, we reduced our focus to 4 domains and 14 competencies which better reflect our program and map to our MHA competencies.

The BHA mission also drives the curriculum design. Faculty members work with students to prepare them for entry-level management positions through a curriculum that builds a sequence of knowledge, skills, abilities, and attitudes. This curriculum features a cohort design that follows a learning progression model. For example, semester 1 courses (e.g. ethics, management, culture, human resources, and accounting provide foundational knowledge and skills of the profession. In semesters 2 and 3, faculty and students work together to reinforce, expand, and apply this knowledge and skill base. Finally, in semester 4, the students participate in a 600-hour residency program that also includes a major project. This administrative residency provides an opportunity for students to apply both the content and the experiences gained in the didactic portion of their study (Semesters 1-3. To maximize the applied learning of this residency, an on-sight preceptor supervises students along with a faculty-member coordinator. This culminating experience, balances classroom and field-based learning to assist future health care managers in meeting the challenges of the Affordable Care Act (ACA era.

Unique to our BHA and a differentiator from most other programs as well as our own BBA is the certification component of our program. Students must attempt Microsoft Excel MOS Basic Certification, Microsoft Excel MOS Expert Certification, QuickBooks Accounting Certification, and the Institute for Industrial and Systems Engineering Lean Six Sigma Green Belt Certification. The certification requirement, driven by our preceptors, has directly resulted in the employment of many of our students, the same students who enjoy a median time to employment of 1 month.

In keeping with the BHA mission, BHA faculty members have management experience from a variety of healthcare settings. Upper-level hospital administration, public health, corporate health, physician group practice management, independent practice, long-term care, and emergency response management are just a few of the areas represented by BHA faculty. This depth of experience provides BHA students with the opportunity to "learn beyond the text" through examples and applied learning exercises. In addition, the research and professional service that are part of this faculty's academic life add to the body of knowledge in their fields, to the continuing education of health administrators, and to the status of the profession.

Appendix B. Student Handbook

ELIGIBILITY CRITERION C

The program must have graduated its first cohort of students prior to the self-study year.

C1. Year the first cohort graduated. 1974

C2. Number of students in first cohort. 1

C3. Total number of students graduated to date. 2,255

ELIGIBILITY CRITERION D

Programs with 150 or less students enrolled (inclusion of both Full-time and Part-time) must have a minimum of two full-time terminally degreed faculty members whose primary appointments are in the health services management program and who hold academic rank (at the level of Assistant, Associate, or Full Professor). Programs with more than 150 students enrolled must have an additional faculty member meeting the above criteria for every 100 additional students over 150.

Considerations: Where there are joint graduate and undergraduate programs where the faculty is shared between the programs, multiple qualified faculty may be combined to justify 2 FTE. Not more than 3 qualified faculty may be used to support one FTE. In programs offered at multiple sites, there must be 2 qualified faculty responsible for each site. One may be the program chair located off-site so long as that person has primary responsibility for the program. The second qualified faculty member responsible for the program must be on-site. Terminally degreed faculty members are those faculty that hold the highest academic degree in their given field. This may include faculty with a JD degree, etc.

D1. Number of students pursuing a major enrolled in your program during the self-study year

Full Time-Fall: 99, Spring: 123

With pre-HA students included

Fall: 222, Spring: 180. Source: CatStats

Part Time-Fall: 8 Spring: 11

With pre-HA students included

Fall: 37, Spring: 62, Source: CatStats

D2. Number of students pursuing a minor in your program during the self-study year. If not applicable, please enter N/A.

Full Time: 55 (Source: Logi from Institutional Research

D3a. Upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

See Appendix D1-CVs.

Complete the Faculty Overview & Faculty Teaching tabs in the AUPHA Self Study Tables.

See Appendix D2. Faculty Overview See Appendix D3. Faculty Teaching

Appendix D . faculty C s

Appendix D . faculty overview

Appendix D . faculty Teaching

ELIGIBILITY CRITERION E

All students enrolled in the program must receive not less than 25% of the instruction within the program from full-time university faculty.

We employ no adjunct faculty. We do rely on one tenure-track HIM faculty (Dr. David Gibbs, College of Health Professions) who teaches our HIM course.

ELIGIBILITY CRITERION F

The program must require each student to complete a faculty-supervised internship of at least 120 hours.

Considerations:

Faculty-supervised means that, at a minimum, the program has an organized reporting system in place for students to report back to a faculty member.

F1. Length of internship (in hours). 600 hours (40 hours x 15 weeks)

F2. Is the internship required of all students? (If you indicate that it is required for some but not all, you will be asked to describe the conditions under which you allow a student to waive this requirement in Criterion 24). Required for All

F3. Describe how the internship requirement is communicated to potential students and provide URLs of where this appears in the catalog or program website. (300 word max)

Students receive information about the residency requirements beginning with their pre-admission interview. In this interview, the BHA Director explains the purpose and nature of the residency, its place in the curriculum, and the general format. Upon admission, students also receive information about the program and the residency at their mandatory orientation meeting. At the end of the orientation, students sign a form verifying that they received this information, and this form is included in their permanent file maintained in the BHA offices.

In addition, the residency coordinator provides detailed information for the students during a session in the HA 4141 Healthcare Comprehensive Exam and Review course, which is designed to prepare students for the comprehensive examination and the residency. The coordinator also provides students with a Residency Manual during HA 4141, and students have access to this document via our BHA website, <https://www.health.txstate.edu/ha/Prospective-Students/Degree-Plan/BHA.html>. See also Appendix F. During HA4141, students sign a number of affidavits to verify their receipt of information about the administrative residency and requirements. These documents are stored in the Residency Coordinator's office.

F5. Describe how the experience is supervised.

BHA students enrolled in HA 4848 (Administrative Residency) are under the direct supervision of residency preceptors in facilities that have an affiliation agreement with the College of Health Professions. The preceptor assigns the student to projects and work-related activities in accordance with the agreement and information provided by the BHA residency coordinator. Included in the experience is a major project, approved by both the preceptor and residency coordinator, that is documented by the student in his/her final report. The preceptor approves this project and evaluates the student accordingly. In addition, residents prepare a final report that provides documentation of all of the activities of the residency. The preceptor signs this documentation.

The BHA student in HA 4848 is also supervised by a faculty residency coordinator (Dr. Joe Topinka). This person uses several forms of student supervision. Each student submits a weekly

formal memo that provides a progress check on his/her residency activities. In addition, the student must attend any on-site conferences with the coordinator. These conferences assist with any issues related to the residency, project, or final report. The coordinator is also responsible for grading the project, and final report. In addition, he coordinates with the preceptors, addresses any student issues, collects and analyzes evaluation data from the preceptors, and collects and analyzes preceptor and coordinator evaluations.

Appendix . Residency annual

ELIGIBILITY CRITERION G

The program may not unlawfully discriminate based upon race, ethnic origin, creed, gender or disability in any of its activities and must be in full compliance with relevant laws as well as university policies regarding affirmative action and equal opportunity. Institutions with religious affiliations may adopt policies related to such affiliations provided adequate notice of such policies is given to all applicants, students, faculty, and employees.

G1A. Provide a link to the University's EEO statement (if available online) or upload the statement.

See either Appendix G-EEO or the following link to view UPPS Number 04.04.04 Affirmative Action. <https://policies.txstate.edu/university-policies/04-04-04.html>

Appendix .

Criterion 1

Criterion 1. The program will have statements of mission, vision, and values that are reflected in the program's focus, structure, curriculum, faculty, and student composition

Considerations: Where graduate and undergraduate programs exist in the same unit, the undergraduate program must have its own mission statement.

1a. Please enter below the program's Mission Statement:

Mission:

The mission of the BHA Program is to prepare ethical, entry-level healthcare administrators for careers in a variety of healthcare settings and to add to the body of knowledge in our fields. (Reviewed and slightly revised during program review, 2018; Slightly revised in 2019.)

The mission directly links to the School of Health Administration (SOHA) mission which follows.

The mission of the School of Health Administration is to prepare health leaders to serve in a variety of diverse healthcare environments and add to the body of knowledge in our fields.

The ethical component of the BHA mission was added in 2018 and is reflected as a sub-competency of leadership skills and behavior.

1b. Please enter below the program's Vision Statement:

Vision:

The vision for the BHA program at Texas State University is to be the undergraduate health administration program of choice for students, faculty, alumni, and employers in the United States. (Reviewed and slight revision during program review, 2018).

This vision links directly to the SOHA vision which follows.

The vision of the School of Health Administration is to be the health administration school of choice for students, faculty, alumni and employers.

1c. Please enter below the program's Values Statement:

Values:

We value and teach leadership, service, scholarship, professionalism, and lifelong learning. (Reviewed in conjunction with the University, College, and School in 2018)

These values are directly in alignment with the School (identical), College, and University.

Criterion 2

Criterion 2. The Program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.

2a. Goals: List below the Program Goals (provide as much narrative description as you would like):

The mission and vision of the BHA program serve as the foundation for the following goals. These goals are also consistent with its values and derive from a Balanced Scored analysis (see Appendix 2), the development of University-level student learning outcomes (SLOs) for accreditation, and program requirements.

GOALS

Teaching

The BHA faculty strives to create a learning environment that prepares students to enter the ever-changing health care environment. (As a former teaching university, teaching excellence is non-negotiable at Texas State.)

Research

The faculty contributes to the body of knowledge in healthcare administration. (As an emerging research university, all tenured and tenure-track faculty must be productive in this area.)

Service and Civic Engagement

The BHA faculty serves the University, profession, and community through its expertise and service. (The expectation of service increases with faculty rank.)

Student Success and Admissions

The BHA program strives to admit high-quality students who are successful in the program and beyond. (We want to admit those who will be successful, as our program content is non-trivial.)

Program Success

The BHA program maintains national recognition and financial sustainability. (Program sustainability is a function of financial viability and reputation.)

2b. List below the Program Objectives (as distinct from student learning objectives) (provide as much narrative description as you would like):

The following program objectives (POs) serve to guide faculty as they contribute to the Program's mission through their teaching, research, and service. Derived from the mission, vision, and values, these objectives support the student learning objectives (SLOs), and we consider the SLOs a subset of our program's objectives. Our students are the program credentials. Many of these objectives are associated with the Balanced Score Card (BSC), and we provide both POs and SLOs here for completeness.

PROGRAM OBJECTIVES

Teaching

1. Faculty in the Texas State BHA Program will provide learning opportunities that offer students the knowledge and skills necessary for entry-level management positions as evidenced by student evaluations and hiring metrics. (Outcome: T1) PO
2. Faculty in the Texas State BHA Program will encourage the development of professional and ethical behavior by providing learning opportunities and modeling proper conduct. (Outcome: T2) PO
3. Students will demonstrate knowledge of the fundamentals of healthcare administration relating to finance and accounting (focus areas of the program). (Finance and accounting objectives link to the Student Learning Objectives, SLOs, from Southern Association of Colleges and Schools, SACS. Outcomes: T3, T4, T14, T15). SLO

4. Students will demonstrate application of healthcare administration skills and competencies during their internships (links to SLO from SACs, Outcomes: T5, T6). SLO
5. Students will integrate theory and practice of healthcare administration to "real world" situations represented by case studies and field experiences (links to SLO from SACs, Outcomes: T5, T6, T7). SLO
6. Students will apply effective oral and written communication skills for use in healthcare organizations (links to SLO from SACs, Outcomes: T8, T9). SLO
7. Students will attain certifications (a program / preceptor focus area) in accounting software, Excel, and Lean Six Sigma (Outcomes: T10-T13). SLO
8. Students will demonstrate overall healthcare nationwide through third-party pre-post testing (Outcomes: T14, T15). SLO

Research

1. Faculty in the Texas State BHA Program will engage in research activities that enhance the currency of their courses and add to the body of knowledge in their fields (Outcomes: R1, R2). PO
2. Faculty will engage students in undergraduate research (Outcome: R3, R4). PO
3. Faculty will collaborate on research both externally and internally (Outcome: R5). PO

Service and Civic Engagement

1. Faculty and students in the Texas State BHA Program will provide meaningful service to their profession (Outcome: S1). PO
2. Faculty and students in the Texas State BHA Program will provide meaningful service to their communities (Outcome: S2). PO
3. Faculty provide service to the University (Outcome: S3). PO

Student Success and Admissions

1. Faculty will prepare students for success in hiring (from BSC, Outcomes: SS1, SS2). PO

2. Faculty will and will maintain a rigorous admissions process (from BSC, Outcome: SS3). PO
3. Faculty in the Texas State BHA Program will mentor students through graduation (from SLOs and BSC, Outcome: SS4). PO
4. The academic program will promote and realize diversity among its student population (from SLOs and BSC, Outcome: SS5). PO

Program Success

1. The Program will maintain national recognition of the BHA program (BSC, Outcome: P1, P2). PO
2. The Program will maintain adequate resources (BSC, Outcome: P3). PO
3. The Program will recruit and retain high quality faculty and staff (BSC, Outcome: P4). PO
4. The Program will maintain satisfied stakeholders (BSC, Outcome: P5). PO
5. The Program will maintain engaged alumni (BSC, Outcome: P6). PO
6. The Program will leverage technology for process improvements (BSC, Outcome: P7). PO

2c. List below the Program Outcomes (as distinct from student learning outcomes) (provide as much narrative description as you would like):

The following outcome measures measure faculty progress toward the program goals and support student-learning outcomes. Again, we consider the SLOs a subset of our program outcomes, as our students are our credentials.

OUTCOME MEASURES

Teaching

T1. All faculty evaluations (100%) each term have a median of 4.0 or greater out of 5.0 on the question, “Instructor provided the opportunity to learn.” {1=Strongly Disagree, ...5=Strongly Agree} PO

T2. 100% of faculty members support opportunities for learning professional behavior as evidenced by in class learning activities and activities in the School of Health Care Administration sponsored functions. PO

T3. BHA majors will successfully complete (with a grade of 80% or better) a case study/project in HA 3376 (financial management). SLO

T4. BHA majors will successfully complete (with a grade of 80% or better) a final exam in HA 3375 (financial accounting). SLO

T5. 100% of students will successfully complete the field experience (HA 4848) with a passing evaluation by their preceptor. A preceptor analysis will be used to determine application of the above referenced skills needing improvement. SLO

T6. 100% of students will successfully complete the final project requirements in the field experience (HA 4848) with a passing evaluation by their preceptor. SLO

T7. BHA majors will successfully complete (with a grade of 80% or better) a capstone case study in HA 4325 (strategic management) including an internal audit of strategic assessment; an external environmental assessment; and an assessment of a healthcare organization strategic plan. SLO

T8. 90% of students will demonstrate success in the writing intensive courses by scoring B's or better on the final writing intensive (WI) assignments in HA3324. SLO

T9. 90% of students will demonstrate success in oral communication by achieving B's or better on HA3344 group presentations. SLO

T10. 80% of our students will attain IISE Lean Six Sigma Green Belt Certification. SLO

T11. 80% of our students will attain Excel Basic MOS Certification. SLO

T12. 80% of our students will attain Excel Expert MOS Certification. SLO

T13. 80% of our students will attain QuickBooks Certification. SLO

T14. 100% of students will successfully complete the comprehensive exam with greater than median (nationwide) comparative scores. SLO

T15. 100% of students will have higher post-test scores than pre-test scores on the Peregrine exit exam. SLO

Research

R1. 100% of faculty members are engaged in research activities that support the body of knowledge in their respective fields as evidenced by at least one peer-reviewed publication each year. PO

R2. 50% of faculty acquire research funding for the University and the Department (stretch goal). PO

R3. 50% of students present a paper, poster or other research outcome at a professional conference or research symposium. SLO

R4. 10% of students are a named author on an article submitted for publication in a peer-reviewed journal. SLO

R5. 100% of faculty will collaborate either internally or externally for research purposes to build the research portfolio of our program. PO

Service

S1. 100% of faculty members will have demonstrated professional service each year as evidenced by review of CV's. PO

S2. 100% of faculty members will have demonstrated community service each year as evidenced by review of CV's. PO

S3. 100% of faculty provide service at the University, College, School, or Department level. PO

Student Success and Admissions

SS1. 50% of students seeking employment will have jobs within 1 month after graduation. SLO

SS2. 100% of students seeking employment will have jobs within 9 months after graduation. SLO

SS3. 80% or more of available seats will be filled with highly qualified students each term. PO

SS4. 70% of original cohort graduate together. SLO

SS5. 25% or more of admitted students will be of minority status. SLO

Program Success

P1. The program will maintain AUPHA certification (binary). PO

P2. One or more students will receive national awards. PO

P3. The BHA budget remains static or grows but does not shrink. PO

P4. 100% of available positions are filled. PO

P5. Alumni will serve as preceptors and speakers for the program as well as board members. PO

P6. In-building student computer facilities increase (binary). PO

Appendix -Balanced Scorecard

Criterion 3

Criterion 3. The program must have a designated leader (Chair, Director, Coordinator, etc.) who is responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program director must be given adequate release time to devote to curriculum development and evaluation, counseling of students, program management and administrative duties within the institution

3a. Describe the authority and responsibility of the Program Director.

The School of Health Administration (SOHA) Director appoints the BHA Program Director (or Coordinator) and the Dean of the College of Health Professions confirms this appointment. The SOHA Director assigns the administrative duties for the position and works closely with the BHA Director. Texas State University policy (Appendix 3) provides a list of coordinator authority. In addition to this list (which includes outcomes assessment), the BHA Program Director has the following duties: The BHA Program Director has the following duties.

1. Interviewing prospective students for the BHA program to determine if they are interested in the major.
2. Reviewing all applications for BHA program admission and selecting a fall and spring class.
3. Addressing BHA students' academic and career concerns.
4. Coordinating with the SOHA's administrative assistant on BHA course schedules, enrollment numbers, and classroom management.
5. Coordinating with the SOHA's administrative assistant on BHA student enrollment and scheduling concerns.
6. Coordinating with the SOHA Director on issues related to the BHA faculty, students, and curriculum.
7. Meeting with the BHA faculty to oversee BHA curriculum design and delivery.
8. Preparing the AUPHA Self Study for Recertification.
9. Designing and administering the BHA EXIT Exam
10. Representing the BHA program in University meetings and at University functions (i.e. new student orientation, parent dinners).

3b. Describe release time or other support for administrative duties granted to the Program Director.

The BHA Director receives one course adjustment (3 workload units) for each of the long semesters for the Director's role in curriculum development, student interviews, program management, faculty coordination, and other administrative duties. In addition, the BHA Director receives 10 per hours per week of graduate assistant support. Assistance from all three of the School's administrative assistants greatly enhances the BHA Director's ability to provide direction for the BHA program.

Appendix 3-University Policy on Coordinator Authority

Criterion 4

Criterion 4. Program Directors must demonstrate continuing professional development related to their role and responsibilities, and the healthcare management profession.

4. Describe how the Program Director pursues continuing professional development and how these endeavors relate to his/her role and responsibilities as Program Director, as well as to the profession of healthcare management.

The BHA Program Director attends multiple conferences including AUPHA and ACHE to garner best practices from other faculty and Program Directors. He maintains multiple analytics certifications and conducts several program improvement opportunities each year. His hobby is research, and some of his work has garnered external attention, funding, and other awards related to the profession of healthcare management. The following depicts the most recent development opportunities attended by the BHA Program Director during the self-study year as well as funding and peer-reviewed publications associated with his research interests.

Development Opportunities

1. Conference Attendance, "Association of University Programs in Health Administration," AUPHA, New Orleans, LA, United States. (June 12, 2019 - June 14, 2019).
2. Conference Attendance, "Green Cities Conference," ICN Business School, Nancy, France. (June 27, 2018 - June 30, 2018).
3. Course, "TeamSTEPPS 2.0 Fundamentals Couse," Department of Nursing. (May 1, 2018).
4. Conference Attendance, "American College of Healthcare Executives Congress," ACHE, Chicago, IL. (March 25, 2018 - March 29, 2018).
5. Workshop, "Foundations of Online Course Design & Development," ITAC. (January 10, 2018 -February 9, 2018).

PD Funding During Self Study

1. Fulton, Lawrence V, Percent Contribution: 8.3%. FootJoy Support (Renewable Annually), Acushnet (Titleist & FootJoy), Private / Foundation / Corporate, \$40,000.00. Contract.

2. Stigler, Paula Elaine (Principal), Percent Contribution: 20%, Rohde, Rodney E (Supporting), Percent Contribution: 10%, Fulton, Lawrence V (Supporting), Percent Contribution: 5%. Pilot Newborn Screening Program for Chagas, Mundo Sano, Private / Foundation / Corporate, \$376,209.00. (Submitted: December 30, 2018, Funded: June 15, 2019 - June 14, 2021). Gift.
3. Fulton, Lawrence V. Hierarchical Time Series Forecasting of Demand for FootJoy, FootJoy (#1 Manufacturer of Golf Shoes), Private / Foundation / Corporate, \$15,000.00. (Submitted: June 2018, Funded: August 2018 - December 2018). Contract.

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Criterion 5

Criterion 5. Teaching loads and student/faculty ratios must be consistent with the program's mission, goals and objectives as well as the college/university's standards for promotion and tenure.

5a. For each full-time faculty member for whom you have submitted a CV, please indicate their teaching load in the following format:

Academic Calendar = Semester

The following is the teaching load for the BHA program only. Faculty members also teach in the MHA program and in the Graduate Certificate for Long Term Care program.

Name	2018 Fall	2019 Spring
Jose Betancourt	0	0
Matthew Brooks	0	0
Lawrence Fulton	2	2
David Gibbs	1	1
Lloyd Greene	2	2
Scott Kruse	0	0
Kimberly Lee	0	0
Cristian Lieneck	2	2
Michael Mileski	0	0
Eileen Morrison	2	2
Michael Nowicki	2	2
Zo Ramamonjarivelo	1	1
Paula Stigler-Granados	1	1
Oren Renick	1	1
Joe Topinka	2	2

The School of Health Administration appoints all faculty to teach into the BHA, BSHS, and MHA programs. No faculty are dedicated to a single program. The standard contract is nine months. Normal "Workload for Full-time Faculty – a minimum of 12 semester credit hours per fall and spring semester (12 workload units). For most tenured and tenure-track faculty at Texas State University, this 12 workload unit standard is fulfilled by teaching two to three classes (six to nine workload credits) and conducting

research and service at a level that warrants the awarding of three to six workload credits. Summer work is optional. Faculty with administrative appointments receive workload reductions commensurate with their responsibilities. All faculty have research productivity expectations." PPS 4.01.40 (attached)

Dr. Betancourt did not teach into the program during the self-study year but is doing so now. Dr. Brooks is the head of the School leadership team along with Dr. Kruse. Dr. Lee helps with emotional intelligence education during our orientation and will teach into the program occasionally. Dr. Mileski is the faculty lead for the Health Leadership Coalition, a student organization that includes BHA and MHA students.

5b. If you were unable to upload a file above, please cut and paste the relevant policy regarding teaching load and criteria for promotion, tenure, and post-tenure review here.

Appendix 5A is the University tenure and promotion policy. Appendix 5B is the University post-tenure review policy. Appendix 5C is the College tenure and promotion policy, while Appendix 5D is the School tenure and promotion policy. Finally, Appendix 5E is the University workload policy.

5c. Provide any additional information regarding teaching loads and/or promotion and tenure (i.e. differences between teaching loads and those required for promotion and tenure

The School of Health Administration (SOHA) assists faculty in achieving promotion and tenure. There are informational meetings with the College Dean and SOHA Director to review the policy and procedures. In addition, the SOHA Director provides meetings for preparation of electronic submission of the tenure packet. The University also provides workshops under its Program for Excellence in Teaching and Learning.

SOHA emphasizes teaching during the first two years of a faculty member's appointment. The School provides non-tenured faculty members a reduced teaching load during their first year. In addition, new faculty select a mentor to help them with teaching and research. Faculty also receive graduate assistant support for their teaching and/or research. SOHA also provides a one-course releases for research each semester.

Appendix 5A. University Tenure and Promotion Policy

Appendix 5B. University Post-Tenure Review Policy

Appendix 5C. College Tenure & Promotion Policy

Appendix 5D. School Tenure and Promotion Policy

Appendix 5E. University Workload Policy

Criterion 6

Criterion 6. Full-time faculty must have primary roles in the governance and organization of the program including academic planning, curriculum development and review, advising, and program improvement.

6a. Describe the role of the faculty in the organization and governance of the program.

Faculty members have a primary responsibility in curriculum development and evaluation. The program appoints a primary faculty member for each course. That individual is best qualified by education and experience. This person is responsible for course content, relevancy, validity, currency, and application to the discipline. If a new faculty member or adjunct teaches course, the primary faculty member coordinates with this faculty member. In addition, the primary faculty member acts as an advocate for his/her course(s) during curriculum reviews.

On the last Friday of each month during the fall and spring semesters, SOHA faculty members meet to discuss issues related to SOHA. (See Appendix 6A for the minutes of these meetings.) The BHA program is a standing item on the agenda for this meeting. This allows the BHA Program Director to inform the faculty about any issues related to the program and gather their input on these issues. In addition, if a BHA faculty member wishes to change a course textbook, he/she presents the request at the SOHA meeting. The reason for this procedure is so that all BHA faculty members are aware of textbooks used in courses.

The BHA faculty members have separate meetings to address curriculum issues, AUPHA re-certification, student needs, and other content areas. These meetings occur several times during the semester. The BHA faculty meeting minutes from the study year are Appendix 6A. These notes demonstrate both the involvement in and the implementation of faculty in curriculum decisions.

The entire BHA curriculum undergoes faculty review every two years (last in 2018, Appendix 6B). These reviews allow faculty to have an overview of the entire curriculum, demonstrate how individual courses fit within the curriculum, and highlight their teaching techniques for their courses. In addition, the review of the curriculum also shows how faculty meets course objectives through their class objectives and student learning opportunities. This sharing of information also allows faculty to voice concerns and make necessary changes in course descriptions, course objectives, sequencing, and other

important issues for the BHA curriculum. The faculty held the latest curriculum review just before the fall 2018 semester (Appendix 6B).

During the review, faculty the mission, vision, goals, objectives, and metrics. The faculty revised many of these during our discussion. Faculty then discussed three marketable skills (required by the University) that our students obtain from the program. A SWOT analysis was performed a priori via email and then again during the meeting. The competencies of the program were then cross walked to Peregrine testing and AUPHA requirements. Faculty presented their syllabi, reviewed competencies versus learning objectives, and evaluated improvements. Student representatives attended. The entire faculty discussed suggestions for improvement and any areas of concern about content. Textbook content and currency were reviewed along with preceptor, student, faculty, and program leader comments and suggestions.

The discussions in this process lead to greater understanding of the curriculum and a discussion of content concerns. Changes in elements of the curriculum were made based through the results of this review. These changes are being implemented following changes had to follow the University process for curriculum change including approval through the University to the Board of Regents and the Texas State Coordinating Board. Some of the concrete changes that derived from this meeting were the inclusion of the requirements for Excel Basic and Expert certifications (as Excel was a noted weakness by preceptors), QuickBooks accounting software certification (as accounting is one of our focal areas), and the Institute for Industrial and Systems Engineering Lean & Six Sigma Green Belt Certification. This certification alone has led to many student positions directly out of the internship. Further, the group agreed to pursue pre-post testing (exit examination) using the Peregrine testing system. The first cohort graduating with both the pre and the post is in November.

On top of the curriculum view, additional program objectives and goals were established during the Balanced Scorecard meetings of the School in 2014 and again in 2017 as well as during the SLO review required by SACS for accreditation. This program has been reviewed repeatedly and robustly, resulting in significantly more metrics and interest. Further, there is an interest in the State of Texas to ensure that students graduating from college are able to obtain jobs. Thus, our focus has been to make sure that our graduates are employable.

6b. Describe the role of the faculty in recruitment, evaluation, and promotion decisions.

Tenured SOHA faculty members comprise the SOHA personnel committee. The primary role of the personnel committee in the organization and governance of the program is to advise the SOHA Director regarding all important school matters. These matters include the drafting of budgets, the hiring, retention, and promotion of personnel, the development of curriculum, the establishment of departmental policy, etc. Determination of formal personnel committee viewpoints may be either by consensus or ballot depending upon the circumstances; however, upon any given issue a formal vote must be

taken if one or more members of the group so request. In such balloting, the School Director does not vote even to break ties. Secret ballot is used for voting for all personnel decisions.

The SOHA Director is responsible for making recommendations on faculty recruitment, evaluation, promotion, and retention. The SOHA Director considers the personnel committee's recommendations in these areas and may agree or disagree with these recommendations. If there is disagreement, the SOHA Director provides an explanation to the Personnel Committee.

In addition to conferring with the personnel committee, the SOHA Director should ensure that all faculty members are fully informed of departmental and institutional policies, consulted on all issues, which impinge upon their interests, and accurately apprised of developments and decisions which bear upon their status at the University. Through departmental meetings, memoranda and e-mails, individual conferences, fall orientation sessions, and websites, the SOHA Director has a prime responsibility to insure that communication between faculty and administration is prompt, accurate, and effective (See Appendix 6C, SOHA Faculty Governance, and 6D, Faculty Handbook).

The personnel committee is also involved in faculty evaluation through a feedback process. For example, members of the personnel committee make observational visits to the tenure track and tenured faculty members' classes. During these visits, the members evaluate teaching using a set of known criteria. At the end of the observation, the personnel committee member meets with the observed faculty member to discuss results and areas of improvement. The results of the observations are part of the materials used for tenure and promotion decisions.

In addition, all BHA faculty members may serve on search committees for new faculty. In that role, they select candidates for interview, interview the selected candidates, and attend the candidates teaching demonstrations. Faculty members then make recommendations on hiring future faculty members. All faculty members also participate in the annual evaluation process. All SOHA faculty members use an online system, Digital Measures, to document their activity in teaching, research, and service. In accordance with the SOHA Faculty Evaluation Policy (Appendix 6E), the personnel committee reviews the reports for teaching, research, and service and makes recommendations based on their review.

6c. Describe how the full-time faculty meets as a group to discuss program governance, organization and other administrative issues.

As explained in Criterion 6a, SOHA faculty meetings are held monthly to address governance, organizational, and administrative issues related to the School. There is a standing item on the agenda for the BHA Director and for the Assessment Coordinator (Student Learning Outcomes – SLOs) to address any pressing concerns. In addition, BHA

faculty meetings are held for curriculum reviews and for planning the design and implementation of the BHA competency model.

Complete the College/University Committee tab in the Self Study Table to list the college/university committees on which the program is represented.

See Appendix 6F.

Appendix 6A. Monthly Faculty Minutes

Appendix 6B. Curriculum Review Minutes

Appendix 6C. SOHA Faculty Governance Policy

Appendix 6D. Faculty Handbook

Appendix 6E. SOHA Faculty Evaluation Policy

Appendix 6F. College/University Committee Tab

Criterion 7

Criterion 7. Full-time employed faculty must have demonstrated scholarly and/or professional activity in healthcare management / administration consistent with the mission of the program and scholarship expectations of the University.

7a. Describe program or university policies regarding full-time faculty performance requirements with respect to teaching performance, scholarly activities and service to the university, profession and community.

SOHA policy on teaching performance, scholarly activities, and service states that SOHA evaluate faculty members in compliance with existing policies for the University (see the previously provided School Tenure and Promotion Policy). The Policy clearly establishes procedures and deadlines for this process. The guidelines for meeting or exceeding expectations are based on evaluations of teaching, research productivity (quantity and quality), as well as service. Faculty members receive a copy of the policy when they are hired, and it is reviewed during faculty meetings.

7b. Describe the procedures by which faculty are relieved from duties to pursue research, consultation, and attendance at professional meetings and conferences.

All tenured and tenure track academic faculty members are awarded a one-course adjustment to pursue their research agendas. In addition, they are encouraged to attend professional meetings and conferences and/or serve as consultants. Each faculty member also receives a set amount of money to offset the cost of attending professional meetings, continuing education conferences, and research opportunities. To request reimbursement, faculty members file a travel request that includes coverage for missed classes, if necessary. The SOHA Director reviews and authorizes the release of funds for approved requests. Further, the University provides a sabbatical program (Faculty Development Leave) which eligible faculty may leverage.

Requirement: Complete the Faculty Scholarship & Faculty Service tabs of the Self Study Tables.

See Appendix 7A and 7B.

7c. If there is additional narrative that you would like to provide for greater detail to this information, please provide that below.

Without teaching capability, research output, and service, you will not be retained at Texas State.

Appendix 7A. Faculty Scholarship

Appendix 7B. Faculty Service

Criterion 8

Criterion 8. If the program uses adjunct faculty then the program must have established procedures for selection, orientation, and evaluation of practitioners and must demonstrate how it involves adjunct faculty in the academic program.

We do not use adjunct faculty at all. All faculty are permanent members of Texas State University.

8a. Describe the procedures for selecting adjunct faculty for inclusion in the program

We have decided that the use of adjunct faculty is not consistent with our vision.

8b. Describe the procedures for evaluating the performance of adjunct faculty

We have decided that the use of adjunct faculty is not consistent with our vision.

8c. Describe mechanisms for orienting or preparing adjunct faculty to teach in the program.

We have decided that the use of adjunct faculty is not consistent with our vision.

8d. Describe how adjunct faculty are integrated into program activities

We have decided that the use of adjunct faculty is not consistent with our vision.

Criterion 9

Criterion 9. Given the mission & goals of the program, the program must demonstrate the adequacy of the financial base.

9a. Describe the financial support base for the program, including the procedures for determining budgetary allocation to the program. If the program coexists with a graduate program or other degree programs within the same academic budgetary unit, how are resources allocated across the programs and managed?

Texas State University receives formula funding from the State of Texas based on semester credit hours generated. The University budget process allocates funds to SOHA. The BHA program is part of the SOHA and receives its funds through the SOHA allocation. Currently, the SOHA Director determines the allocation of state supplied funds between the programs offered in the School. Below is a copy of the current budget for the SOHA. Our funding is more than sufficient to meet our goals. Last year, we were able to offset the cost of ACHE attendance by \$500 for 10 BHA students. We also had sufficient funds to restore two computer facilities for SOHA students. In addition to this budget, we are fortunate enough to have a large endowment and several grants that help fund our efforts.

9b. If available, upload the program or department budget for the self-study year.

See Appendix 9.

Appendix 9. SOHA Budget

Criterion 10

Criterion 10. Given the mission & goals of the program, the program must demonstrate the adequacy of the facilities and equipment.

10. Describe physical facilities available to the program, including, such things as office space, dedicated classrooms, the availability of information technology in offices and classrooms, and computing facilities

We are a state-funded school supported by the tax based and additional revenue. This year, our surplus allowed us to renovate our facilities in Encino Hall, establish two new computer rooms, build a Zoom classroom, and start a new undergraduate program. Our resources are better than most because of Texas' fiscal state.

Since its inception in 1973 the Undergraduate Program in Healthcare Administration at Texas State University has steadily grown in its receipt of supportive university resources. As the College of Health Professions, SOHA, and the BHA program have grown, so has the University's commitment in the way of space, faculty, staff, equipment, and finances.

In January 1992, the College of Health Professions moved to a new building, specially designed for the college: a \$9 million facility with 93,000 square feet of floor space. The first floor includes the School of Social Work, the Department of Communication Disorders, three health professions clinics, and several SMART classrooms. The School of Health Administration occupies a suite of offices on the second floor. The Dean's Suite, the Computer Center, Radiation Therapy Department, Advising Center, and SMART classrooms occupy the remainder of the second floor. The third floor houses the Health Information Management program, Departments of Respiratory Care, Physical Therapy, Clinical Laboratory Science Program, and additional SMART classrooms. In addition, the St. David's School of Nursing (a new school since the last AUPHA certification) occupies its own building in Round Rock, Texas.

The second-floor area includes twenty-four (24) faculty offices in the suite occupied by the School of Health Administration. We also recently acquired the third floor, which includes an administrative area, the BHA Program Director Office, and four faculty offices. Each faculty's office is equipped with a personal computer and a printer. The computers are connected through a local area network to provide in-house communication, access to shared computer applications programs, and access to e-mail and the Internet.

The building includes eight classrooms routinely used by SOHA faculty. These classrooms are on the same floor or one floor below the department and faculty offices. Most of the classrooms accommodate 20 to 50 students, with one classroom at an 80-student capacity, and are all SMART classrooms. In addition, the School has

arrangements with campus locations for classroom space such as the new Undergraduate Academic Center.

The building also includes the Health Professions Computer Center that provides computers for use by all Texas State University students, faculty, and staff. Information about the Center's capabilities is listed below.

School of Health Administration Computer Center

Hardware: Dell Optiplex 9020; 50 each running Windows 10 x64 Enterprise; HP LaserJet P3015

Software:

MS Office 2019 – Standard, Internet Explorer (Most Recent Version), Mozilla Firefox (Most Recent Version), SPSS (Most Recent Version), Anaconda Python (Most Recent Version), R Studio (Most Recent Version), MS Project, ARC GIS, SAS, Stata, QuickBooks

Beyond the equipment and software listed above, the computing center also has scanners, ceiling mounted LCD projectors, and additional projectors.

The Department of Health Administration offers an extensive array of computer facilities and support. The computer center is set up so that one of two large rooms is used as a classroom for computer-based instruction. It is also used as an open lab when not reserved for instructional or testing purposes. One other large room provides students and faculty access to the lab while the teaching lab is in use. It can be reserved for instructional and testing purposes. Another, smaller room contains 12 computers that are also available for open use only. A full-time coordinator manages the facilities, and laboratory assistants are available. In addition, there is an ongoing evaluation of user needs and computational equipment to provide maximum availability and performance.

In addition to computer needs, the program's purchasing ability has remained at a level sufficient to meet faculty demands. Capital equipment purchases for the program usually take the form of either microcomputers or audiovisual equipment. The college's policy of pooling equipment in the computer center to better meet student needs and providing each faculty member with a computer on the network has met current equipment demands and availability requirements. With the University Learning Resource Center (library) physically close-by and/or immediately available by computer-based local area network, a separate program library is unnecessary. Program students are provided with a computer system access account on an as needed basis. They may use the computer center to gain access to the Internet and utilize e-mail services as well. This increases their ability to "surf" the Net and obtain reference materials.

There is a most important resource for The Undergraduate Program in Healthcare Administration that is not equipment. The BHA students and faculty members have the support of two full-time administrative assistants who support the needs of the BHA

Program Director and faculty, as well as provide scheduling advising to students. This includes budgeting reports, purchasing, inventory control, maintenance of student records, scheduling of student appointments, and other related office functions. In addition, the administrative assistants provide support for faculty administrative correspondence. Appendix 10 provides photographs of some of our top-notch facilities.

Appendix 10. Photographs

Criterion 11

Criterion 11. Given the mission & goals of the program, the program must demonstrate the adequacy of the both traditional and non-traditional academic and teaching resources.

11a. Describe the library facilities available to students and faculty of the program. Describe the holdings (books/periodicals) available in the library that address health administration.

The Albert B. Alkek Library is a premier, 7-story facility with a growing budget (see Table 1). This library serves the students and faculty on the main campus; however, there is another library available on the Round Rock campus as well. Alkek operates the University Archives and the world-renowned Witliff Collections (https://www.thewitliffcollections.txstate.edu/#f4e8a925f_f=Visitor). The library building houses a computer lab, a student tutoring service, a federal and state government document collection and service area, along with several hands-on classrooms that can be (and are) used for library instruction. The library has individual and group study rooms for student use throughout the 5th, 6th, and 7th floors. It provides multiple printers (as well as a 3D printer) for students to use and 2 large free scanners. Alkek has an Inter Library Loan service that can borrow material from any other lending library in the world. The facility is state of the art and includes technology such as adaptive equipment as well as a 3D printer. The library is always improving, and it is currently undergoing a \$14.3 million renovation that will be completed in 2020. (<https://www.library.txstate.edu/spaces/alkek2020vision.html>)

Table 1. The budget has grown year-over-year for the library since 2016.

Year	Budget
2016	\$2,116,501
2017	\$2,131,666
2018	\$2,143,983
2019	\$2,162,453

<https://www.fss.txstate.edu/budget/budgetnumbers/operbudget.html>

Summary of holdings

Alkek Library is a large, 7-story facility. Its holdings include the following.

- More than 1.5 million printed volumes
- 99,700+ electronic journals
- 506,000 e-books

- 625+ databases
- Over a half-million microform & audio-visual materials

<https://www.library.txstate.edu/about.html>

Health Administration Journals

As an emerging research university, Texas State is able to acquire virtually any printed journal or textbook required if not already on-hand through the Interlibrary Loan program (<https://www.library.txstate.edu/about/departments/ill.html>). Currently, the library reports the availability of 503 journals directly related to “health administration” (Table 2) and 26,791 directly related to “medicine.”

Table 2. Journal counts related to health administration

Field	Journal Count
medical administration & management	112
medical / administration	90
health & medicine (general)	56
medical / practice management & reimbursement	49
medical / hospital administration & care	33
medical / public health	25
medical / health care delivery	22
health & fitness / health care issues	15
nursing	13
medical / health policy	12
medical / general	10
medical / diseases	8
health & fitness / diseases / general	7
social science / disease & health issues	6
health & fitness / general	5
mental health services	4
medical / ethics	3
medical / history	3
medical / nursing / nurse & patient	3
medical / nutrition	3
medical / pediatrics	3
public health	3
social welfare	3
technology & engineering / industrial health & safety	3
business & economics / insurance / health	2
health & fitness / safety	2
health & medicine	2

medical / allied health services / general	2
medical / clinical medicine	2
medical / diagnosis	2

Library Hours including Interim:

During the fall and spring semesters, the library is open from 7 am to 3 am, Monday through Friday. On Saturday the library is open from 10 am to 7 pm, and on Sunday the hours are 10 am to 3 am. Summer hours are 7:30 am to 11:30 pm on Monday through Thursday, 7:30 am to 5 pm on Friday, 11 am to 6 pm on Saturday, and 1 pm to 9 pm on Sunday. <https://www.library.txstate.edu/about/hours>. Faculty and students access the electronic collections via computer outside of these hours.

11b. Describe the university/college computing facilities available to students and faculty of the program.

In addition to the computer facilities described above, the University provides five other computer labs that are available for BHA students' use throughout the campus. These labs are in addition to the School's own computer lab facilities.

University Open Computer Labs

Information Technology Support operates open labs that are located in many areas of the campus and are accessible to students and faculty members. These labs offer hardware and software that support student learning. See the link for information about these labs. <https://doit.txstate.edu/services/computerlabs.html>

Information Technology Support assists with the operation of specialized labs that support the needs of departments and/or academic courses. The College of Health Professions contains many of these labs in support of its clinical programs.

11c. Describe other academic resources available to students and faculty.

A number of resources are available for BHA students to assist with achieving their academic success. Below are a few examples of these resources and links to their websites.

Student Learning Activities Center (SLAC)

The Student Learning Assistance Center provides a variety of academic support programs including a walk-in tutoring lab, supplemental instruction, and excellent online resources. Funded primarily through student service fees, Texas State students may use all of SLAC's resources at no additional cost. See the link for a list of SLAC's online and face-to-face services. <http://www.txstate.edu/slac/>

Robert B. Alkek Library

In addition to its extensive holdings the Alkek Library offers support services to students both online and through face-to-face contact. These services include support from research librarians, online database searches, study rooms, and workshops. See the Student Link below to view services available. There is also a live chat service available from the librarians. <http://www.library.txstate.edu/services/students.html>

The Writing Center

The Writing Center opened in the fall of 1984 as "The Write Stuff." The Writing Center provides services to both students and faculty members including tutoring, writing consultations, preparation sessions for the GSP exam (required for BHA admission) and faculty resources for "Writing Across the Curriculum (WAC)". See the link for more information about the Writing Center. <http://www.writingcenter.txstate.edu/>

Math CATS

The Texas State University Math CATS, sponsored by the Department of Mathematics, provides math and computer tutoring. In addition to the tutoring service, it has computers available for individual mathematics work, general research, and school use. The computers are connected to the University network and are accessible to all students, faculty and staff. The available software applications include Microsoft Office, Firefox, Mathematica, Fathom, SPSS, MatLab, Geometer's Sketchpad, Algebrator, and LaTeX. The service is available at no charge on a first come, first serve basis. See the link for more information about the Math Lab. <https://www.math.txstate.edu/resources-student/mathcats.html>

Student Support Services

Funded by the U.S. Department of Education, Student Support Services (SSS) is part of the TRiO Programs. The TRiO/Student Support Services program at Texas State University is 100% federally funded at \$269,861 annually. Participants benefit from the various activities designed to improve their academic performance and enhance their college experience ultimately leading to graduation. SSS assists eligible first-generation college students, low-income students, and students with disabilities from all racial and ethnic backgrounds who need academic and other support services to complete the students' college education. See the link for more information about Student Support Services. <http://www.msa.txstate.edu/sss/>

Office of Disability Services

The Office of Disability Services (ODS) provides support for students with disabilities to have equal access to all university programs and activities. The ODS provide students the opportunity to reach their full potential by coordinating academic accommodations and support services and promoting independence and self-advocacy. In addition, ODS provides information and referral to appropriate resources for qualified students. ODS is especially helpful to BHA students with disabilities by assisting these students to be

successful in their academic program. See the link for more information about the Office of Disability Services. <http://www.ods.txstate.edu/>

Honors College

The Honors College at Texas State University provides small, stimulating classes taught by master teacher-scholars who employ innovative teaching methods. The Honors College also allows students to graduate from the Honors College as well as with their undergraduate major. The BHA program currently has a student enrolled in the Honors College and two students have earned this Honors College graduation since its last recertification. See the link for more information about the Honors College.

<http://www.txstate.edu/honors/>

11d. Describe major linkages between the program and other academic units on campus (i.e. Business, Allied Health, Public Administration, Research Centers, and/or Extended Learning Centers).

Within the College of Health Professions, the BHA program provides required major courses (designated as HA) for radiation therapy students. The program also provides support/background courses for graduate majors in healthcare administration. Students in other majors may also minor in healthcare administration based on an 18-hour curriculum, adapted from the HA major curriculum. The HA minor consists of required courses (HA 3308, HA 3324, and HA3347/4307) and 9 hours selected from any of the 3300-level HA courses. Commonly, minors are pre-health professions students (radiation therapy, respiratory care, health information management, and nursing) with some coming from Spanish, biology, and other areas. See link for HA minor requirements.
<http://mycatalog.txstate.edu/undergraduate/health-professions/administration/healthcare-administration-minor/>

11e. If the program offers courses on-line or in a distance education format, describe the technologies involved in delivering these courses. Are additional resources provided for the creation and regular revision of online courses?

N/A. No courses are offered online for the BHA.

11f. Describe any on-line or internet-based teaching tools that are used to complement traditional classroom-based instruction. How are faculty trained and supported in the use of these tools?

Texas State University has a content learning management system called TRACS. This system provides a wide variety of online tools including forums, blogs, grade books, mail tools, and chats. The BHA faculty makes full use of this online support to foster communication with student and to apply creative teaching ideas. See link below for examples of TRACS features.

Information Technology provides training to new and existing University faculty on the TRACS system and its functions. IT staff members also make office visits if necessary. In addition, TRACS support is available through both online, and telephone consultation. See link for examples of face-to-face training programs. <http://signup.txstate.edu/>

Texas State has adopted Canvas as its next-generation Learning Management System (LMS). Canvas fielding will begin in 2020. The LMS Team is preparing resources and training for this migration. <https://www.distancelearning.txstate.edu/Canvas-LMS-Announcement.html>

Bobcat Mail

The University has an email system called Bobcat Mail that faculty, staff, and students can access by using the appropriate ID. This service allows 24-access to faculty and staff members.

Social Media

The Office of University Marketing offers a social media link. This link serves as a directory for affiliated Twitter and Facebook access. See the link for the social media information. <https://www.socialmedia.txstate.edu/>

The SOHA has developed its own Linked In site. Dr. Cristian Lieneck initiated the site. Linked In allows students and alumni to exchange ideas, conduct job information searches, and keep up to date in the field. Faculty members are also part of this online network. Currently, the Linked In site has over 451 members (alumni and others associated with HA leadership. It serves to keep alumni informed and connected even when they do not reside in Texas.

11g. Describe how students attending your program primarily or exclusively in an online format can access program and university resources.

N/A

Appendix 11. Photographs

Criterion 12

Criterion 12. In programs where admission is selective, the program must demonstrate that the procedures for admitting students to the program are compatible with the mission, goals and objectives of the program.

12a. Describe the program's admission policies, their relationship to those of the university or college and any special requirements for admission to the program. Who has the authority to admit students? What percent of applicants are admitted to the program? At what point in the overall program is the student recognized as a health management / administration major?

The BHA program's admission policy is delineated in the BHA Admission, Retention, and Graduation Policy document (Appendix 12A). This information is also in the Undergraduate catalog. The BHA degree requires admission to the university and admission to the program. The steps for admission follow, and Appendix 12B illustrates the advising process prior to admission.

1. Any student in Texas State may declare Pre-Healthcare Administration as the major. To declare Pre-Healthcare Administration as a major, contact the School Administrative Assistant and schedule an appointment with the BHA Director.
2. Admission to the Healthcare Administration program is competitive with a limited number of applicants accepted to each class. In addition to the minimum criteria for program consideration, applicants to the BHA program are required to have an interview with the BHA Program Director.
3. A Texas State GPA of 2.75 or higher is required for application for admission.
4. Successful completion of all general education core curriculum and support courses with a "C" or better in the following courses: MATH 1315 or an equivalent, ECO 2301 or ECO 2314, HP 3325 or an equivalent, and HA 3308.
5. Completion of the PUG (Punctuation Usage and Grammar) test with a passing score (70% or higher). Contact the testing center at: www.txstate.edu/trec/ (The cost is \$40 per exam for current Texas State students). Additional information on the PUG can be found here: <http://www.txstate.edu/slac/stad-test-prep/pug.html>
6. Completion of the application does not guarantee acceptance to the BHA program. The student must complete prerequisites and meet the above requirements for program acceptance. If the student is accepted but fails to complete prerequisites, the student's enrollment in HA classes is delayed until prerequisites are completed.

7. The application packet to the BHA program must be submitted by the posted deadline. This application includes the BHA Application, the Interview Sheet signed by the BHA Program Director, a copy of the student's current schedule (Texas State and other college or university), the student's Statement of Purpose. The PUG must be on file before the student is admitted.
8. The Statement of Purpose is a short essay that explains why the student wishes to be admitted to this program.
9. The application packet due dates are October 1 for the fall and March 1 for the spring. Applications are turned into the Health Admission Office.

The authority for admitting students to the Program currently rests with the BHA Director. The admission process starts with a student expressing an interest in the BHA major. The student meets with the Director to discuss the actualities of the field of health administration and the process of admission to the BHA program. See Appendix 12B for a process diagram.

Once students are Pre-HA majors, they work to meet the requirements for admission to the program by completing courses, taking the PUB, writing a statement of purpose, and submitting an application through Ms. Julie Carroll (SOHA Administrative Assistant.) After the deadline for application has passed (October 15 for the spring semester and March 15 for the fall semester), the BHA Director receives completed application files from Ms. Julie Carroll (SOHA Administrative Assistant) and then begins the review process. Appendix 12C is the process flow.

Who has the authority to admit students?

The BHA Director has the authority to admit students into the program based on the procedures listed above.

What percent of applicants are admitted to the program?

The percent of applicants admitted to the program varies with the number of the students in the pool and the number who make meet the requirements. This question is made a bit more difficult in that many students do not finish their application if they are unable to pass the PUG or meet the pre-requisites. Completed applications are most often fully qualified pending grades for the ongoing semester. For example, in the most recent application process (Fall 2019 class), there were 33 students who were accepted from a pool of 42 (79%). Of these, 26 enrolled and 3 were deferred. The remaining 4 students who were accepted and did not enroll were advised by the Program Director into different programs that better fit their academic desires and ability to matriculate. For example, two students sought to pursue graduate education (the MHA). By completing the BS Health Sciences instead of the BHA, they were able to graduate one year earlier and begin their graduate education. The important component of advising is placing the right student, in the right program, at the right time.

At what point in the overall program is the student recognized as a health management / administration major?

The student is recorded as a Pre-HA major after he/she completes the Director interview process and states that he/she wants to be considered for acceptance. He/she is entered into the BHA database. He/she becomes a BHA major after making application and receiving acceptance for the fall or spring semester.

12b. Describe the students enrolled in the program during the self-study year, including the number of full-time students, the number of part-time students and the total number of students graduated within the self-study year. If the program has more than one degree option, specify the number of students enrolled in each option, including any minors.

In eligibility criterion D, we reported the following majors (Table 1).

Table 1. Majors by semester and attendance status

Majors	Full Time	Part Time
Fall 2018	99	8
Spring 2019	123	11

These numbers do not reflect the pre-HA students. The University, however, tracks the pre-HA students as part of the enrollment, which would artificially inflate our enrollment. Using the Institutional Research numbers inflates enrollment to 257 for the Fall 2018 term and 242 for Spring 2019 term.

Using the Institutional Research numbers, we had the following number of minors during the self-study year. Note: since they are not our students, we cannot track their full time or part time status. These numbers are publicly viewable from the University here:

Minors	Full Time	Part Time
Fall 2018	96	24
Spring 2019	98	22

These numbers are the official University numbers and are available here.

https://public.tableau.com/views/TXSTERnrollmentExplorer>SelectStudents?:embed=y&:s howTabs=y&:display_count=no&:showVizHome=no See Appendix 12D for a graph of enrollment of majors and minors by year.

Our program has only a single degree option. According to University Institutional Research, there were 6 BHA graduates in the fall of 2018, 36 in spring of 2018, and 12 in summer of 2018 for a total of 54 graduates during the self-study year. These numbers are

tracked by the University in Logi and CatStats systems.
(https://public.tableau.com/views/TXST-IRDegreesAwarded/ByLevel?:embed=y&:display_count=no&:showTabs=y&:showVizHome=no). See Appendix 12E for a graph of graduates by year.

12c. Describe how potential majors get information about the program and how the program informs potential students about degree offerings. Describe any events such as Open Houses or Career Fairs in which the program participates. Below you may attach examples of program brochures, promotional materials, posters, websites, etc.

Our program advertises through Bobcat Days, a Texas State Open House. Three times each semester, we set up a marketing booth. This generates interest for the incoming class. We have large posters, flyers, brochures, etc. In addition, we provide information during Career Fairs. An example of one of our posters is attached (Appendix 12F).

Appendix 12A. BHA Admissions Policy

Appendix 12B. Interview Flowchart

Appendix 12C. Admissions Flowchart

Appendix 12D. Majors and Minors

Appendix 12E. Graduates

Appendix 12F. Marketing Poster

Criterion 13

Criterion 13. Students must have access to adequate academic advising and career placement support.

13. Describe the program and university procedures for student advisement and career placement. Describe any resources available to students to assist them with career planning.

Upon admission to the BHA program, a student attends a one and a half hour, mandatory orientation session conducted by the BHA Director. During the session, students (dressed in business casual) meet the members of their BHA faculty and learn about the major. There is a review of the advising process including the BHA course sequence and cohort design, and the students are reintroduced to Ms. Carroll. In addition, the BHA Director discusses the two-year job interview and expectations of students. The faculty provide information about the Student Leadership Coalition (student organization) and the Residency program as well. An agenda from a previous meeting is Appendix 13.

Some of the most valuable elements of the orientation are setting expectations, establishing an environment of mutual respect, discussing success tips, interaction with faculty, evaluation of students' emotional intelligence (partly done a priori), and discussing the 3C's and 1 F: cohort, curriculum, certifications, and faculty. The student signs off on a checklist at the end of the orientation, and the checklist is included in his/her permanent file. In addition to the orientation, students have access to the Director by email or through office visits. The BHA Director responds to all questions and concerns promptly.

The BHA program frequently uses the excellent Texas State University Career Services Center for career planning assistance. For example, representatives from this Center speak to students during the HA 4141 course on topics such as professional dress, impression management, resume writing, business etiquette, and interviewing. The Career Services Center also offers consulting on resumes, practice interviews, job fairs, job search advice, and assessments. See the link below for more information about Career Services at Texas State. <http://www.careerservices.txstate.edu/>

Appendix 13. Example BHA Orientation Agenda

Criterion 14

Criterion 14. Students must have access to peer networks and means to communicate.

14. Describe the existing and planned peer networks and student clubs that exist within your program or to which your students have access. Describe the extent of student involvement in the networks, the types of activities in which the groups network, any affiliations of the network with professional associations (ACHE, MGMA, etc.. By what other means do students network and communicate?

The BHA program curriculum design fosters networking from the first semester of courses. BHA students are in a cohort model; they take all of their classes from semester 1 to semester 3 as a group. BHA students often continue to communicate with each other after graduation because they know each other well. In addition, BHA students are engaged in learning communities and group projects as part of their program coursework. These activities enhance the BHA students' ability to work as members of groups and teams.

SOHA also has a student organization called the Student Health Coalition (<https://www.health.txstate.edu/ha/Current-Students/HLC.html>.) The HLC provides a variety of activities for MHA and BHA students including speakers on career topics, community service projects, and support activities for SOHA functions. SOHA students also raise funds to support attendance at the ACHE Congress in Chicago. The organization maintains LinkedIn, Facebook, Instagram, and Twitter presence and notifies students of upcoming professional and HLC meetings. Undergraduate participation hovers at 25%. Appendix 14 shows some of the activities and speakers run in a single semester.

During the BHA orientation by Dr. Nowicki, a former ACHE Regent, discusses the importance of networking and professional association membership. Students receive a pre-signed student membership form for the ACHE and are provided monetary offsets to attend the ACHE Congress. The spring 2019 cohort saw 12 out of 36 students (33%) join the ACHE. Further, Dr. Topinka and Dr. Lieneck discuss both HFMA and MGMA options. Students must join the Institute of Industrial and Systems Engineers as well (100% participation), because they must attempt the Lean Six Sigma Green Belt examination as a student member during their quality class.

Appendix 14. HLC Semester Agenda Example

Criterion 15.

Criterion 15. Programs must provide students with an appropriate process to address concerns or complaints regarding academic or other issues.

15. Describe any program or university policies to enable students to voice concerns or complaints. Describe how students' concerns or complaints are addressed.

BHA students have a process to voice concerns at several levels. First, each faculty member must list his/her office hours in his/her syllabi and be available during the posted hours. These office hours are essential in the teaching process. If a faculty member cannot make his/her office hours because of illness or travel, he/she must contact the front office, and leave notification for students. Frequently, office hours are at a time for students to review examinations with professors, obtain additional assistance with course content, or discuss class issues.

We standardize syllabi for all BHA classes. This allows students to receive written information about BHA and University policies. For example, Texas State Honor Code, Policies for Students with Disabilities, Repeating Courses, Retention of Materials, and Extenuating Circumstances (e.g. withdrawals and incompletes) exist in the BHA syllabi. In addition, each syllabus provides students with the BHA list of faculty expectations for knowledge, attitudes, and skills.

In addition to office hours and syllabi, students who wish to appeal a grade or suspension from the program receive a copy of the BHA Admissions, Retention, and Graduation policy. This policy spells out the steps needed for grade or suspension appeals. SOHA has a policy for grade appeals (included as an appendix). The University itself has policies for handling student complaints (see <https://www.avpas.txstate.edu/Student-Complaints.html> and <https://policies.txstate.edu/university-policies/07-10-06.html> or Appendix 15A and Appendix 15B). Students have many avenues to pursue.

Appendix 15A. Student Complaint Process

Appendix 15B. University Policy on Student Complaints

Appendix 15C. Student Complaint Log

Criterion 16

Criterion 16. The program must have a committed community advisory board that meets at least once per year.

Considerations:

Advisory boards may consist of part-time faculty, adjunct faculty, community practitioners, alumni, current students, healthcare professionals, etc.

16. Describe the organization and functions of any advisory committees, boards or groups. How do advisory committees or boards facilitate communication between practitioners and faculty, or provide input to program activities? How do students interact with advisory committees or boards?

The Board

The 9-member SOHA advisory board includes representatives from hospital systems, the Veteran's Administration, and corporations. The Board meets at least once a year at the ACHE Congress or virtually to discuss issues related to the MHA and BHA programs. In addition, members serve on work groups so the BHA and MHA directors can contact them as needed for input. See below for a list of members of the board and their affiliations

The last meeting of the Board was at the ACHE Congress in 2018. The School Director gave the Board members a brief update on the BHA program. Appendix 16 provides the minutes from that meeting. Advisory board composition follows.

Dr. Matthew Brooks, Professor, Health Administration
Dr. Scott Kruse, Associate Professor, Health Administration
Mr. Joel Helmke, Alumni, Senior Vice President, City of Hope
Ms. Laura Fohn, Alumni, Director of Operations, Ascension Dell Seton
Ms. Debbie Cox, Alumni, Director, Human Resources, CTMC
Mr. Rohan Syal, Recent Alumni, Project Specialist, Houston Methodist
Ms. Lorraine Lobo, GIA, Health Administration
Dr. Jessie Tucker, President, Methodist LeBonheur Healthcare
Dr. Anthony Stahl, CEO, Central Texas Medical Center (Appointed in 2019)

How do advisory committees or boards facilitate communication between practitioners and faculty, or provide input to program activities?

Board members are part of work groups for the MHA and the BHA programs. This gives the BHA program director the ability to contact the BHA work group with questions and concerns about the program. For example, the BHA Director recently asked for input of the work group members concerning strengths and weaknesses of the BHA program and received feedback through email correspondence.

How do students interact with advisory committees or boards?

Members of the board have served as speakers at the student organization meetings (HLC) where they provided insight into leadership and the practice of health administration. In addition, they practice networking with the current students who attend the SOHA Annual Meeting. One board member has actually invited students to visit him at his facility and students have taken advantage of this offer.

Appendix 16. Board Minutes

Criterion 17

Criterion 17. The program must have established relationships with appropriate professional communities in order to provide students with opportunities for professional socialization and leadership development.

Considerations: Professional communities might consist of local chapters of professional organizations (ACHE, MGMA, HFMA, etc.), other local healthcare-focused organizations, etc.

17a. Describe the program's major linkages with professional communities, associations, and practitioners.

Faculty. We may have the largest percentage of faculty FACHE members in the nation, and we have four CAHME Fellows / former Fellows and a former Regent on staff. All of our faculty are engaged in professional service as evidenced by the CVs.

Students. A major way that the individual BHA student interacts with healthcare practitioners is through their administrative residency. Each student has an onsite preceptor who spends many hours with the BHA student and provides both learning opportunities and personal insights into the work of healthcare management. In addition, BHA students complete a major project that often requires interaction with other healthcare practitioners within and outside of their resident sites. The administrative residency program assists BHA students in making the transition from being a student to being an entry-level healthcare manager.

With respect to professional associations, the BHA faculty members encourage students to attend the Central and South Texas Chapters of ACHE, local MGMA, HFMA, and other health-profession related meetings. To facilitate this opportunity, the SOHA Student TRACS and LinkedIn sites have calendars that provide information about upcoming professional meetings. In addition, officers of the HLC post information about upcoming meetings on the SOHA social media sites. Dr. Michael Mileski, HLC Advisor, also encourages students to attend professional meetings with him and recruits students to staff table displays at some of these events. Through these efforts, BHA students receive many opportunities to network with practitioners in the field. In addition, representatives of the ACHE have been featured speakers at the HLC meetings. This allows both the BHA and MHA students to learn about this organization and its benefits for their careers.

Beyond the networking afforded by attending local meetings, the program works to support the cost of sending student representative to the ACHE Congress in Chicago. Students who attend this meeting are required to be student members of the ACHE.

The SOHA student organization (HLC) also features members of the health care community and professional associations as presenters at their monthly meetings. These speakers provide information about professional associations, career areas in health care, and issues related to healthcare administration.

<https://www.health.txstate.edu/ha/Current-Students/HLC.html>

<https://www.facebook.com/HealthcareLeadershipCoalition>

<https://twitter.com/TexasStateHLC>

<https://www.instagram.com/txstatesoha/>

17b. Describe any student associations or clubs not addressed in Criterion 14. Describe how practitioners interact with students through all student club activities.

NA. See Criterion 14.

17c. Describe any other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader presentations or other supplemental educational programs.

Each fall semester, SOHA has its Fall Conference. Current students, alumni, and local health professionals receive invitations to attend this conference. The Conference features topics related to healthcare administration and current issues. The site for the Fall 2018 Conference was the McCoy School of Business in San Marcos.

Aside from this conference, the HLC attracts healthcare practitioners and provides supplemental symposia and educational programs for the voluntary attendants. Even those outside of the HLC may attend these meetings. Further, HA4141 includes trips to facilities and meetings with healthcare administrators (see the syllabus).

Each spring, we have an awards ceremony for BHA and MHA students. Honor is also given to any retiring faculty members at this Conference. The Spring Awards Ceremony includes student induction into Upsilon Phi Delta.

Criterion 18

Criterion 18. The program must show good faith efforts/have a plan in place to have established linkages to alumni. This includes but is not limited to, alumni involvement in an alumni association, mentoring, internships, educational activities and program support.

18. Describe how program alumni are linked to current students, faculty and programmatic efforts and what efforts are underway to expand this involvement and connection.

The BHA alumni are an important part of the program through their input and service as preceptors. The residency coordinator maintains contact with many of the BHA alumni because they serve as residency preceptors for current students. The advantage of having BHA alumni as preceptors is that they understand the goals of the program and want to give back to their alma mater.

SOHA alumni receive information largely via social media. This information includes faculty accomplishments and any changes in the BHA or MHA program. Students are required to establish LinkedIn accounts (and others during their matriculation and advised to maintain them. This allows for us to push information to them via our social media mechanisms. The BHA program conducts alumni surveys at the end of each student's residency and provides repeated alumni surveys through Qualtrics, advertised by both LinkedIn and our official SOHA website <https://www.health.txstate.edu/ha/Alumni.html>. The transition from SurveyMonkey (formerly used to Qualtrics improved our ability to run ad-hoc analyses and was the University approved tool.

The survey instrument itself captures data about current email addresses, employment status, places of employment, and salary ranges. In addition, the BHA survey asks about the value of the BHA curriculum and field experience. We analyze these surveys over time to help verify that our curriculum is on point. Analysis of these surveys follows in the program assessment.

The LinkedIn SOHA group has 1,263 members (alumni, BHA faculty, and others associated with HA leadership) and facilitates alumni's exchange ideas as well as job information searches. It also allows alumni to keep the BHA program up to date on accomplishments and serves to keep alumni informed and connected to the BHA program wherever their careers take them.

The adoption of social media has been a program improvement that has already expanded our involvement and connection. We are now sponsoring a table at ACHE as well as a

dinner for alumni and current members. Alumni are linked to our program through service on the Board, presentations in the HLC and classes, and work with our students and faculty as preceptors.

Criterion 19

Criterion 19. The program must utilize teaching methodologies and modalities appropriate to the curriculum of the program and needs of the student and must demonstrate that various teaching modalities utilized achieve learning objectives of the student and are appropriate for the educational content being delivered.

19a. Describe the extent to which various traditional teaching methodologies or formats are utilized for courses offered by the program, including but not limited to traditional lecture or classroom-based education; team teaching; guest lectures; team projects and presentations; the case study method; and the use of service learning.

The BHA program at Texas State University uses a face-to-face delivery format enhanced through online activities supported by the University's TRACS system. A review of BHA program syllabi showed that faculty members use media-enhanced lectures, group projects, student presentations, field experiences, guest lectures, case studies, service learning, projects, and other formats to provide learning opportunities for their students. In addition, services like drop box, project sites, and mailtool enhance communication and convenience of sharing educational efforts. Four courses require students to attempt certification. Students attempt to certify in QuickBooks Accounting Software, Excel MOS Basic, Excel MOS Expert, and the Institute for Industrial and Systems Engineering Lean Six Sigma Green Belt. These third-party certifications validate skills, knowledge, and abilities acquired by the students in their courses. The use of third-party certification is a strength of the program. The diversity of teaching techniques also allows the faculty to share ideas about diverse ways to assist in student learning.

19b. Describe the program's involvement in distance education, explaining the teaching format used for distance education (such as synchronous or asynchronous on-line teaching, teleconference, or other modalities).

The BHA is a residential program and does not offer online classes.

19c. How many courses are available on-line or in a distance education format? What percent of the program can be accessed on-line? For distance education students, what, if any, time is required on campus or in a traditional classroom setting?

The BHA is a residential program and does not offer online classes.

19d. Describe how on-line or distance education courses are integrated with traditional classroom-based courses. How many students take courses in each of these formats? Do the same faculty members teach both classroom-based and distance education courses? Do any courses combine on-line and classroom teaching in the same section?

The BHA is a residential program and does not offer online classes.

19e. Describe how the program assesses if students have the skills and competencies to succeed in a distance learning environment.

The BHA is a residential program and does not offer online classes.

19f. Describe how parity of education and learning outcomes is documented for traditional classroom-based and distance education courses.

The BHA is a residential program and does not offer online classes.

19g. Describe how the program assures that students in distance learning programs have access to all necessary resources, including libraries and computer networks and other retrieval capabilities and that they have the capability to use them effectively.

The BHA is a residential program and does not offer online classes.

19h. Describe how the program provides support for faculty and students to use effectively existing learning technologies and adapt to new ones, e.g., service technicians, site administrators, library resource personnel, and instructional technologists.

The BHA is a residential program and does not offer online classes.

19i. Describe how faculty are trained and equipped to use distance learning technologies in the teaching program. Describe also how faculty performance in distance education is evaluated.

The BHA is a residential program and does not offer online classes.

Appendix 19 provides representative assessment methods. These change from semester to semester based on faculty assessment.

Appendix 19. Teaching Modalities by Course

Criterion 20

Criterion 20. The program will develop or adopt a set of competencies to serve as the foundation of its curriculum that will relate to the program's mission and the market that it serves.

20a. Provide a list of the competencies used by the program, and describe how these competencies align with the program's mission and the types of jobs graduates enter.

Provide a list of the competencies used by the program.

The competencies and their operational definitions follow.

1. Communication. Be able to utilize verbal, written and presentation skills to communicate an organization's mission, vision, values and priorities to diverse audiences.
2. Relationship Management. The ability to build and maintain relationships with internal as well as external stakeholders that are anchored in trust and where decision-making is shared.
3. Leadership Skills and Behaviors. The ability to exercise appropriate leadership styles and ethical leadership behavior, employ critical thinking skills, and advocate for the organization and its values in the community and public policy arena.
4. Organizational Climate and Culture. Foster a culture that values diversity, promotes teamwork, and engenders a commitment to the purpose and values of the organization.
5. Managing Change. Be able to promote organizational development and continuous improvement, and use systems thinking to enact change in complex organizations.
6. Healthcare Systems & Organization. Be able to promote organizational development and continuous improvement, and use systems thinking to enact change in complex organizations.
7. Healthcare Personnel. Understand the professional roles, responsibilities, and values of the range of health care professionals in order to foster effective relationships and promote an optimal care environment.
8. The Community and the Environment. Monitor trends in the local and national environment to the delivery of care, demonstrate a familiarity with the regulations

- impacting health care delivery, and understand the impact of public policy decisions on cost, quality and access to care.
- 9. The Legal Environment of HA. Monitor the legal and ethical environment under which healthcare systems operate. This was added by the faculty to reflect what we teach. It links directly to the MHA.
 - 10. General Management. Demonstrate analytic and problem-solving skills, and understand the impact of individual decisions on other parts of the organization and the environment.
 - 11. Financial Management. Understanding of financial analysis, reimbursement techniques and strategies, and financial outcome measures. Application of financial analysis and planning to achieve organizational objectives.
 - 12. Strategic Planning & Marketing. Setting organizational direction and strategies based on an understanding of the market and market forces and communicating an organization's capabilities and strengths to consumers.
 - 13. Information Management. An understanding of how technology can be used to promote managerial and clinical efficiency and improve health care delivery. The ability to effectively manage information resources and plan for future needs.
 - 14. Quality Improvement. Application of techniques that continually improve the quality of care provided, patient safety, organizational performance, and the financial health of the organization.

Describe how these competencies align with the program's mission and the types of jobs graduates enter.

The mission of the BHA Program is to prepare ethical, entry-level healthcare administrators for careers in a variety of healthcare settings and to add to the body of knowledge in our fields. The “ethical” component falls across many of the domains but particularly under “Leadership Skills & Behavior.” We previously had this element pulled out as a separate competency; however, the faculty decided that The mission of the BHA Program is to prepare ethical, entry-level healthcare administrators for careers in a variety of healthcare settings and to add to the body of knowledge in our fields. The “ethical” component falls across many of the domains but particularly under “Leadership Skills & Behavior.” We previously had this element pulled out as a separate competency; however, the faculty decided that it better fit as one of the three themes for our program. The “entry-level” requirement is addressed with the Healthcare Leadership Alliance (HLA) and AUPHA competency areas. We have mapped in Appendix 20A a crosswalk between our MHA (which has 24 competencies), our BHA (which selected 14 competencies), AUPHA requirements, and Peregrine Testing. The BHA is a logical subset of our MHA and directly maps to both AUPHA and Peregrine assessments.

- 1. Communication. Excellent communication is foundational for our program and necessary to even attract a preceptor.

2. Relationship Management. For patient care, this is necessary.
3. Leadership Skills and Behaviors. This aligns with our focus on ethics and the school's mission focus on leadership.
4. Organizational Climate and Culture. Our students are multi-cultural. Our work environment is multi-cultural. Entry-level healthcare administrators need to understand both culture and climate.
5. Managing Change. The healthcare environment changes every second. Students need to understand rigid flexibility.
6. Healthcare Systems & Organization. Foundational knowledge is required to enter the healthcare arena.
7. Healthcare Personnel. Entry-level administrators must have foundational knowledge of the intricacies that life-cycle management of healthcare professionals entail.
8. The Community and the Environment. Understanding the systems perspective in healthcare requires a focus on these elements.
9. The Legal Environment of HA. The legal environment is important for our entry-level students, as there are considerations for hiring, treating, etc., particularly in our region of the country.
10. General Management. This competency is a must for entry-level administrators. It includes quantitative analysis (see the definition).
11. Financial Management. Our students who start work in a group management practice require this immediately, and all require familiarity.
12. Strategic Planning & Marketing. The students must understand strategy and marketing to assist their organizations as an administrator.
13. Information Management. HIPAA, PHI, EHR, and several other acronyms provide support for including this competency. Our students must have familiarity in this arena.
14. Quality Improvement. We have placed no fewer than 5 students in quality departments in the last year because of their Lean Six Sigma Green Belt certifications. This is an important competency.

During our BHA strategic planning meeting in August of 2018, faculty members discussed the relevance of the previously adopted 15-competency ACHE-based model. The decision was to adjust the competencies based on the mapping among the four areas above, particularly since the BHA students sometimes become MHA students. Minutes for the meeting were approved in the fall, and syllabi changes reflecting the changes are included.

20b. Describe how program's competencies were developed and how they are reviewed and revised.

Fifteen BHA competencies, selected from the HLA and faculty input, were first set in 2011 and have been reviewed approximately every other year since during the program review process. The faculty met to review several competency models and to discuss creating their own model. The initial 2011 competencies were based mostly on the Healthcare Leadership Alliance (HLA) competency set and adopted to the BHA curriculum.

The current set of 14 competencies are a logical transition from the original model. All definitions but the “Legal Environment of HA” derive from the HLA Competency Directory.

The transition to these 14 competencies reflected a re-mapping of the original 15 competencies. A mapping of the original competencies to the new ones along with the collective faculty reasoning follows in Appendix 20B.

The new competencies and assessment levels have been inserted into the syllabi. The assessment of the competencies is at the knowledge or application level for the BHA. These levels are defined below.

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

A competency map of the courses to the new competencies is included in Appendix 20C. These assessments are based upon faculty evaluations of the competency attainment of their individual classes revised after the new competencies were approved.

Appendix 20A. Competency Crosswalk

Appendix 20B. Competency Adjustments

Appendix 20C. Course to Competency Crosswalk

Criterion 21

Criterion 21. The program will ensure that course syllabi are uniform and include course content, assignments, readings, teaching and assessment methods, and learning objectives.

21. Upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number. You may upload up to 10 files in each of the following 3 questions.

Syllabi are attached as Appendix 21.

Appendix 21. Syllabi

Criterion 22

Criterion 22. The program will have adequate coverage of the following content areas in its curriculum:

- 1. The US Healthcare System**
- 2. Population/community health**
- 3. Cultural Competence/Diversity**
- 4. Organizational development/organizational behavior theory**
- 5. Management of healthcare organizations**
- 6. Operations assessment and improvement**
- 7. Management of human resources and health professionals**
- 8. Information systems management and assessment**
- 9. Healthcare Law**
- 10. Governance**
- 11. Health policy**
- 12. Leadership**
- 13. Statistical analysis and application to decision making**
- 14. Healthcare Economics**
- 15. Post-acute Care**
- 16. Healthcare Marketing**
- 17. Financial analysis and management**
- 18. Ethics in business and clinical decision-making**
- 19. Strategy formulation and implementation**
- 20. Quality assessment for patient care improvement**

Considerations:

More than one content area may be covered in a single course or a single content area may be covered in multiple courses. Adequate coverage means that students should correlate to the competencies listed in Criterion 21.

22a. Complete the Course Competencies tab in the Self Study Table to demonstrate how your curriculum covers the required content areas.

See Appendix 23

22b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.

The BHA curriculum in the School of Health Administration has many features that assist faculty in teaching health administration content and the application of that content. Five faculty-developed features are particularly supportive of this effort. See below for a summary of each of these features.

Cohort Model

Admission of BHA students is cohort model that means that students in each class progress through the program as a group. Students remain with their cohort until their last semester of administrative residency. The cohort design encourages student interaction through study groups, self-selected project groups, and networking after graduation. The cohort design helps to build identification with and pride in the BHA major.

Curriculum Sequence

There is a required four-semester course sequence in the BHA curriculum that maximizes the advancement of student learning from foundational to application. In accordance with the BHA curriculum model, students must complete all courses in the first two semesters (junior-level), before they can enroll in the senior-level courses. As the BHA student progresses in the required sequence, he/she assume greater responsibility for learning. This simulates the path from new employee to more seasoned employee. The required sequence also encourages transfer of learning from one course to another in the program. For example, HA 3329 Human Resources (taken Semester 1) presents content that relates to HA 3341 Project Management (taken Semester 2) and HA 33455/4318 Employment Law (taken Semester 3)

Certifications

Four courses require attempts at third-party certification to validate our teaching.

- In Accounting, students must attempt the QuickBooks certification.
- In Finance, students must attempt the Excel MOS Basic certification.
- In Quality, students must attempt the Institute for Industrial and Systems Engineers Lean Six Sigma Green Belt certification.
- In Problem Solving & Decision Making, students must attempt the Excel MOS Expert certification.

EXIT Exam (Pre-Post)

Because health administrators are not licensed in Texas (except for long-term care administrators), the BHA program includes a faculty-prepared comprehensive examination that covers all areas of the curriculum. This exam serves as an evaluation of the student's basic knowledge of the curriculum and a method for assessing knowledge retention in courses. A review class precedes the EXIT exam where students work in groups to review their curriculum, design study aides, and communicate with faculty members about specific areas of course content. Students must pass the EXIT exam with a score of 70% or higher to be eligible for their administrative residency (HA 4848). The

University Testing Center provides a detailed analysis of each semester's EXIT exam and there is a continuous review and revision process in place.

Administrative Residency

BHA students complete a 15-week, 40-hour per week administrative residency as part of their graduation requirements. They receive 8 hours of academic credit for this residency. As part of the administrative residency, students complete a 240-hour major project on a topic. The onsite preceptor must approve their project. Whenever possible, the BHA residency coordinator places students according to their area of interest. Placement sites are available throughout central Texas and in many other areas in Texas. Students are only placed where there is an affiliation agreement. Administrative residencies allow students to experience healthcare management in a learning situation.

Appendix 22. Course Competencies Tab

Criterion 23

Criterion 23. The program must ensure that an internship experience of at least 120 hours meets the stated goals and objectives of the program.

23a. Describe how the program uses the internship to meet the goals and objectives of the program.

The administrative residency experience in the BHA program links to the following BHA teaching goal because it allows students to experience real-world situations in healthcare management. These situations serve as learning experiences through the guidance of the onsite preceptors and the residency coordinator.

The BHA faculty members strive to create a learning environment that prepares students to enter the ever-changing health care environment.

It also is significant in meeting the following teaching objectives.

Faculty in the Texas State BHA Program will provide learning opportunities that offer students the knowledge and skills necessary for entry-level management positions.

Faculty in the Texas State BHA Program will encourage the development of professional behavior through learning opportunities and modeling behaviors.

The administrative residency provides a culmination experience so that students can apply the knowledge and skills gained in academic courses and practice professional behavior in a real-world setting. The residency program places student in a facility that supports their career goals. During the 600-hour residency experience, students participate in a variety of management activities. These work-based experiences include opportunities to improve communication and interpersonal skills, model management behaviors, observe organizational culture, and complete management assignments. In addition, administrative residents complete a preceptor-approved project that requires at least 240 hours of work. This project often allows the student to meet with staff members and learn more about the organization. Students report that the residency experience gives them a chance to understand the real world of healthcare management and allows them to identify their strengths and areas of improvement.

23b. Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.

HA 4848 Healthcare Administrative Residency is the last course that students take before completing the BHA program. The rationale for the sequencing of the course is that it serves as a vehicle for practicing the knowledge, skills, and professional behavior information acquired through BHA courses in a real-world setting. Scheduling HA 4848 after completion of all BHA courses also allows greater flexibility in field placement. In other words, students do not have to be located in San Marcos or close by to complete an administrative residency because they have completed all of their BHA courses.

23c. If the internship requirement is ever waived for a student, please describe the criteria for which that waiver might be granted, and how that is applied consistently to all students.

NA

Criterion 24

Criterion 24. The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.

24a. Describe how internship sites are identified and selected.

Since the BHA program at Texas State has been working with the community for field placement for many years, potential residency sites are already on file. When using a current site, the residency coordinator sends an email notification concerning placement. Interested sites return position descriptions on the type of residency they can offer and complete an agreement to participate in the BHA residency program. Some sites choose not to participate for various reasons. Currently, there are over 55 sites that represent the immediate service area (central Texas) and many that are outside of this area. We have placed students as far away as the Northeast and Northwest, depending on their desires, our ability to find willing preceptors, the quality of the residency, and affiliation agreement requirements.

Because of the residency coordinator's contacts with the larger community and the number of alumni who request that their facilities become residency sites, it is not necessary for the residency coordinator to recruit new sites each semester. However, many students have specific interests, and the coordinator attempts to match those interests with willing preceptors. Some of these interests are geographically based. Others are facility based.

If an existing site requests to be part of the BHA residency program, the coordinator works directly with that site. If a potential preceptor is interested, he/she submits information on residency tasks and his/her credentials. The residency coordinator reviews the request and if approved, the residency coordinator sends a formal affiliation agreement to be completed (See Appendix 24A).

24b. Describe how internship preceptors are oriented to the expectations of the internship experience.

Initially, residency preceptors receive a set of Frequently Asked Questions as well as a Student Residency Manual (Appendix 24B), so that they are familiar with the process from the student perspective. The residency coordinator then conducts a conference call to clarify any concerns that a residency preceptor might have. During the

semester, preceptors have frequent telephone and occasionally face-to-face contacts with the residency coordinator to clarify any concerns or issues.

24c. Describe how internship sites and preceptors are evaluated.

Students formally evaluate their field experience at the end of each semester (Appendix 24C). This evaluation includes a Likert-scale rating system that ranges from poor to outstanding. Topics assessed include the site, preceptor, learning experience, and field practice coordinator. In addition, there are open-ended questions about skills that the student needs to improve, overall impression of the experience, and advice to future students. The residency coordinator reviews each of the evaluations and notes any trends that occur. If a negative trend (scores of fair to poor) occurs in more than one semester, he communicates with the preceptor to determine the cause. The residency coordinator will remove the site from future placements if necessary. To date, students are nearly always pleased with the preceptor placement. The residency coordinator also conducts an end-of-residency interview with the students. To date, we have not removed a field site from consideration.

24d. Describe how student performance in the internship is evaluated.

There are many evaluations of student performance in the residency semester. These evaluations mirror the level of detail required in many entry-level positions in health care. For example, at the end of the 2nd week of residency, students submit a proposal for their required residency project. Each Monday beginning in week 3, students are required to submit a weekly progress report and detailed time log with a legend of activities. These progress reports must be postmarked by the due date or hand delivered on that date.

Students submit a final report at the end of the semester. This report includes information about the residency experience and the completed residency project. Students are also required to schedule two face-to-face meetings with the residency coordinator during the semester. During the first meeting, there is a discussion of the time log, overall field experience, and any concerns. At the second meeting, there is a review of the final report and discussion about the student's overall residency experience.

The preceptor also provides an extensive evaluation of the resident using an evaluation form. In addition to overall assessment of areas like leadership, attention to detail, originality, and attitude, the preceptor assesses job skills that relate to the BHA program competencies. The preceptor also addresses the employability of the student organization and his/her overall strengths and limitations. Appendix 24D illustrates the results from the last rating period. 92% were rated above average, and no students were rated below average.

One of the written weaknesses that the preceptors noted in 2017 was the inability of our students to use Excel. We addressed this by adding additional instruction and the requirements for students to attempt both Microsoft MOS Excel Basic and Expert certifications.

The residency coordinator considers all of the areas stated above in determining the grade in HA 4848 (Administrative Residency). This course graded as a credit/no course. Students earn a grade of Credit if they obtain a grade of 80 or higher on total points for the class.

24e. Describe the faculty role in internship supervision.

The residency coordinator is responsible for student residency placement, contacts with preceptors, meeting with the students, and grading the field experience. In addition, the residency coordinator works on creating new residency sites, including sites that are not in the Central Texas area.

The residency coordinator works with the BHA director on any issues related to the residency and its coordination with the BHA curriculum. The residency coordinator also runs HA 4141 and discusses both the EXIT exam and the residency with the students.

24f. What are the policies regarding the awarding of credit and student remuneration for the internship experience?

Official information for course credit is found in the syllabus for HA 4848 and in the undergraduate catalog. The College of Health Profession's affiliation agreement includes information on student remuneration (Appendix 24A); it is not allowed. Students may not accept employment until they finish their residency program as well.

24g. Describe the evaluation process used to make determination of waiver or reduction of this requirement if a student presents a compelling case for not completely participating in the internship.

The internship may not be waived.

Appendix 24A. Affiliation Agreement

Appendix 24B. Residency Handbook

Appendix 24C. Student Survey of Preceptors

Appendix 24D. Analysis of Preceptor Evaluations of Students

Criterion 25

Criterion 25. The program must demonstrate how it provides integrative experiences that allow students to apply the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in healthcare management.

Considerations:

This can include, but is not limited to, case studies, strategic planning courses, summative papers, capstone courses, consulting projects, etc.

25a. Describe the activities provided by the program, other than the field experience, that are primarily integrative in nature. Describe how each activity provides students with opportunities to draw upon and apply material covered throughout the program of study.

Students in the BHA program participate in many activities that integrate course work with the real world of health care management. For example, in HA 3324 (Supervisory Management), each student interviews an experienced supervisor using questions that directly relate to course content. In HA 3309 (Ethics), students conduct an interview with a patient (called Patient A to protect anonymity) about his/her health care experience. Students analyze the information found in the interview for presence or absence of autonomy, beneficence, nonmaleficence, and justice. In HA 3341 (Quality), students are required to integrate statistics, quality, and engineering to attempt the Institute for Industrial Engineering Lean Six Sigma Green Belt examination.

With respect to integration of material throughout the whole curriculum beyond the residency experience, two main experiences help to achieve that goal. One is a strategic management course (HA 4325) that is part of the student's final semester of academic coursework. This capstone course integrates accounting, finance, marketing, information systems, human resources, and organizational behavior. Through case studies and other activities, students understand the need for and process of healthcare planning.

Students are also required to pass the EXIT exam before they begin their fieldwork. While the exam serves as a measure of basic content knowledge in their program, integration of knowledge occurs during the exam preparation stage. Students use small groups to review their course materials and prepare notebooks that capture the essence of their curriculum. They also interview faculty members as needed to clarify any individual course concepts. The result of this process is that students had better understanding of

links between courses that they might not have noticed when immersed in course completion. In addition, students develop a reference that they could use in their residency and early careers.

25b. If a major paper, thesis, or research project is required, describe the nature of the requirement and the relationship to program objectives.

NA

Criterion 26

Criterion 26. The program must have a process and method to assess, and be able to demonstrate the accomplishment of, student learning outcomes and conduct that assessment at least annually.

Considerations

Examples of student learning outcomes assessments include but are not limited to:

- **Student self-assessments**
- **Instructor assessments**
- **Preceptor assessments**
- **Standardized cumulative (exit) examinations**
- **Course grades**
- **Student pre-post exams**

26a. Describe how the program measures student progress towards mastery of student learning objectives. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.

The BHA program participates in a University-wide process of documentation of student outcomes. This process begins with the faculty of each University program selecting specific learning outcomes, and methods to determine the results of the outcomes. In addition, faculty members determine evidence of improvement and an action plan for obtaining improvement. Faculty members also provide results of the outcomes for the academic year and show how the results of outcome analysis will affect their future teaching of their course. This is a mandatory, annual process that includes a subset of our program SLOs.

The BHA program faculty selected SLOs to reflect knowledge and skills needed for entry-level management positions. Outcomes measures cover the range of topics in the program and the administrative residency. Primary methods for analyzing outcomes include 1) in-course outcome analysis (e.g., case study performance), 2) third-party certification success rates, 3) preceptor evaluations of students, 4) the Peregrine pre-post EXIT exam, 5) student research metrics, 6) student success metrics. In addition, we conduct text mining of open-ended student survey comments.

1. In-Course Outcome Analysis

Several of our SLOs are associated with courses. These specific SLOs follow.

- T4. BHA majors will successfully complete (with a grade of 80% or better) a case study/project in HA3376 (financial management). [SACS SLO](#)
- T5. BHA majors will successfully complete (with a grade of 80% or better) a final exam in HA 3375 (financial accounting). [SACS SLO](#)
- T8. BHA majors will successfully complete (with a grade of 80% or better) a capstone case study in HA4325 (strategic management) including an internal audit of strategic assessment; an external environmental assessment; and an assessment of a healthcare organization strategic plan. [SACS SLO](#)
- T9. 90% of students will demonstrate success in the writing intensive courses by scoring B's or better on the final writing intensive (WI) assignments in HA3324. SLO
- T10. 90% of students will demonstrate success in oral communication by achieving B's or better on HA3344 group presentations.

We evaluate performance in accounting and finance (T4, T5), as this is one of our focus areas. Because the capstone course (strategic management) is so important, we evaluate performance in it (T8). We evaluate communication, as this is a University focus area (T9 and T10). Our choice of these metrics is linked to Department, School, and University requirements.

2. Third-Party Certifications

Another area of focus is certifications, as the program prides itself on CCCF: Cohort, Curriculum, Certifications, Faculty. These certifications are evidently associated with student placement and student salaries. We added these based on preceptor comments as well as third-party research. The SLOs associated with certification follow.

- T11. 80% of our students will attain IISE Lean Six Sigma Green Belt Certification.
- T12. 80% of our students will attain Excel Basic MOS Certification.
- T13. 80% of our students will attain Excel Expert MOS Certification.
- T14. 80% of our students will attain QuickBooks certification.

3. Preceptor Evaluation of Students

At the completion of course preparation, administrative residency preceptors evaluate students using the Likert-scale and open-ended format. The residency coordinator reviews these evaluations and informs the BHA Director about any patterns of deficiencies. In addition, the coordinator conducts student-centered evaluations through a review of the residents' final reports and through their final residency meeting.

Our students are our credentials. As such, we evaluate the preceptor evaluation of our students both qualitatively and quantitatively. From a quantitative perspective we have two SLOs that are most relevant. These SLO's follow.

T6. 100% of students will successfully complete the field experience (HA 4848) with a passing evaluation by their preceptor. A preceptor analysis will be used to determine application of the above referenced skills needing improvement. [SACS SLO](#)

T7. 100% of students will successfully complete the final project requirements in the field experience (HA4848) with a passing evaluation by their preceptor. [SACS SLO](#)

4. Pre-post EXIT Exam Metrics

We transitioned from a faculty-written EXIT examination to the Peregrine testing service and a pre-post model. This type of testing controls for individual capability coming into the health administration program. Our first full pre-post was finished this fall, and the results are provided as an appendix. For this examination, the faculty selected 12 of the 14 healthcare administration competencies for testing plus 1 competency typically tested by business schools. The only competencies omitted were communication (as this is evaluated throughout the program and prior to admittance) and relationship management (as there is no formal theory for undergraduates but rather integrative experience). The business competency adopted was quantitative analysis, which matches closely with our quantitative quality focus (Lean Six Sigma) as and our statistics prerequisite. Students are provided 130 minutes for 130 multiple choice questions (10 in each area). The EXIT exam process involves pre-test and post-test evaluation of performance. Appendices 26C and 26D show the results of Peregrine testing.

T15. 100% of students will successfully complete the comprehensive exam with greater than median (nationwide) comparative scores.

T16. 100% of students will have higher post-test scores than pre-test scores on the Peregrine exit exam.

5. Research Metrics

We are a research University. As such, we encourage students to participate in research. Two SLOs are associated with this research mission. They follow.

R3. 50% of students present a paper, poster or other research outcome at a professional conference or research symposium.

R4. 10% of students are a named author on an article submitted for publication in a peer-reviewed journal.

6. Student Success Metrics

Fundamentally, a program is only viable if its students graduate and are able to obtain viable employment. As such, we have three metrics to evaluate those conditions. We do an additional analysis of salary; however, salaries are self-reported and less reliable.

SS1. 50% of students seeking employment will have jobs within 1 month after graduation.

SS2. 100% of students seeking employment will have jobs within 9 months after graduation.

SS4. 70% of original cohort graduate together.

SS5. 25% or more of admitted students will be of minority status. SLO

BHA faculty members receive information about the SLO process and many are part of the actual data collection, as their course information is required to calculate the metrics. Reports for the Program and for all schools and departments in the University are available to faculty members and all other authorized individuals.

26b. Provide a brief description of student outcomes for the last 3 years. Where possible, show trends of outcomes over time.

In the next section, we look at outcomes for Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, and Spring 2019. We use the numbers 1 through 6 (respectively) to reflect these semesters.

1. In-Course Outcome Analysis

SLO Metric 1. T4. BHA majors will successfully complete (with a grade of 80% or better) a case study/project in HA3376 (financial management). [SACS SLO](#)

1. NA (new)
2. NA (new)
3. 76%
4. 100%
5. 52%
6. 6.7%

SLO Metric 2. T5. BHA majors will successfully complete (with a grade of 80% or better) a final exam in HA 3375 (financial accounting). SACS SLO

1. NA (new)
2. NA (new)
3. 8%
4. 33%
5. 61%
6. 81%

We are not meeting our goals for these two in-course outcomes. In some cases, we found that student preparation was the problem. Since HA3375 is a prerequisite for HA3376, there is a trade-off between pass rates. HA3375 was revamped in 2018 to address the issues of 2017, which largely worked. HA3376 is being evaluated for improvements that might increase student success. Most students are successful on their second attempts in these courses.

SLO Metric 3. T8. BHA majors will successfully complete (with a grade of 80% or better) a capstone case study in HA4325 (strategic management) including an internal audit of strategic assessment; an external environmental assessment; and an assessment of a healthcare organization strategic plan. [SACS SLO](#)

1. 100% (at 70% grade)
2. 100% (at 70% grade)
3. 86% (at 80% grade, change)
4. 89% (at 80% grade)
5. 100% (at 80% grade)
6. 100% (at 80% grade)

We are on target with this metric. We dropped initially after raising the SLO requirement to 80%. This result was expected. The students responded appropriately afterwards.

SLO Metric 4. T9. 90% of students will demonstrate success in the writing intensive courses by scoring B's or better on the final writing intensive (WI) assignments in HA3324. [SLO](#)

1. NA (new)
2. NA (new)
3. 91%
4. 87%
5. 93%
6. 90%

We are generally on target with this metric. Since we are a Hispanic Serving Institution, some of our students' first language is not English.

SLO Metric 5. T10. 90% of students will demonstrate success in oral communication by achieving B's or better on HA3344 group presentations.

1. NA (new)
2. NA (new)
3. 100%
4. 92%

5. 92%
6. 92%

We are on target with this metric. The course involves 12 presentation groups each time, and most of the time, the groups perform well. The 92% indicates one group was an outlier in those semesters.

2. Third-Party Certifications

SLO Metric 6. T11. 80% of our students will attain IISE Lean Six Sigma Green Belt Certification.

1. NA
2. NA
3. NA
4. 86%
5. 93%
6. 80%

We are on target with this metric. Students are allowed to attempt the examination twice without additional payment. The certification is conducted in the quality course, as the skill directly addresses the course objectives and requirements.

SLO Metric 7. T12. 80% of our students will attain Excel Basic MOS Certification.

1. NA
2. NA
3. NA
4. 100% (Certification through Goskills)
5. 100% (Certification through Goskills)
6. 96% (Certification through Microsoft)

We are on target with this metric. Students are allowed to attempt the examination more than once. Initially, the Excel certification was not through Microsoft, but that has changed. All students must visit a Certiport testing site. Excel certification is conducted in the finance and problem solving / decision making courses, as the skill is helpful for the students in these classes.

SLO Metric 8. T13. 80% of our students will attain Excel Expert MOS Certification.

Expert certification was optional in the self-study year but is now a requirement. We are seeing poor pass rates on this exam, contrary to what we experience with the Microsoft MOS Basic Course. We have a plan of action to address this which includes software training in our computer labs. Again, all students must visit a Certiport testing site.

SLO Metric 9. T14. 80% of our students will attain QuickBooks certification.

1. NA
2. NA
3. NA
4. 50% (optional)
5. 11% (optional)
6. 29%

We are not on target with this metric. We have shifted the student classes that prepare them for this examination to the computer laboratory with installed versions of QuickBooks training. Part of the reason for this issue is that accounting is a skill that is difficult to acquire; however, we intend to achieve 80%.

3. Preceptor Evaluations of Students

SLO Metric 10. T6. 100% of students will successfully complete the field experience (HA 4848) with a passing evaluation by their preceptor. A preceptor analysis will be used to determine application of the above referenced skills needing improvement. SACS SLO

1. 100%
2. 100%
3. 100%
4. 100%
5. 100% **97%
6. 100% **98%

We are on target with this metric; however, it is deceptive and needs refinement. We remove any students who do not have the appropriately demonstrated skill sets (e.g., relationship management) and work with those students to address the deficiencies before asking one of our alumni or preceptors to help educate them. This does not happen often (once since the current PD's tenure); however, the metric does not reflect that. Once they are removed, they do not receive an evaluation. To fix this problem, we are considering a new metric that includes "completes the first time." The asterisked values indicate that we would not be on target with the new metric.

SLO Metric 11. T7. 100% of students will successfully complete the final project requirements in the field experience (HA4848) with a passing evaluation by their preceptor. SACS SLO

1. 100%
2. 100%
3. 100%
4. 100%
5. 100%
6. 100%

The project is required for graduation, and students who make it this far into the program almost always succeed. We are on target with this metric. Again, we may consider using “completes the first time.”

4. Pre-Post Examination Metrics

SLO Metric 12. T15. 100% of students will successfully complete the comprehensive exam with greater than median (nationwide) comparative scores.

1. 100% (by faculty)
2. 100% (by faculty)
3. 100% (by faculty)
4. 100% (by faculty)
5. 100% (by Peregrine)
6. 100% (by Peregrine)

We are on target with this metric; however, we are editing the requirement. For time periods 1 through 4, the faculty wrote the examination. The last rate below 100% was Spring 2015 (89%). For time periods 5 and 6, we adopted Peregrine testing. All of our students exceeded the national median performance; however, some of them did not do so on subscores. We have decided to go back and track the subscore performance (e.g., finance) on each section and use those areas as additional SLOs. We already use those performance subscores for course improvement (e.g., re-working the accounting course.)

SLO Metric 13. T16. 100% of students will have higher post-test scores than pre-test scores on the Peregrine exit exam.

Our first cohort completing the pre-post takes the post examination in November of this year. The data will be added to this report. Appendix 26B and 26C provide the results of the post-test metrics for the study year. We note no statistical differences for minority status but noted areas where we need to shore up our content. Those areas are being addressed and will be addressed in our 2020 BHA Program Review as well.

5. Research Metrics

SLO Metric 14. R3. 50% of students present a paper, poster or other research outcome at a professional conference or research symposium.

1. NA, new
2. NA, new
3. 4%
4. 4%
5. 100%
6. 100%

We added an ethics research symposium to HA3309 to address this issue. Further, Dr. Kim Lee is adding a systematic review requirement for students in her course. While the ethics research symposium is (by definition) a research event, we will no longer count that in our assessment for future terms. Instead, we are going to use the term “external” to make this a reach metric. This is congruent with the undergraduate research focus of the University.

SLO Metric 15. R4. 10% of students are a named author on an article submitted for publication in a peer-reviewed journal.

1. NA, new
2. NA, new
3. 10.28%
4. 10.28%
5. 1%
6. 1%

We are not on track. While adding certifications to address our preceptors’ concerns, we neglected some the research component. Dr. Kim Lee is addressing this in her course by adding a systematic review requirement.

6. Student Success Metrics

SLO Metric 16. SS1. 50% of students seeking employment will have jobs within 1 month after graduation.

1. 40%
2. 40%
3. 51%
4. 51%
5. 50%
6. 50%

We are on track. 50% of our students have positions in healthcare within 1 month after graduation based on survey data sliced by graduation year. (We do not have

granularity at the semester level.) While the survey data may not be perfect, there is little reason to believe that it is not reasonably representative. Many of our students are hired immediately out of their residencies. Appendix 26A provides the most recent alumni survey and metrics, while Appendix 26B shows results over time.

SLO Metric 17. SS2. 100% of students seeking employment will have jobs within 9 months after graduation.

1. 88%
2. 88%
3. 91%
4. 91%
5. 92%
6. 92%

This is a stretch goal that we do not meet. While our percentages are good, they are not perfect. In the Fall 2019 term, the surveys indicated 100% employment within 11 months with the exception of 2 outliers (N=142).

SLO Metric 18. SS4. 70% of original cohort graduate together.

This is a new metric that we are tracking beginning in 2019. 2% of the 2015-2016 and 2016-2017 students dropped or were dropped from the program. The attrition jumped to 7.5% in 2017-2018 largely due to failures from accounting and finance. This is a focal area for performance improvement.

SLO Metric 19. SS5. 25% or more of admitted students will be of minority status. SLO

Non-White Hispanics

1. 64%
2. 64%
3. 64%
4. 64%
5. 63%
6. 60%

Females

1. 72%
2. 73%
3. 72%
4. 74%
5. 74%
6. 76%

We are on track. This information derives from CatStats and includes all racial and ethnic minorities. We also look at females in our program for completeness.

https://public.tableau.com/views/TXSTEnrollmentExplorer>SelectStudents?:embed=y&:showTabs=y&:display_count=no&:showVizHome=no

26c. Describe how the program reviews student achievement and outcomes and uses that information to drive program improvement.

We use the metrics from the SLOs as well as qualitative analysis of preceptors' and students' comments to address weakness in the program and shore them up. Concrete examples follow.

- 1) We added Excel certifications based on preceptors' observations that students were not capable with Excel.
- 2) We added additional medical terminology components based on those same preceptors' observations.
- 3) We changed the "training" course to "project management" based on a review of the program and the relevance of the material.
- 4) We added four mandatory certifications based on preceptors' recommendations and student survey analysis to increase job placement and salaries.
- 5) We have added research requirements into one of the undergraduate courses taught by Dr. Kim Lee to improve our outcomes.
- 6) We have revamped the accounting course due to attrition.
- 7) We are re-looking the finance course due to attrition.

There are many more changes we have made to improve our program, but these are representative.

Appendix 26A. Alumni Survey 2019

Appendix 26B. Alumni Survey 2014-2019

Appendix 26C. Fall 2019 Peregrine Analysis

Appendix 26D. Spring 2019 Peregrine Analysis

Criterion 27

Criterion 27. The program must demonstrate an annual assessment process of programmatic outcomes.

Considerations

Examples of program level assessment methods include but are not limited to:

Exit interviews

Student program survey

Alumni surveys

Student evaluations of teaching

Advisory board assessments/reviews

College University assessment/reviews

27a. Describe the body or person(s) primarily responsible for ongoing evaluation and assessment of the program's attainment of goals, objectives and outcomes.

The BHA program is part of the School of Health Administration and the College of Health Professions, which require evaluation of its goals, objectives, and outcomes. In addition, the University and the State of Texas also require evaluation program goals, objectives, and outcomes through a faculty-centered process. The faculty drive the selection, evaluation, and assessment processes.

27b. Describe the process used to assess the program's progress towards stated goals, objectives and outcomes.

The BHA program goals, objectives, and outcomes are stated in Criterion 2. They are established using a Balanced Scorecard approach and assessed during faculty and program review meetings. This data is also part of the overall program evaluation process described in the next section of the report. Data derive from surveys, end of course evaluations, reviews of course outcomes, reviews of certification results, etc. The BHA PD compiles the metrics and tracks over time. These metrics are presented to the faculty for review and forwarded as necessary to higher levels of administration (e.g., the University for SACS accreditation). The process used to assess the program's progress involves 360-degree feedback from students, faculty members, the University, the preceptors, and the alumni.

Student Evaluations of Courses, Faculty, and the Program.

The BHA program's evaluation begins with a state of Texas mandate under House Bill 2504 Public Access to Course Information. This law requires that the University provide access to the current syllabus for each course it offers. In addition, the University is required to publish the curriculum vitae and current student information data for the faculty member who teaches courses. Each of the BHA courses meets this state-required mandate and is accessible through a link at the bottom of the University website. See the Public Access Course Information (<https://hb2504.txstate.edu/>). The five question HB2504 survey asks the students to rate both the course and the faculty member. Not only does this make the faculty more aware of the need for quality teaching, it also allows anyone to access course, faculty accomplishments, and evaluations.

Further, students are asked to assess the program via survey upon graduation. This survey (previously attached) is for alumni, and the results are used to feed back into the program. Analysis of this survey is provided under 28c.

Department / School Evaluation of Courses, Faculty, and the Program

On the School level, there are several processes for faculty members' overall performance evaluation. First, all full-time faculty members complete an annual evaluation that begins with a self-assessment of teaching, research, and service. Faculty members provide their assessment of their academic year's work and document this assessment through Digital Measures, Texas State University's online faculty qualifications system. The documentation includes student evaluations and peer reviews. Faculty members submit their self-assessments to the SOHA Director.

The evaluation of both senior and tenure track faculty members occurs through in class visits. These observations use a peer evaluation form (Appendix 27A) and give the results to the observed faculty member. The observer discusses the results with him or her if requested. The observer files the completed form in the Director's office. The multi-level process, while complex, provides many opportunities for examining how well faculty work toward meeting the goals and objectives of the BHA program.

Because of the relationship between annual evaluations and merit raises, the personnel committee engages in a review of faculty members' materials and discusses these reviews in a meeting chaired by the SOHA Director. The personnel committee makes recommendations for teaching, scholarship, and service based on their assessment of the faculty member's performance. Evaluations range from "consistently meets requirements" to "does not meet requirements." The personnel committee gives its recommendation to the School Director for his consideration. See Appendix 27B for the annual evaluation process.

The School Director also reviews faculty annual evaluation materials and make his own recommendations using the scale mentioned above. In addition, he reviews annual evaluation results with each faculty member. The School Director also sends the annual evaluation notebook and all evaluations to the Dean of the College for her review and

recommendations. The merit policy and the faculty evaluation policy are attached as appendices.

The program review is conducted by the faculty during faculty meetings and program review meetings as well as incorporated as part of the Balanced Scorecard. The review of the current program outcomes (PO) is in 27c.

University Evaluation of Faculty and Programs.

The next level of BHA program evaluation exists at the University level. Each program in the University is required to undergo an academic program review (APR, see Appendix 27C) unless they hold programmatic accreditation. This review requires an extensive self-study with appropriate documentation, a review team site visit and evaluation, and a program response and action plan.

In addition to annual evaluation, all tenure track faculty members are part of the University's tenure and promotion process. This complex process requires five years of review with increasing expectations in teaching, scholarship, and service. Non-tenured faculty members complete a process of self-assessment that is more extensive than the required annual evaluation. The tenure-track faculty prepare electronic documentation regarding teaching, service, and research that the personnel committee, the SOHA Director, and the Dean review on an annual basis. This documentation not only serves to support eventual tenure decisions, but it also serves as the basis for recommendations for the annual reappointment decisions made by the Provost and Vice President for Academic Affairs. The SOHA Director meets with each tenure track faculty member each year to discuss evaluation results and methods of improvement.

Preceptor Evaluations of the Students and the Program

Preceptor surveys are used to gather information about the students and the program. The results of the 2019 survey are Appendix 24D. We find useful information from both the aggregate tallies and text mining the preceptors' comments. This information is shared with the program and the students.

Alumni Evaluations of the Students and the Program

Alumni surveys are used to gather information about the courses and the program. The results of the 2019 survey are presented in Appendix 26A. We track the surveys over time as well, and have found trends that help us gauge the performance of our program. For example, we have noticed over time that the proportion of individuals who would recommend our program has risen to 85.2% with 13.3% as no response or not sure). This

has increased from approximately 75% over the last few years. Further, 81.5% rated the curriculum has good or excellent with 16% rating it average, an improvement over the mid-70's previously observed. We also note issues from these surveys, areas where we might improve. For example, 24.7% stated that the curriculum did not prepare them well for a management position. To address this issue, we added additional rigor into our program along with certifications. These certifications have improved the management skill set of the students and also addressed a deficiency noted by preceptors.

27c. Describe how program evaluation tools have been used with students, faculty, alumni, and practitioners to identify strengths and weaknesses in the program structure and educational processes.

We track performance of our program outcomes (POs) over time. Specifically, we evaluate program shortcomings and areas for improvement while scanning the environment for necessary evaluations. During the BSC meetings, we conduct SWOT analysis (Strength, Weaknesses, Opportunities, Threats) with the faculty, student representatives, facilitators, and others. In the next sections, we will look at objective assessment of student surveys, our PO's, the alumni surveys, and the preceptor surveys. They highlight strengths and weaknesses and provide us information for performance improvement upon which we act.

Student Surveys

HB2504 evaluations include five Likert questions. These questions include the following. 1) The instructor communicated effectively. 2) The course was organized effectively. 3) The course goals were made clear. 4) The instructor conducted class as scheduled. 5) The instructor provided the opportunity to learn. The assessments by instructor are available here: <https://hb2504.txstate.edu/browseinstructors.html#HA> . The assessments by class are available here: <https://hb2504.txstate.edu/browsecourses.html#HA> . We look at both of these to determine our performance. There is an expectation that question 5, one of our PO's, would be the most relevant to assessing the course; however, we conduct analysis of all of the questions by course, by instructor, and by term.

Alumni Surveys

Each year, we conduct surveys of our alumni to evaluate our performance. We analyze the results of these surveys to look for improvement opportunities. An example of such an opportunity was the inclusion of certification in Excel. The 2019 survey was provided previously.

Preceptor Surveys

The BHA program uses several tools to assess its strengths and weaknesses of the BHA program. From the student view, the program obtains data through the course evaluation process using both Texas State and SOHA forms and open-ended questions. Students are

also able to make appointments with the BHA Director to discuss any concerns or issues related to courses, faculty, or residencies.

In addition, once students complete their administrative residencies, they complete a Student Evaluation of Field Experience Survey and an Alumni Survey (previously provided). In the field experience survey, students provide Likert-type data (using a scale of poor to outstanding) to evaluate the site, preceptor, their role, the learning experience, and the faculty coordinator. In addition, they answer open-ended items on areas to improve, overall impression of the site, and advice for other students who will be at the site.

Through the Alumni Survey students provide demographic data such as membership in professional associations, acceptance of a position, setting of position and salary range. Alumni also respond to a Likert-type scale to rate the overall BHA curriculum, networking opportunities, skills areas such as presentation and writing skills, and individual courses. Alumni report course content areas that are most and least useful for their residency. These surveys are collected during the fall and spring semesters and are analyzed using R Statistical Software.

Practitioners also provide information about the strengths and weaknesses of the administrative residency preceptor's evaluation of the administrative residency students and program. Each preceptor completes a detailed assessment of the overall student preparedness in terms of areas like attention to detail, appearance, assertiveness, and leadership ability. He/she also evaluates student job skills including ethics, understanding of finance, teamwork, and quantitative skills. The survey asks for a ranking of skills that preceptors feel is most important for entry-level hires. The residency coordinator uses the preceptor evaluation as part of the administrative residency course grade (HA 4848) and reviews the forms for trends in student performance.

In addition to preceptors, BHA Advisory Board Members provide practitioner input on program strengths and weaknesses. For example, during recent Board meetings, they received information concerning the curriculum and the use of the competency model. The members commented on the overall curriculum design, competencies, and need to provide knowledge and skills needed in today's health care system. In addition, board members are available by email for consultation. For example, on June 6, 2012 the BHA Director sent a query to the BHA board members about the program strengths and areas of improvement. Two members responded with information that the curriculum gave a good foundation for health care jobs and that there were many chances to interact with professors when questions arose. In term of areas of improvement, they felt that more hands-on examples such as billing systems and coding basics.

BHA faculty members attend professional meetings such as ACHE, MGMA, APHA, and AUPHA. In these meetings, the BHA faculty members are able to maintain their continuing education in their fields. The BHA faculty members also hear speakers from the sites of future employment for the BHA students and are better able to identify current and future issues. In addition, they network with employers who may be interested in hiring BHA graduates.

With respect to BHA faculty members, a number of tools have also been instrumental in gathering information about the strengths and weaknesses of the BHA program. For example, faculty members conduct a course assessment in preparation for the BHA curriculum review discussed in Criterion 6a. Faculty members also use the Faculty Evaluation of Individual Courses form as a tool to organize their assessments and present their data. Having input on each course leads to a discussion on needed curriculum changes and reinforcement of deeper learning. The results of the BHA curriculum review are compiled and presented at a faculty meeting.

With the advent of implementation of the competency model for the BHA program, there was a need for a system of data collection and tools to record the data. Criterion 21b presents a discussion of the tools and processes for competency demonstration. This process and these tools will be a starting point for continuous process improvement in the curriculum and addressing program strengths and weaknesses in this regard.

The program also uses BHA faculty meetings and the agenda item on the SOHA faculty meetings to address program strengths and weaknesses on an ongoing basis. For example, because of the competency model and its implementation, BHA meetings during the fall 2013 semester will focus on the strengths and weaknesses of the program and its future direction. This discussion will be especially relevant in the ACA 2010 era. Information from alumni, practitioners, and students can also be a part of faculty discussion and decision-making.

27d. Upload the report from your most recent program assessment process. This report should list program goals, objectives and outcomes, how they were measured, and progress against those goals.

See Appendix 27D.

Appendix 27A. Peer Evaluation Form

Appendix 27B. Annual Evaluation Policy

Appendix 27C. University Program Review

Appendix 27D. BHA Program Assessment

Criterion 28

Criterion 28. The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in program revision and improvement.

28a. Describe how the data gathered from the process described above is used to inform and drive program improvement.

Our evidenced-based decision making is strictly data driven. We use survey data, student performance, faculty evaluations, preceptor evaluations, and much, much more evidence to drive performance changes.

28b. Describe programmatic changes made since the last certification and the impetus for these changes. (For initial certification list changes in the past three years.)

While the PD is relatively new to the program, evidence-based changes implemented within the last three years follow.

- 1) We added Excel certifications based on preceptors' observations that students were not capable with Excel. This ties to comments regarding the general management competency.
- 2) We added additional medical terminology components based on those same preceptors' observations.
- 3) We changed the "training" course to "project management" based on a review of the program and the relevance of the material. This was done as part of the BHA Curriculum Review and associated with evidence-based scan of employer requirements.
- 4) We added four mandatory certifications based on preceptors' recommendations and student survey analysis. The result has increased job placement and salaries.
- 5) We have added research requirements into one of the undergraduate courses taught by Dr. Kim Lee to improve our outcomes.
- 6) We have revamped the accounting course due to attrition.
- 7) We are re-looking the finance course due to attrition.

- 8) We have adopted a residency placement model that works with students to place them all over the state and the country based on their assessments of the residency experience. Previously, we focused only locally.
- 9) We have hired faculty with research portfolios and funding experience to address the research goal and associated metrics.
- 10) We have incorporated research into our classes with systematic reviews as well as Richard J. Stull essay requirements based on our University's undergraduate research focus and our associated SLO.
- 11) We adopted Peregrine pre-post testing to evaluate how well we are actually educating our students. This addresses all competencies in our program.
- 12) We worked with Peregrine to add a quantitative assessment from the business school, as our students require that sub-competency under "General Management"
- 13) We added a BHA Orientation to ensure students were prepared for success. This is associated with our Student Success goal.
- 14) We added emotional intelligence (True Colors) education for our students in the BHA orientation. This supports our Relationship Management goal and addresses one of the most important characteristics for students.
- 15) We adopted an evidence-based approach to decision making for the program. Our decisions are driven on data, qualitative and quantitative.
- 16) We increased our marketing presence (e.g., booths at ACHE, website, social media, etc.) to underwrite our Program Success goal.
- 17) We implemented a series of surveys to improve our alumni, preceptor, student, and community canvassing. We seek to be recognized as a premier, evidence-based program.

28c. Upload the most recent program improvement action plan.

See Appendix 28.

Appendix 28. Program Improvement Action Plan

STUDENT HANDBOOK

BACHELOR OF HEALTHCARE ADMINISTRATION



TEXAS ★ **STATE**
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SECTION I. PROGRAM INFORMATION

WELCOME!

Welcome to the Texas State University School of Health Administration and the Bachelor of Healthcare Administration Program! We congratulate you on your decision to continue your education and trust that this decision will enrich your life and expand your future. This Handbook will give you a sense of the University, College, School, and Program to ensure that you have important information to guide you to success in your academic endeavors. Read it carefully and keep it available for future reference. The faculty and staff of the School wish you the best of luck during your time at Texas State. We will be happy to answer your questions. Feel free to call on us when we can help.

TEXAS STATE UNIVERSITY

Texas State University (Texas State) is a public, student-centered, Emerging Research University located in the burgeoning Austin-San Antonio corridor, the largest campus in the Texas State University System, and one of the largest in the state.

Texas State's over 36,500 students choose from degree programs (97 bachelors, 87 masters, 12 doctoral) offered by the following colleges: Applied Arts, McCoy College of Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, Science, University College, and the Graduate College. Texas State has a diverse student body with students coming from around the globe.

Since 2005, Texas State has also offered bachelor's and graduate courses in Round Rock, Texas, at our Round Rock campus located north of Austin. More than 2,000 students are enrolled at the Round Rock Higher Education Center (RRHEC). The Nursing building opened summer 2010 with enrollment of the first class in fall 2010. There are long term plans for the relocation of the entire College of Health Professions to this campus. This move depends on adequate funding for the planning, construction and equipment of two new buildings.

Location

Located on the edge of the Texas Hill Country, where blackland prairies turn into beautiful hills, Texas State enjoys a setting that is unique among Texas universities. The beauty of the crystal-clear San Marcos River and the stately cypress and pecan trees on the campus add to the charm of its picturesque setting. The campus is in San Marcos, a community about halfway between Austin and San Antonio. Its location on the banks of the San Marcos River provides recreational and leisure activities for students throughout the year.

History

Authorized by the Texas Legislature in 1899, Southwest Texas State Normal School opened its doors in 1903. Over the years, the Legislature broadened the institution's scope and changed its name, in succession, to Normal College, Teachers College, College, University, and in 2003

to Texas State University. In 2013, the Texas State Legislature approved the name Texas State University. Each name reflects the University's growth from a small teacher preparation institution to a major, multipurpose university. Texas State's original mission was to prepare Texas public school teachers, especially those of south central Texas. It became renowned for carrying out this mission, but today it does far more.

Colleges

The University offers programs in colleges of Applied Arts, McCoy College of Business, Education, Fine Arts and Communication, Health Professions, Liberal Arts, and Science. In 1986, the University College was created to assure a broad general education for all students, regardless of major. In 2011, the Honors College was created to provide an opportunity for students to engage in an intellectual exploration dedicated to a more holistic academic experience. In 1935, the Board of Regents authorized the formation of the Graduate College.

Campus

As the University's student population has grown - from 303 in 1903 to over 36,913 in 2014 - the campus, too, has expanded, and today, Texas State is the fifth largest public university in the state. Overlooking the campus and serving as a landmark since 1903 is Old Main, a red-gabled Victorian building restored to its original grandeur. In 1979, after adding a number of classroom buildings and residence halls, the university purchased the former San Marcos Baptist Academy adjacent to the original campus. The campus recreation center is one of the buildings on this site. Campus facilities encourage a feeling that Texas State is a special place.

Our Mission

Texas State University is a public, student-centered, Emerging Research University dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Our Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect, and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based in dialogue, student involvement, and the free exchange of ideas;
- Research, scholarship, and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural, and economic development;
- Thoughtful reflection, collaboration, planning, and evaluation as essential for meeting the changing needs of those we serve.

<http://www.txstate.edu/about>

THE COLLEGE OF HEALTH PROFESSIONS

Vision Statement

The Texas State College of Health Professions will be a nationally recognized premier center for educating professionals in a broad array of health care fields, increasing the knowledge, research, and community coalitions necessary to enhance and restore the health and well-being of the whole person and of society.

Mission Statement

The College of Health Professions educates and prepares health care professionals in a student-centered learning environment. The College excels in teaching, scholarship, and service while responding to the health care needs of the global community. To accomplish this, The College unites faculty, students, the health care communities, and consumers in coalitions that support the academic, scholarly, and service aspects of health care.

The College of Health Professions (College), under the direction of Dean Ruth B. Welborn, is currently comprised of two schools, four academic Schools and two programs. In addition to the School of Physical Therapy, the other Schools include Communication Disorders (CDIS), Health Information Management (HIM) and Respiratory Care (RC). The School of Health Administration, the School of Nursing and programs in Radiation Therapy Technology (RTT) and Clinical Laboratory Science (CLS) complete the College.

The College also includes the Academic Advising Center, the Speech-Language-Hearing Clinic, the Physical Therapy Clinic, and the Sleep Lab. To further its goals, the College has established a number of cooperating teaching sites and has more than 600 affiliations with hospitals and other health care facilities.

THE SCHOOL OF HEALTH ADMINISTRATION

The School of Health Administration (School) is an academic based School that graduated its initial class of students in 1974. (<http://www.health.txstate.edu/ha/>)

Mission

The mission of the School of Health Administration is to prepare health leaders to serve in a variety of diverse healthcare environments and add to the body of knowledge in our fields.

Vision

The vision of the School of Health Administration is to be the health administration school of choice for students, faculty, alumni and employers.

Values

We value and teach leadership, service, scholarship, professionalism, and lifelong learning.

THE BHA PROGRAM

Mission

The mission of the BHA Program is to prepare entry-level, ethical healthcare administrators for careers in a variety of healthcare settings.

Vision

The vision of the BHA program is to be the undergraduate health administration program of choice for students in the Southwest United States.

Values

We value and teach leadership, service, scholarship, professionalism, and lifelong learning.

<http://www.health.txstate.edu/ha/Prospective-Students/Degree-Plan/BHA.html>

Program Goals & Objectives.

<i>Goal</i>	<i>Objective</i>
Admissions. To have high quality, sufficient quantity admissions.	90% of available seats filled each year
Student Success. To graduate high quality students with demonstrable skills in a timely manner.	70% of the original cohort graduate on time 90% of graduating students obtaining one or more external certification(s)
Alumni Outcomes. To place students in entry-level positions shortly after graduation.	90% of students obtain entry-level positions within six months of graduation 90% satisfied with BHA one year after graduation
Faculty Teaching. To ensure that faculty teaching provides the students the opportunity to learn.	90% of students respond to HB2504 "Instructor provided opportunity to learn" with "neutral," "agree" or "strongly agree" each semester
Preceptors. To provide skilled students to preceptors and the field in general.	90% of preceptors satisfied with the overall quality of the intern

Program Focus Areas

Certifications, Ethics, Accounting & Finance

Program Domains & Competencies

Communication

1. Oral and written communication skills
2. Relationship management

Leadership

3. Leadership Skills & Behavior
4. Organizational Climate & Culture
5. Managing Change

Knowledge of the HC Environment

6. Healthcare Systems & Organizations
7. Healthcare Personnel
8. The Community & Environment
9. The Legal Environment of HA

Business Knowledge & Skills

10. General Management
11. Financial Management
12. Strategic Planning & Marketing
13. Information Management
14. Quality Improvement

NOTE: Communication skills are a University-level focus area and are emphasized throughout the curriculum.

SECTION II. STUDENT INFORMATION

ACADEMIC REQUIREMENTS

For many students, a full-time professional education is a new experience – one that may pose a significant challenge. Professional education has the following characteristics:

- Time – many hours of class, study time on and off campus due to the breadth and depth of the curriculum
- Schedule of classes and assignments – often unpredictable given the involvement of guest speakers and participants external to the University, the need to travel to facilities for special labs and other learning opportunities
- Attendance – faculty expect students to attend all classes as scheduled. Absences may jeopardize successful completion of the program.

Pre-Test Requirements

All students must take a pre-test examination. This examination evaluates your baseline knowledge of healthcare administration. More information will be provided at the BHA Orientation.

BHA Orientation

When admitted to the program, you will receive information about the BHA Orientation. This is a mandatory event. You should dress in business casual for this event.

Course Requirements

All course requirements are established by the individual instructor and are delineated in the course syllabus. The course instructor may establish requirements for the course, which are in addition to the course syllabus if the instructor deems them necessary and beneficial to the course, the School or the students.

Grading Policy

A minimal grade of 70 percent is considered to be passing for any professional course within the School. Undergraduates must maintain a 2.25 GPA. Unless otherwise indicated in a course syllabus, the grading scale will be:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Honor Code, Texas State University

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles

require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we, therefore, adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

“I pledge to uphold the principles of honesty and responsibility at our University.”

THE PLEDGE FOR FACULTY AND ADMINISTRATORS

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

“I recognize students’ rights and pledge to uphold the principles of honesty and responsibility at our University.

Addressing Acts of Dishonesty

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member’s decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

<http://www.txstate.edu/effective/upps/upps-07-10-01.html>

Course Failure

Failure of a course will require the student repeat that course when it is next offered. Successful completion of the repeated course is a requirement for progression in the curriculum unless approved by the Program Director.

Grade Appeal Procedure

If a student does not agree with a final course grade, he/she may appeal that grade. This must be done in writing using the CHP form (available on the CHP web site, <http://www.health.txstate.edu/About/College-Policies-and-Procedures.html>) within two years following the date that grades are due to the registrar’s office using the following guidelines:

- First level: The first level of appeal will be to the faculty member. The formal appeal should

be in writing with supporting documentation. The student should meet with the faculty member with written results available to the student within 1 week following the meeting.

- Second level: The second level of appeal will be the School Chair. Again, this must be in writing with supporting documentation and should be done within two weeks following receipt of written results of the first level appeal. The student shall be notified in writing within 1 week following action of the School Chair.
- Third level: The third level of appeal is to the Dean of the College of Health Professions. Again, the written appeal and supporting documentation should be submitted to the Dean within 2 weeks of receiving results of the second level appeal.
- Final appeal: The final level is a written appeal to the Dean of the Graduate School.

Student Rights

In the event of student problems, academic or personal, every effort will be made to resolve the difficulties at the School level. In the event of unresolved problems, Health Administration students are granted the same due process regulations as any other student enrolled at the University.

Academic Progression

The School will review the academic progress of students enrolled in the School at the end of each semester and recommend specific individual action to the Chair. Reviews will be required for any student on probation or suspension status. Academic status will be reported to the School faculty and the individual student's advisor. Recommendations will be made to the Chair for students requiring further action on status.

Requirements for Graduation

Undergraduate students must complete all work with a 2.25 or better GPA. Students must apply for graduation through the Graduate College during the final semester of course work.

COURSE SEQUENCE INFORMATION

BHA students are required to take the HA courses in the sequence shown below. If you choose to drop a course in any of the semesters, your enrollment in the next semester or graduation semester will likely be delayed.

FIRST SEMESTER – 15 hours

- | | |
|---------|--|
| HA 3309 | Ethics in Health Professions |
| HA 3315 | Healthcare Administration History, Culture, and Language |
| HA 3324 | Supervisory Management for Healthcare Managers |
| HA 3329 | Human Resources in Healthcare Management |
| HA 3375 | Principles of Accounting for Healthcare Managers |

SECOND SEMESTER – 15 hours

- | | |
|---------|---|
| HA 3340 | Management of Health Information Systems |
| HA 3341 | Training and Professional Development in Healthcare |
| HA 3344 | Patient Care Mgt & Quality Improvement in Health Care Integrated Delivery Systems |

- HA 3347 Essentials of Healthcare Law
HA 3376 Financial Management for Healthcare Managers (HA 3375 prerequisite)

FIRST AND SECOND SEMESTERS MUST BE SUCCESSFUL COMPLETED (no grade below "C") prior to the THIRD SEMESTER.

THIRD SEMESTER – 16 hours

- HA 4305 Healthcare Services Marketing
HA 4315 Health Services Problem Solving and Decision Making
HA 4318 Employment Law in Healthcare
HA 4322 Public Health Administration
HA 4325 Healthcare Strategic Management
HA 4141 Healthcare Comprehensive Exam and Review

FOURTH SEMESTER

- HA 4848 Healthcare Administrative Residency

NOTE: All students are required to complete a residency for the BHA. A background check is required during your 3rd semester (enrollment in HA 4141) prior to the residency semester. If there is any reason you feel may prevent your placement at a facility, you need to meet with the Field Placement Coordinator to determine if you will be able to complete the residency requirement.

REPEAT POLICY - All HA students must maintain a minimum major (HA) GPA of 2.25 with no grade below a "C." Students are allowed to repeat **each HA course** (including HA 4141) once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. **A student having repeated a course and still not achieving a minimum grade of "C," will not be allowed to continue as a healthcare administration major**, therefore, students needing to repeat courses are encouraged to seek assistance from the instructor or a chair-appointed mentor.

Program Probation

Students are who fail to achieve a "C" in an HA course will receive notice that they are on program probation. Students have one opportunity to repeat the HA course during the next available semester to achieve the required minimum grade of "C." If the course is a first or second semester course, the student may take other first or second semester courses with the repeated class. If the course is a third semester course, a student may take other third semester courses. **A student may not take third semester courses with first or second semester courses unless specifically approved by the Program Director.**

Program Suspension

Students having repeated a course and not achieved a minimum grade of "C," are sent noticed that they have been suspended from the Program. Students on program suspension have the right to appeal and should contact the BHA Program Director for further instructions.

EXIT EXAM

All BHA majors are required to pass an EXIT exam administered in HA 4141 before enrolling in field placement. The EXIT exam evaluates the overall learning in the BHA curriculum. It is similar to licensing examinations found in healthcare professions such as nursing or dental hygiene. The EXIT exam is comprehensive and measures basic information from all of the courses in the BHA curriculum. In addition, it is one way to make sure that students enrolled in fieldwork experiences demonstrate their mastery of the comprehensive body of knowledge in healthcare administration.

Just like licensure examinations, the EXIT exam measures basic knowledge gained through BHA coursework. Therefore, it needs to be a comprehensive exam that includes all of the courses in the BHA curriculum. The test also adds a level of rigor to the curriculum that has led to recognition from the Association of University Programs in Health Administration (AUPHA), the association that certifies undergraduate health administration programs.

The EXIT exam is scheduled once during each long semester. The examination is 3 hours in length.

Currently, there are 120 multiple-choice questions on the EXIT exam (10 questions for per competency). Each semester's EXIT exam contains new questions. Therefore, it is not a wise study plan to get question-specific information from previous takers.

A score of 70% or higher is typically considered a passing grade for the EXIT exam; however, the actual grade for the exam is pass or fail. The grade for the EXIT examination is also the grade for the course. Therefore, in HA 4141 the grade will be either pass or fail. After compiling and reviewing the EXIT exam grades, the BHA Program Director will notify students about their EXIT exam pass/fail status.

In addition to attending HA 4141 and taking advantage of all its opportunities, students should feel free to contact individual faculty members concerning specific course material or any study methods appropriate to this material. Faculty members are likely to be more receptive if students are prepared with a list of the most significant material that needs clarification.

FIELD PLACEMENT REQUIREMENTS

To be eligible for residency students must successfully complete all requirements for their BHA, this includes minors; have a 2.25 major BHA) GPA, and no grade lower than "C" in major (HA) courses.

Students must follow the instructions in the Residency Manual. In addition, students must submit a resume and cover letter to the Field Placement Coordinator (FPC) via TRACS. After this, students will schedule an appointment with the FPC their facility options. Students must then complete the residency pre-placement forms via TRACS.

Students will then schedule a meeting with a potential preceptor, ensuring that they email their resume and cover letter to the preceptor. After meeting with the preceptor (and sending a thank you note after the meeting) students will submit a completed Resident Placement Form via TRACS prior to the end of the semester.

Prior to registering for field placement, the following items must be turned in to the FPC:

- Health Forms
- Money order for professional liability insurance
- Background check

Students begin residency on the first day of class for the semester in which they are completing HA 4848. Students will submit a project proposal, their first weekly report, and their first-time sheet with Activity Log via TRACS, as per Residency Manual guidelines. Lastly, students will complete required hours of residency and submit final draft of project notebook to the FPC by last class day of semester.

Expectation of Students in Field Placements

Students in field placements must conduct themselves in a professional manner and be responsible for understanding and complying with the policies and procedures of the host organization. Students must understand that they are in the role of a student. No line or staff authority may be assumed unless assigned by the preceptor. The student is expected to complete those projects assigned by the preceptor.

The student in field placement must respect the confidentiality of communication. Problems of one School are not to be discussed with another, unless requested by the preceptor, and are not to be discussed outside the organization. Judgment and discretion are important qualities to be exhibited by the student during field placements. The student will take an observer role unless otherwise directed by the preceptor. The field placement is a major part of the student's educational experience and should be treated as such. The student should take full advantage of the experience by working closely with the preceptor throughout the field placement.

The above referenced field placement requirements are discussed in detail, along with necessary forms, in the

Field Placement Handbook distributed prior to field placement by the Coordinator of Field Placements.

(see **Frequently Asked Questions about Field Placements** on the School's website).

SECTION III. MISCELLANEOUS INFORMATION

PROFESSIONAL INVOLVEMENT

Community

The School faculty encourage all students to participate in community and professional activities. Involvement in such activities is one step toward becoming a complete professional. Such activities include volunteering in the community and participating in student organizations or professional organizations.

Profession

The American College of Healthcare Executives (ACHE) is the organization representing healthcare executives in the United States. ACHE consists of over 40,000 healthcare executives and 80 chapters, one of which a student member will be assigned to be based upon their place of residency.

Membership

Students are eligible for membership in ACHE at a student rate and are encouraged to become members. Benefits of membership include publications, professional events, and networking opportunities. Students can join at <http://ache.org/APPS/StuMem.cfm>.

FACULTY APPOINTMENTS

Appointments with faculty can be made personally. Should you schedule an appointment and be unable to keep it, please call to notify the office or the individual faculty member.

CONTACT FOR IMPORTANT OFFICES

College of Health Professions, Dean's Office – <http://www.health.txstate.edu>, 245-3300

Graduate College – www.gradcollege.txstate.edu, 245-2581

Financial Aid – www.finaid.txstate.edu, 245-2315

Multicultural Student Affairs Office – www.msa.txstate.edu/, 245-2278

Alcohol and Drug Resource Center – www.adrc.txstate.edu/, 245-3601

Career Services – www.careerservices.txstate.edu, 245-2645

Counseling Center – www.counseling.txstate.edu/, 245-2208

Disability Services – www.ods.txstate.edu/, 245-3451

Student Health Center – www.healthcenter.txstate.edu, 245-2161

Writing Center – [writingcenter.english.txstate.edu/](http://writingcenter.english.txstate.edu), 245-3018

Alkek library – www.library.txstate.edu, 245-3681; 245-2686

Bookstore – www.bookstore.txstate.edu, 245-2273

University Police School – www.police.txstate.edu/, 245-2805 (non-emergency); 245-2890 (emergency)

SECTION IV. CONFIDENTIALITY

"And whatsoever I shall see or hear in the course of my profession, as well as outside my profession.... if it be what should not be published abroad, I will never divulge, holding such things to be holy secrets." Hippocratic Oath.

Confidential information is information about a patient or client that is furnished by the patient directly or even from a third party, including information that comes to you in writing or through electronic means. Any time you think a patient has a reasonable expectation that sensitive information will not be shared, treat the information as confidential. The patient who chooses to share confidential information with you has the expectation that he or she can control that information for his or her own welfare. Confidential information should be used to facilitate the goal of helping the patient and be kept from unauthorized people. It is not considered a breach of confidentiality if information is shared with other health professionals involved in the patient's care, as long as the information has some relevance regarding that case.

ANY BREACH OF CONFIDENTIALITY IS GROUNDS FOR DISMISSAL FROM THE

SCHOOL. EXAMPLES OF BREACH OF CONFIDENTIALITY:

1. Discussing a patient's condition or treatment in a public setting;
2. Naming a patient and the patient's condition or treatment in a public setting;
3. Speaking of a patient within hearing range of other patients;
4. Reading a patient's chart when not involved in that patient's care or as a course assignment;
5. Asking co-workers about the condition or treatment of a patient known to you;
6. Reading correspondence or information relating to a patient or employee or discussing that information with others;
7. Discussing information, which a supervisor indicates, is confidential.

EXAMPLES OF POOR SENSITIVITY CONSIDERED A BREACH OF CONFIDENTIALITY:

1. Asking loudly in the waiting room (or other area) about a patient's condition, treatment, lab work, test results, etc.
2. Making light of a patient's condition or personal characteristics;
3. Discussing personal matters of another student or supervisor within hearing range of patients or other students.

HEALTH INFORMATION PRIVACY AND ACCOUNTABILITY ACT (HIPAA)

In 1996, Congress passed HIPAA mandating the adoption of Federal privacy protections for individually identified health information. In response to this mandate, the School of Health and Human Services (HHS) published the Privacy Rule in the Federal Register on December 28, 2000. Final rules were issued in August 2002 making modifications to the Privacy Rule. Final Privacy Rules can be found at www.hhs.gov/ocr/hipaa/finalreg.html. These rules provide comprehensive federal protection for the privacy of health information. The Privacy Rule sets a federal floor of safeguards to protect the confidentiality of information. The rule does not replace federal, state or other law that provides individuals even greater privacy protections. Confidentiality is certainly a key element of HIPAA.

TEXAS STATE UNIVERSITY
ATTACHMENTS

ATTACHMENTS

1. Expectations
2. Writing Tips
3. Student Records Release Form
4. Consent for Photography Release Form
5. Code of Ethics
6. Student Acknowledgement Form
7. Code of Student Conduct

Attachment #1 Expectations for SOHA Students

The following **expectations** were developed as a collaborative activity by the students and faculty of the School and reviewed annually by the students and faculty to help you anticipate the demands of this physical therapy curriculum.

1. Personal interactions skills you should have:

a. General

- 1) Be patient with each other, the faculty and yourself
- 2) Recognize the diversity within the class and the faculty
- 3) Develop support systems outside of school

b. With faculty

- 1) Communicate with faculty and classmates
- 2) Use faculty as resources
- 3) Agree to disagree on some topics/approaches
- 4) Use class reps to approach faculty professionally
- 5) Use class faculty advisor for guidance

c. With classmates

- 1) Communicate with faculty and classmates
- 2) Don't compare yourself to or compete with classmates
- 3) Facilitate learning by working with each other
- 4) Agree to disagree
- 5) Learn to appreciate diversity and grow from it

2. Ability to be a self-directed, independent learner

a. Establishing your priorities

- 1) Stay focused on the demands of the Program
- 2) Know deadlines to complete assignments, projects, thesis
- 3) Make exercise/good nutrition an important aspect of your health
- 4) Commit yourself to successful completion of the Program
- 5) Know and plan for the financial obligation of the Program
- 6) Embrace all learning opportunities presented
- 7) Be prepared to spend a lot of additional out-of-class time at Texas State (including Saturday)
- 8) Maintain your notes from day one – needed for comprehensive exam
- 9) Consider your choices for living arrangements – e.g., roommates, commuting

b. Problem-solving ability

- 1) Re-assess/re-arrange learning habits from undergrad experience
- 2) Be prepared to take a more active role in learning
- 3) Retain information learned; Program is cumulative/comprehensive

c. Initiative for learning

- 1) Be motivated and a "self-starter"
- 2) Learn from each other
- 3) Be prepared to work independently and collaboratively
- 4) Participate in group activities to enhance learning (study groups and research partners)

TEXAS STATE UNIVERSITY
ATTACHMENTS

- d. Time management skills
 - 1) Study for quality not quantity
 - 2) Make time to maintain your health and your relationships
 - 3) Commit to study as *the* priority
 - 4) Recognize the time in and outside of class needed to complete assignments, do readings, research topics of interest
- 3. Attitude and mental health
 - a. Expect to be overwhelmed – but know your sources for help!
 - b. Maintain a sense of humor
 - c. Prepare for high financial obligation, there is little time for an outside job
 - d. Recognize everything is not concrete, absolute
 - e. Recognize that becoming a "lifelong learner" is one of your main objectives
 - f. Recognize the Program is a "great equalizer" - other students are your equals in academic ability
 - g. Maintain balance of academics, health, fitness, and relationships

TEXAS STATE UNIVERSITY
ATTACHMENTS

Attachment #2 50+ (and counting) Tips to Writing a Good Paper

1. All manuscripts should contain the following, organized in the order listed below, with each section beginning on a separate page:

Title page
Abstract
Text
References
Tables, each on a separate page
Illustrations with legends

The only difference among manuscript types is how text (body of manuscript) is managed.

2. All pages from Abstract (page 1) through illustrations should be numbered. Variations from this may be required for submission of a thesis. Check the Texas State Theses and Dissertation handbook for specific requirements for thesis preparation.

TITLES

3. Titles should be brief within descriptive limits (a 16-word maximum is suggested).

ABSTRACTS

4. A comprehensive abstract of 75 to 300 words is suggested. The title should appear at the top, skip two lines, and begin the abstract. It should be structured as the body of the manuscript is and should succinctly summarize the major intent of the manuscript, the major points of the body, and the author's results and/or conclusions. No references should be cited.

5. Suggested structures for abstracts:

Literature Reviews

Objective - What was the purpose of the review?

Data Sources - What sources did you search to find the studies you reviewed? You might include key words and years searched.

Data Synthesis - Summary of the major themes, organized by themes not authors

Conclusions/Recommendations - Advice and clinical applications of the information

Research Report

Objective - Problems or need for the study

Design and Setting - How was the study set up? Where did it take place?

Subjects - Characteristics of the subjects

Measurements - What was being measured? What types of tests were used? How were the subjects distributed within the study?

Results - Of the tests and measurements

Conclusions - Major conclusions particularly related to theory and clinical application of the information

Case Reports

Objective - Problem or need for the case to be presented

Background - On the particular injury or illness

Differential Diagnosis - What was it or what could it possibly have been?

Treatment - What was done for it? What is normally expected for this condition?

Uniqueness - What was different from the expected, or was it the same?

Conclusions - Clinical applications of the information

TEXAS STATE UNIVERSITY
ATTACHMENTS

6. An abstract is not to be used as the introduction; the abstract is a summary of the entire manuscript, while the introduction develops and proposes the manuscript's problem or purpose.

MANUSCRIPTS

7. In a scientific manuscript the introduction serves two purposes: to stimulate the reader's interest and to outline the reason for the study, that is, the controversy or knowledge gap that prompted the study.

8. Begin the text of the manuscript with an introductory paragraph or two in which the purpose or hypothesis of the article is clearly developed and stated. Tell why the study needed to be done or the article written and end with a statement of the problem.

9. The introduction is not the place for great detail. Highlights of the most prominent works of others as related to the subject may be appropriate for the introduction, but a detailed review of the literature should be reserved for the discussion section. Identify and develop the magnitude and significance of the controversy or problem with brief specific statements (referenced, of course). Pointing out differences among others' results, conclusions, and/or opinions often does this. Remember to keep the detail in the discussion.

10. In the introduction and discussion sections, it is appropriate to use transition sentences to summarize points and link to the next point. Try not to leave the reader hanging, instead create a smooth flow of ideas.

11. The body or main part of the manuscript varies according to the type of paper you are writing; however, regardless of the manuscript type, the body should include a discussion section in which the importance of the material presented is discussed and related to other pertinent literature. Liberal use of headings, subheadings, charts, graphs, and figures is recommended.

12. The term "methods" is more appropriate than "methodology". "Methodology" suggests a study of methods, whereas "methods" suggests a description of methods used, which is what the section is.

13. Begin with a description of the experimental design, which will serve as a road map to the entire section. Follow with descriptions of subjects, instruments, procedures, and statistical analysis. Confusion is often introduced when authors combine the instruments and procedures sections. Describe the instruments used in the instrument section, but describe how they were used in the procedure section.

14. The methods section should contain sufficient detail concerning the methods, procedures, and equipment used so that others can reproduce the study.

15. Methods used by others to study problems such as yours should be reviewed and referenced in your paper. Reference the methods of others as well as reliability and validity information in the methods section. The pros and cons of various methods and why you chose one over another should be discussed and referenced in the discussion or introduction.

16. IRB approval and informed consent procedures should be stated formally in the methods section of the manuscript.

17. Writing results is similar to writing a review of the literature. You state facts and then reference your source. In a results section, the statistics are your evidence or reference for the conclusions you present. The results should summarize the important results of the study, using descriptive and inferential statistics and a few well-planned and carefully crafted illustrations.

18. Report results by stating your conclusions in clear concise statements.

19. The statistical test should not be the focus of the sentence (as in "statisticalese" - "Tukey post-hoc testing revealed significant decrease ($p < .05$) in perceived pain in groups that received cold, TENS, or the combined

TEXAS STATE UNIVERSITY
ATTACHMENTS

treatment"). Writing in statisticalese often obscures the conclusions by emphasizing the method and not the meaning. The important information is the meaning of the results.

20. Statistics do not indicate or prove anything; they provide you with support for making a decision. When you review the literature, you make a statement and reference others' writings to support your statement. Use a similar approach when reporting results; make a statement and then reference that statement with your statistical results.

21. Statistical tests do not **find** differences. They provide evidence that a difference between groups is probably real. Looking at the group means tells you if the groups are different; however you must decide if the differences are real or if they occurred by chance. Real differences mean they were caused by your independent variable and not by chance. By chance means the differences were caused by variables other than your independent variable.

22. The symbol "*p*" when used to refer to the level of probability, is written italicized and in the lower case. (*p*<.05)

23. When indicating the level of significance or probability, use only three numbers if the first is not a zero. If the first number is a zero, continue numbers until the first non-zero (i.e., .0002; not .00 or .00023).

24. Put your results in perspective with your expectations and compare your results with the rest of the world. Don't repeat or rehash the results, discuss them.

25. The emphasis of the discussion should not be on other authors but rather on what they reported and how it relates to your work.

26. The discussion must address the contribution the study makes toward theory.

27. The last part of the discussion must suggest how readers might apply the information presented. While the application may be apparent to you, it may not be apparent to first time readers unless you point it out.

28. The body of a review of literature article should be organized into subsections in which related thoughts of others are presented, summarized, and referenced. Each subsection should have a heading and brief summary, possibly one sentence. Sections must be arranged so that they progressively focus on the problem or question posed in the introduction.

29. The body of a case study should include the following components: personal data, chief complaint history or present complaint, results of physical examination, medical history, diagnosis, treatment, and clinical course, criteria for return to activities, and deviation from the expected.

CITATIONS AND REFERENCES

30. Each citation in the text of the manuscript takes the form of a superscript number that indicates the number assigned to the citation. It is placed directly after the reference or the name of the author being cited. References should be used liberally. It is unethical to present others' ideas as your own. Also, use references so that readers who desire further information on the topic can benefit from your scholarship.

31. The reference page(s) should list authors numerically in the order used in the text and in alphabetical order and should be in the following form:

Article - author(s) with surname and initials, title of article, journal title with abbreviations as per Index Medicus (italicized or underlined), issue month if journal is not consecutively paged from issue to issue, year, volume, inclusive pages. Example:

TEXAS STATE UNIVERSITY
ATTACHMENTS

Bonci CM, Ryan R. Pre-participation screening in intercollegiate athletics. *Postgrad Adv Sports Med.* 1988; 1: 3-6.

Book - author(s), title of book (italicized or underlined), city and state of publication, publisher, year, inclusive pages of citation. Example:

Wadsworth C. *Manual Examination and Treatment of the Spine and Extremities*. Baltimore, MD: Williams & Wilkins; 1988: 205-210.

Secondary Source – the original source is stated with the addition of Cited by using the source where it was cited. . See the AMA Manual of Style for other examples. Example:

Gordis E. Relapse and craving; a commentary. *Alcohol Alert*. 1989;6:3. Cited by: Mason BJ, Kocsis JH, Ritvo EC, Cutler RB. A double blind, placebo-controlled trial of desipramine for primary alcohol dependence stratified on the presence or absence of major depression. *JAMA* 1996; 275:761-767.

32. All statements and ideas of others must be referenced. If the author(s) is (are) not mentioned by name, the reference should be placed after the phrase or first mention of the idea.

33. Anytime you mention another author by name; author must be referenced immediately after name in the same paragraph. Example:

Sanders 22 reported... NOT Sanders reported...²²

34. When referring by name to a work with multiple authors; if two authors use both names; if there are three or more authors, use the name of the first author and "et al" which means "and others". Note the punctuation with et al; there are no commas or periods. Reference immediately after et al.

35. When the reference is at the end of a sentence, it should be placed after the period and after any quotation marks.

36. It may be appropriate to refer to ideas or results from numerous authors in the same sentence. In doing so, you would list the references in numerical order. Example:

"The sky is a shade of blue^{1,6,10,21}..."

37. Personal communications are not included in the reference list, but may be included in the text. Example:
In a conversation with B Sanders, PhD (April 1997)....."

STYLE

38. Always refer to the research and writing of others in past tense.

39. Subheadings should be used. Main or first level headers should be placed centered, typed in all capitals, bolded, and not underlined. If the information under a header needs to be subdivided into two or more sections, use second level or subheads. These should be centered and bolded with the first letter of each word capitalized.

40. Begin numbering the pages of your manuscript with the abstract pages as #1; then, consecutively number all successive pages including illustrations.

41. The purposes of tables are to centralize large amounts of data, to save space and to eliminate long paragraphs of text. Tables should not be redundant of text. Put your information either in the text or the table and not both. You must refer the reader to the table. Point out the highlights in the table, but do not be too explanatory with a lengthy text.

TEXAS STATE UNIVERSITY
ATTACHMENTS

42. Don't put information in a table that can more easily be presented and understood in the text. Readers should be able to understand the information in the table without referring to the text. The title of a table should also be understood without referring to the text.
43. Identify the units of measurement of the tabled data in the most general way possible. If all data in the table have the same unit of measurement, that unit should be in parentheses following the table title. If the columns or rows have different units of measurement, but all data in a particular column or row have the same unit, identify the unit (within parenthesis) as part of the column header or row identifier.
44. When a table contains data that have been averaged, be sure to report the mean plus or minus SD.
45. Tables should stand alone. They should have both a title and a legend.
46. Illustrations are often helpful in presenting concepts that are difficult to describe.
47. Each illustration should have a legend that describes the illustration and emphasizes its important points.
48. If an illustration has been published previously, written permission for its use must be obtained from the copyright holder (usually the publisher). The original source should be cited as a reference.
49. The following texts provide additional helpful information for writers.
Day RA. How to Write and Publish a Scientific Paper. 4th ed. Phoenix, AZ, Oryx Press; 1994.
Iverson C, Dan BB, Glitman P, et al. American Medical Association Manual of Style. 8th ed. Baltimore, MD: Williams & Wilkins; 1989.
50. A style manual is a collection of rules and regulations that editors get tired of repeating to authors. The answers to most questions can be found here. The AMA Manual of Style has been adopted as the official style manual of the American Physical Therapy Association and, therefore, for the School of Physical Therapy.
51. Structure is only half the battle. Grammar and style are equally important.
52. Numbers appearing at the beginning of a sentence, title, or subheading should be spelled out. Numbers greater than nine can use Arabic numerals with the previous exceptions. Numbers nine and under should be spelled out.
53. Appendices are discouraged by AMA style. However, this is in reference to publication. You may include appendices if the material is an adjunct to the text. An example might be a survey instrument.
54. Commas should be used to separate three or more elements in a series and should be used before the conjunction and the final item.
55. Em dashes are used to indicate an interruption or break in thought in a sentence.
56. Gender neutral language should be used when appropriate. Try to word sentences so that you avoid the use of "he and/or she."
57. Abbreviations should be limited to internationally approved and accepted units of measure and well-recognized clinical and technical terms and symbols.
58. When you use the words "however" or "therefore" in the middle of a sentence and the phrases before and after could stand alone as complete sentences, place a semicolon before the "however" and a comma after it. If one or both phrases are not complete sentences, place a comma before and after the "however".

TEXAS STATE UNIVERSITY
ATTACHMENTS

59. Go to the library and peruse various articles and theses - this is a great way to examine evidence of these writing tips!

These writing tips compiled and presented by the faculty of the School of Physical Therapy, Texas State University-San Marcos. May 1997, Revised July 1998, Revised June 2001, May 2004

TEXAS STATE UNIVERSITY

Attachment #3 Student Records Release Form

I, _____, give consent to the School of Health Administration to release the following information contained in my educational record. This information is to be provided to

for the purpose of _____.

Signature

Date

UPPS 01.04.31 Access to Students Records
Family Educational Rights and Privacy Act of 1974

TEXAS STATE UNIVERSITY

Attachment #4 Consent to Photography

Consent Agreement and Release Statement to be Photographed/Videotaped and Named

You will be asked to complete a separate copy for our records.

I, _____, hereby acknowledge that I agree to give Texas State University-San Marcos (Texas State) the right and permission to make photographs and/or videotapes (audio-visuals) of me. I understand that I may be identified by name when such audio-visuals are used. Such audio-visuals may be published, reproduced, exhibited, copyrighted, and used anywhere in the world in connection with the following situations:

1. Educational presentations by faculty or students
2. Advertising and promotion of the programs and Schools of Texas State including, but not limited to, publication on official Texas State web pages and in official Texas State brochures and alumni newsletters.

I hereby irrevocably release and waive any claims against Texas State and its faculty and staff relating to rights of privacy, rights of publicity, confidentiality, and copyright regarding the use of such audio-visuals when used by Texas State in the situations previously described.

I hereby declare that I am at least 18 years of age and have every right to contract in my own name in the above regard.

Signature

Date

Signature of Witness

Date

TEXAS STATE UNIVERSITY
Attachment #5 ACHE Code of Ethics

AMERICAN COLLEGE OF HEALTHCARE EXECUTIVES CODE OF ETHICS*

* As amended by the Board of Governors on November 14, 2011.

PREAMBLE

The purpose of the *Code of Ethics* of the American College of Healthcare Executives is to serve as a standard of conduct for affiliates. It contains standards of ethical behavior for healthcare executives in their professional relationships. These relationships include colleagues, patients or others served; members of the healthcare executive's organization and other organizations; the community; and society as a whole.

The *Code of Ethics* also incorporates standards of ethical behavior governing individual behavior, particularly when that conduct directly relates to the role and identity of the healthcare executive.

The fundamental objectives of the healthcare management profession are to maintain or enhance the overall quality of life, dignity and well-being of every individual needing healthcare service and to create a more equitable, accessible, effective and efficient healthcare system.

Healthcare executives have an obligation to act in ways that will merit the trust, confidence, and respect of healthcare professionals and the general public. Therefore, healthcare executives should lead lives that embody an exemplary system of values and ethics.

In fulfilling their commitments and obligations to patients or others served, healthcare executives function as moral advocates and models. Since every management decision affects the health and well-being of both individuals and communities, healthcare executives must carefully evaluate the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard and foster the rights, interests and prerogatives of patients or others served.

The role of moral advocate requires that healthcare executives take actions necessary to promote such rights, interests and prerogatives.

Being a model means that decisions and actions will reflect personal integrity and ethical leadership that others will seek to emulate.

I. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO THE PROFESSION OF HEALTHCARE MANAGEMENT

The healthcare executive shall:

- A. Uphold the *Code of Ethics* and mission of the American College of Healthcare Executives;
- B. Conduct professional activities with honesty, integrity, respect, fairness and good faith in a manner that will reflect well upon the profession;

- C. Comply with all laws and regulations pertaining to healthcare management in the jurisdictions in which the healthcare executive is located or conducts professional activities;
- D. Maintain competence and proficiency in healthcare management by implementing a personal program of assessment and continuing professional education;
- E. Avoid the improper exploitation of professional relationships for personal gain;
- F. Disclose financial and other conflicts of interest;
- G. Use this *Code* to further the interests of the profession and not for selfish reasons;
- H. Respect professional confidences;
- I. Enhance the dignity and image of the healthcare management profession through positive public information programs; and
- J. Refrain from participating in any activity that demeans the credibility and dignity of the healthcare management profession.

II. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO PATIENTS OR OTHERS SERVED

The healthcare executive shall, within the scope of his or her authority:

- A. Work to ensure the existence of a process to evaluate the quality of care or service rendered;
- B. Avoid practicing or facilitating discrimination and institute safeguards to prevent discriminatory organizational practices;
- C. Work to ensure the existence of a process that will advise patients or others served of the rights, opportunities, responsibilities and risks regarding available healthcare services;
- D. Work to ensure that there is a process in place to facilitate the resolution of conflicts that may arise when values of patients and their families differ from those of employees and physicians;

TEXAS STATE UNIVERSITY

- E. Demonstrate zero tolerance for any abuse of power that compromises patients or others served;
- F. Work to provide a process that ensures the autonomy and self-determination of patients or others served;
- G. Work to ensure the existence of procedures that will safeguard the confidentiality and privacy of patients or others served; and.
- H. Work to ensure the existence of an ongoing process and procedures to review, develop and consistently implement evidence-based clinical practices throughout the organization.

III. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO THE ORGANIZATION

The healthcare executive shall, within the scope of his or her authority:

- A. Provide healthcare services consistent with available resources, and when there are limited resources, work to ensure the existence of a resource allocation process that considers ethical ramifications;
- B. Conduct both competitive and cooperative activities in ways that improve community healthcare services;
- C. Lead the organization in the use and improvement of standards of management and sound business practices;
- D. Respect the customs and practices of patients or others served, consistent with the organization's philosophy;
- E. Be truthful in all forms of professional and organizational communication, and avoid disseminating information that is false, misleading or deceptive;
- F. Report negative financial and other information promptly and accurately, and initiate appropriate action;
- G. Prevent fraud and abuse and aggressive accounting practices that may result in disputable financial reports;
- H. Create an organizational environment in which both clinical and management mistakes are minimized and, when they do occur, are disclosed and addressed effectively;
- I. Implement an organizational code of ethics and monitor compliance; and

- J. Provide ethics resources and mechanisms for staff to address ethical organizational and clinical issues.

IV. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO EMPLOYEES

Healthcare executives have ethical and professional obligations to the employees they manage that encompass but are not limited to:

- A. Creating a work environment that promotes ethical conduct;
- B. Providing a work environment that encourages a free expression of ethical concerns and provides mechanisms for discussing and addressing such concerns;
- C. Promoting a healthy work environment which includes freedom from harassment, sexual and other, and coercion of any kind, especially to perform illegal or unethical acts;
- D. Promoting a culture of inclusivity that seeks to prevent discrimination on the basis of race, ethnicity, religion, gender, sexual orientation, age or disability;
- E. Providing a work environment that promotes the proper use of employees' knowledge and skills; and
- F. Providing a safe and healthy work environment.

V. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO COMMUNITY AND SOCIETY

The healthcare executive shall:

- A. Work to identify and meet the healthcare needs of the community;
- B. Work to support access to healthcare services for all people;
- C. Encourage and participate in public dialogue on healthcare policy issues, and advocate solutions that will improve health status and promote quality healthcare;
- D. Apply short- and long-term assessments to management decisions affecting both community and society; and
- E. Provide prospective patients and others with adequate and accurate information, enabling them to make enlightened decisions regarding services.

TEXAS STATE UNIVERSITY

**VI. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITY
TO REPORT VIOLATIONS OF THE CODE**

An affiliate of ACHE who has reasonable grounds to believe that another affiliate has violated this *Code* has a duty to communicate such facts to the Ethics Committee.

ADDITIONAL RESOURCES – Available on ache.org or by calling ACHE at (312) 424-2800.

1. ACHE *Ethical Policy Statements*

“Considerations for Healthcare Executive-Supplier Interactions”

“Creating an Ethical Culture Within the Healthcare Organization”

“Decisions Near the End of Life”

“Ethical Decision Making for Healthcare

Executives”

“Ethical Issues Related to a Reduction in Force”

“Ethical Issues Related to Staff Shortages”

“Health Information Confidentiality”

“Impaired Healthcare Executives”

“Promise Making, Keeping and Rescinding”

2. ACHE Grievance Procedure

3. ACHE Ethics Committee Action

4. ACHE Ethics Committee Scope and Function

Attachment #6 Student Acknowledgement Form

I, _____,

have read and understand the policies and procedures contained in the Student Handbook.

I agree to abide by **all** policies/procedures as addressed in this handbook. These policies/procedures include:

1. Academic policies and procedures,
2. ACHE Code of Ethics,
3. Texas State University Honor Code,
4. Confidentiality Statement.

I have completed this page and:

1. returned the original to the School Chair for inclusion in my student file.
2. retained a copy for myself.

Student Signature

Date

Student Copy

Appendix #7 Code of Student Conduct

I. General Provisions

1.01 Applicability

This Code of Student Conduct is applicable to any student currently enrolled; enrolled in the previous semester/session and eligible to enroll in the next consecutive semester/session; or newly or re-admitted and eligible to enroll in the next semester/session. A student who withdraws from school is subject to disciplinary action for any conduct that occurred while the student met the aforementioned criteria. Students involved in misconduct that would subject them to disciplinary action while not enrolled may be required to appear before the Dean of Students or designee before being readmitted to the university.

This code is adopted pursuant to authority granted by The Texas State University System Board of Regents.

This code is printed annually in the student handbook. The handbook is also available online at: www.dos.txstate.edu. When this code is updated between printed editions, the most updated version, generally the online version, shall prevail.

1.02 Definitions

- A. "Disciplinary action" means proceedings under section III of this Code.
- B. "Hazing" means those activities defined in sections 37.151-37.157 of the Texas Education Code (See Student Handbook Appendix A).
- C. "Hearing Officer" means that person appointed by the Dean of Students to conduct hearings under section III, subsection 3.05, of this code.
- D. "Notice" means correspondence:
 1. Sent by mail, addressed to the addressee at the local address and/or permanent address, as shown on university records; or
 2. Personally delivered to the addressee; or
 3. Sent electronically from a Texas State e-mail account to the student's Texas State e-mail account.
- E. "Preponderance of the evidence" means the greater weight of credible evidence. It means the strongest evidence, however slight the difference might be.
- F. "Published university policy" means a written rule or policy from: (1) the Board of Regents, Texas State University System; (2) a university policy and procedure statement (UPPS); (3) a university division (for example, a PPS from Academic Affairs); or (4) a faculty, staff, or student handbook.
- G. "University" means Texas State University, including the San Marcos and Round Rock campuses.
- H. "University official" means a person in an official university capacity, including regents, officers, faculty and administrative staff.
- I. "University property" means property owned, controlled, used, or occupied by the university, including property physically removed from Texas State campuses.

1.03 Awareness of Policies

Each student is expected to be fully acquainted with all published university policies, copies of which are available to each student for review in the Alkek Library at the Reserve Desk. The university will hold each student responsible for compliance with these published

policies. A violation occurring off campus while participating in a university-sponsored program may be treated as if the violation occurred on campus. Students also are expected to comply with all federal, state and local laws. Any student who violates any provision of those laws is subject to disciplinary action, notwithstanding any action taken by civil authorities. This principle extends to conduct off campus that is likely to have an adverse effect on the university or the educational process.

II. Responsibilities of Students

2.01 Conduct Required

Students shall conduct themselves in a manner consistent with the university's mission as an educational institution. Students who conduct themselves in a manner that violates this Code of Student Conduct may be subject to disciplinary penalties.

2.02 Conduct Prohibited

Specific examples of conduct which are violations of this Code of Student Conduct include, but are not limited to, committing or attempting to commit the following:

- A. committing an act that would constitute a criminal offense under state, federal or municipal law;
- B. violating any published university policy, including its policy against excessive parking violations;
- C. failing to comply with a directive from a university official, including a summons to the office of an administrative officer at a designated time;
- D. furnishing false information to the university or giving false testimony or evidence at a disciplinary or other administrative proceeding;
- E. issuing a check to the university without sufficient funds or otherwise failing to meet financial obligations to the university;
- F. endangering the health or safety of other persons, including, for example, throwing an object, without authorization, in or from university facilities;
- G. misusing fire extinguishers or other safety equipment on university owned or controlled property;
- H. interfering or disrupting university teaching, research or other activity, including administrative, disciplinary or public service activities (see Student Handbook Appendix B on disruptive activities);
- I. endangering the physical or mental health or safety of any person or intentionally or recklessly causing injury to any person;
- J. possession of or use of university keys without authorization;
- K. engaging in or submitting to hazing (see Student Handbook Appendix A), including hazing associated with an initiation by an organization using dangerous, harmful or degrading acts;
- L. violating published university policies on the possession or use of alcoholic beverages (see Student Handbook Appendix C);
- M. gambling on university property;
- N. possessing, using, selling or distributing any illegal drug or controlled substance (The sanctions for this violation range from mandatory counseling to expulsion. A second infraction shall result in expulsion.);
- O. possessing or using a firearm, ammunition, weapon (except as permitted by Government Code Section 411.2032) or replica thereof on university property.

TEXAS STATE UNIVERSITY

Request for exceptions to this prohibition must be submitted in writing to the Texas State University Police School. The Chief of Police or their designee will review the request and consult any relevant stakeholder. The request may be denied, approved, or approved with qualifications. Examples of approved with qualifications may include requirements for the requestor to provide security, safety equipment, special facilities, and/or notifications. A request must comply with all other applicable laws and regulations to be eligible for exception.

- P. possessing, igniting or detonating an explosive device, firework or flammable object on university owned or controlled property that could damage a person or property;
- Q. stealing, destroying, damaging or misusing the property of the university or that of another person;
- R. forging, altering or misusing university documents, forms, records, student identification cards or admission documents;
- S. violating a published university policy governing residence life or breaching a Housing and Residential Life contract;
- T. advocating, either orally or in writing, the conscious and deliberate violation of any federal, state or local law ("Advocating" means addressing an individual or group for imminent action and steeling it to such action as opposed to abstractly espousing the moral propriety of such action.);
- U. entering, without authorization, university buildings or facilities, or using university equipment or resources without authorization;
- V. failing to maintain a current official mailing address in the Registrar's Office or giving a false or fictitious address to a university official;
- W initiating, communicating or circulating a false report of a present, past or future bombing, fire, offense or other emergency that would cause action by an agency organized to deal with emergencies; placing a person in fear of imminent serious bodily injury; or preventing or interrupting the occupation of a building, room, vehicle or other mode of conveyance;
- X. harassing or threatening (by any means) to take unlawful action against any person, causing or intending to cause annoyance or alarm (see Student Handbook Appendix D);
- Y. engaging in academic dishonesty as described in UPPS 07.10.01 (Honor Code) and in this handbook;
- Z. engaging in disorderly conduct on property owned or controlled by the university, or at a university function, that interferes with the university's programs or activities;
- AA. using authority granted by state law, system rule or university policy to deprive a person of his or her civil rights;
- BB. engaging in or making life-threatening gestures;
- CC. violating any published university policy relating to computer resources, electronic network facilities or the Internet; or
- DD. attempting to commit any of these prohibited acts.

III. Administration of Student Justice

3.01 Authorization to Adjudicate Conduct Violations

Under the direction of the Vice President for Student Affairs, the Dean of Students or his/her designee, shall be primarily responsible for the administration of the student justice system.

TEXAS STATE UNIVERSITY

- A. Any student alleged to engage in or make life-threatening gestures may be required to report as soon as possible to the director of the Counseling Center or the designated representative. The director may designate the psychologist, psychiatrist or counselor whom the student will see. The Dean of Students or designee, upon the recommendation of the director, may require such students to obtain, at their own expense, a psychiatric evaluation to determine fitness to continue their current enrollment at Texas State. Failure to consult with the director of the Counseling Center or his/her representative or to comply with evaluation requirements and recommendations can result in disciplinary action, including, but not limited to, a registration hold.
- B. The Associate Director of the School of Housing and Residential Life, or designee, will work closely with the Dean of Students, or designee, in resolving minor disciplinary problems resulting from the alleged violation of regulations involving residence hall residents.

3.02 Disciplinary Procedures

- A. Investigation — The Dean of Students or designee will investigate information that a student may have violated a university policy. During the investigation, the Dean of Students or designee will give the student an opportunity to explain the incident, unless the student is unavailable. The Dean of Students or designee may conduct an investigation and make an administrative determination in the absence of a student if the student does not respond within the time period specified in any notice to the student. The Dean of Students or designee may place a registration hold, preventing a student from registering for additional courses, until the student responds to a summons or a decision is finalized.
- B. Administrative Review — If the Dean of Students or designee concludes, based on the preponderance of evidence, that the student has violated the Code of Student Conduct, the Dean of Students or designee will determine an appropriate disciplinary penalty.

1. The Dean of Students or designee will discuss the findings and determination of an appropriate penalty with the student, if the student is available. In cases where the Dean of Students or designee determines that the allegations against the accused student are true but the only punishment assessed is a warning, the student may not appeal. For sanctions other than warnings, the Dean of Students or designee will give the student an opportunity to either accept or reject the Dean of Students or designee's decision.
2. If the student accepts the Dean of Students or designee's decision, the student shall so indicate in writing and waive his or her rights to a hearing. The Dean of Students or designee may then assess the disciplinary penalty.
3. If the student does not accept the Dean of Students or designee's decision, the Dean of Students or designee will initiate the hearing procedure.

3.03 Disciplinary Penalties

- A. Penalties — Mitigating or aggravating factors in assessing the proper level of discipline may include, but not be limited to, the student's motive for engaging in the behavior; disciplinary history; effect of the behavior on safety and security of the university or college community; and the likelihood that behavior will recur. The

TEXAS STATE UNIVERSITY

following penalties comprise the range of official university actions that may be taken when, based on the preponderance of the evidence, a student is determined to have engaged in prohibited conduct. These penalties are not exclusive and may be imposed together with other sanctions.

1. Warning — A written notice to the student that a violation of a published university policy has occurred and that the continuation of such conduct or actions could result in further disciplinary action.
 2. Restricted privileges — Denial or restriction of one or more university privileges granted to students. These may be, but are not limited to: parking privileges; dining facility privileges; visitation privileges; use of university computers, computer facilities or systems; participation in athletics; or other extracurricular activities.
 3. Special project — The requirement that the student complete a special project, for example, writing an essay or attending a special class or lecture.
 4. Restitution — Paying for physical or property damage, losses or misappropriation, either monetarily or by the performance of specific duties.
 5. Cancellation of residence hall contract.
 6. Disciplinary probation — An indication that the student is not in good standing, and that his/her continued enrollment is conditioned upon adherence to published university policies. Probation automatically restricts the following privileges:
 - a. A student on disciplinary probation is ineligible to be elected or hold any executive office of any student organization recognized by Texas State; and
 - b. A student on disciplinary probation may not represent the university in any special or honorary role.
 7. Withholding an official transcript or degree.
 8. Cancellation of pre-registered courses, prohibition against readmission or restriction from pre-registration.
 9. Denial or nonrecognition of a degree.
 10. Loss of or ineligibility for a student grant or loan.
 11. Suspension — Separation from the university for a definite term, during which the student shall not be permitted to: earn university credit at Texas State, be on university owned property nor participate in any university activity.
 12. Expulsion — Permanent separation from the university.
A student who has been suspended or expelled from any Texas State University System component shall be ineligible to enroll at any other system component during the period of suspension or expulsion. The registrar of each component is authorized to make an appropriate notation on the student's transcript to accomplish this objective and to remove the notation when the student's disciplinary record has been cleared. In addition to Texas State, the Texas State University System includes all Lamar University, Sam Houston State University, and Sul Ross State University campuses.
- B. Recording of Penalties — The penalties provided in subsections 3.03a, 8, 9, 11, and 12 may be noted on the student's permanent transcript. Any record of penalty, except for expulsion, not noted on the transcript shall be expunged no later than five years after the penalty is assessed.

TEXAS STATE UNIVERSITY

C. Finality of Penalties — No penalty shall take effect until disciplinary action becomes final. Disciplinary action becomes final when:

1. During administrative disposition:
 - a. upon acceptance by the student of the Dean of Students or designee's decision,
 - b. if the only sanction is a warning, or
 - c. upon notification to the student of the decision of the Dean of Students or designee and the expiration of the time in which to file a notice of appeal to the hearing board.
2. In the event of a hearing:
 - a. the sanction assessed is a warning, or
 - b. upon notification to the student of the decision of the hearing panel and the expiration of the time in which to file a notice of appeal to the Vice President for Student Affairs.
3. In the event of review by the Vice President for Student Affairs, upon notification to the student of the decision of the Vice President for Student Affairs.

3.04 Interim Disciplinary Action

A. The President or Vice President for Student Affairs or their designee may take immediate interim disciplinary action, including suspension, pending a hearing, against a student for allegedly violating a university policy when the student's continuing presence is reasonably believed to pose:

1. A danger to persons or property; or
2. An ongoing threat of disrupting the academic process.

B. The university official involved shall notify the student of the interim disciplinary action by the most expeditious means available. Thereafter, the Dean of Students or designee may offer the student an opportunity to have an administrative review or to immediately initiate the hearing procedures provided in this code. If the latter option is chosen, a hearing shall be held no later than 12 class days after the temporary disciplinary action was taken.

3.05 Hearings

A. Hearing Board — At the beginning of each fall semester, the Dean of Students will appoint an at-large hearing board composed of student members and hearing officers. The hearing officers will be full-time faculty or staff members. Student members must be in good academic and disciplinary standing. One hearing officer, two student members, and an alternate student member, hereafter collectively referred to as the hearing panel, shall be scheduled to hear each hearing based on availability and scheduling constraints. If one hearing officer and three student members are not able or willing to hear a case, the Dean of Students may appoint new members to the board so that every case may be heard within a reasonable time period. During hearings, new appointments, whether appointed for one hearing or the remainder of the current academic year, shall have all the qualifications, authority and responsibilities of a board member appointed at the beginning of the fall semester. The hearing officer shall preside over the disciplinary hearing.

TEXAS STATE UNIVERSITY

B. Students' Rights — Each student who requests a hearing or who is given an interim disciplinary sanction shall be afforded:

1. Notice — Written notification at least five class days before the hearing specifying:
 - a. the university policy alleged to have been violated;
 - b. a summary of the facts alleged to constitute the violation;
 - c. the date, time and location of the hearing;
 - d. the names of expected witnesses and a summary of their expected testimony;
 - e. a description of other evidence that the Dean of Students or designee will present at the hearing;
 - f. notification if the Dean of Students or designee intends to use legal counsel for other than advisory purposes as provided in section B, 3;
 - g. a statement that the student must provide a list of witnesses and a summary of their expected testimony to the Dean of Students or designee at least 48 hours before the hearing; and
 - h. the names of the hearing officer and student members of the hearing panel.

The Dean of Students or designee will send this notification to the student either by certified mail with return receipt requested, addressed to the student at the address appearing in the registrar's records; by hand delivering the notification to the student and having the student sign a receipt; or from a university e-mail account to the student's assigned university e-mail account.

2. Hearing — This is an opportunity for the student to attend the hearing and present relevant evidence. If the student fails to attend, the hearing may proceed. The student may present his or her own defense against the charges and may produce either oral testimony or written affidavits of witnesses on his or her behalf.
3. Representative — This is an opportunity for the student to have an advisor or counsel present at meetings with the Dean of Students or designee and during hearings. The student will provide the representative at his or her expense. The university is not obligated to arrange or provide a representative. In addition, the student may also have parents or a legal guardian present.
 - a. To the extent that the Dean of Students or designee uses legal counsel for other than advisory purposes during the hearing, the student shall be afforded the same opportunity. The Dean of Students or designee will notify the student of the Dean of Students or designee's intent to use legal counsel when providing the notification described in 3.05, B, 1.
 - b. The student's representative may not address the panel, question witnesses or the Dean of Students or designee, or participate in the hearing except to offer advice and counsel to the student.
4. Challenge to Impartiality — This is an opportunity for the student to challenge the impartiality of the hearing officer or a student member of the

TEXAS STATE UNIVERSITY

hearing panel. This challenge must be made at any time before the introduction of testimony or other evidence. The person challenged will be the sole judge as to whether he or she can serve with fairness and objectivity. If the person challenged chooses not to serve, the Dean of Students will appoint a special replacement for that case.

C. Notification of Evidence — At least 48 hours before the hearing, both the Dean of Students or designee and the student will provide the other party with the witnesses, summaries of testimony, documents and other evidence to be presented at the hearing.

D. Burden of Proof — The Dean of Students or designee has the burden of going forward with the evidence and the burden of substantiating the violation by the preponderance of the evidence.

E. Questioning Witnesses — The Dean of Students or designee, the student, and members of the hearing panel may question witnesses regarding relevant matters.

F. Recording — The hearing, with the exception of the panel's deliberation, will be recorded. If the student or the Dean of Students or designee desires to appeal the panel's findings, a copy of the hearing recording and records presented at the hearing will be forwarded to the Vice President for Student Affairs. Students may request an electronic copy of the hearing at no cost. Requests for additional records that incur an expense will be paid by the requesting party.

G. Postponement — The Dean of Students may postpone a hearing for good cause. A request for postponement must be filed with the Dean of Students Office at least 24 hours before the hearing.

H. Hearing Officer — The hearing officer will determine the procedure to be followed, rule on the admissibility of evidence, and control decorum in the hearing.

I. Attendance — Upon the request of the student or the Dean of Students or designee, or upon his or her own initiative, the hearing officer may issue a written request for a witness to appear and testify or to produce documents at a hearing. Requests shall be personally delivered or sent by certified mail. Students who are requested to appear at hearings are expected to comply.

J. Confidentiality — During the hearing, only the members of the hearing panel, Dean of Students or designee and his counsel, the student and his or her advisor, the student's parents or legal guardians, the witness currently testifying, and the transcriber will be allowed in the hearing room. After testifying, a witness may not remain in the hearing room unless both the student and the Dean of Students or designee consent. All persons present at the hearing shall treat matters discussed with confidence.

K. Relevant Evidence — Legal rules of evidence shall not apply to hearings. Any relevant evidence shall be admitted, if it is credible and is the sort that reasonable people would rely upon in the conduct of their affairs.

L. Not Compelled to Testify — The student may not be compelled to testify against himself or herself.

M. Procedural Rules

1. The hearing officer will invite all parties entitled to be present into the hearing room.

2. The hearing officer will read a statement of confidentiality.

TEXAS STATE UNIVERSITY

3. The hearing officer will state the university policy alleged to have been violated;
4. The Dean of Students or designee will present evidence of the student's violation of the policy.
5. The student may present his or her own defense against the charges.
6. Both parties may question the witness.
7. Both parties may present rebuttal evidence.
8. Both parties may present brief summations.
9. The hearing officer will dismiss both parties and the hearing panel will deliberate and determine by a majority vote whether the student has violated a university policy. If the panel finds that the student did violate a university policy, it will assess the penalty. The hearing officer shall report in writing the panel's findings and the penalty, if any, to be assessed.
10. The hearing officer will send the panel's report to the VPSA, with copies to the student and to the Dean of Students or designee. If the student is found to have violated a university policy, and if a disciplinary penalty has been assessed, the hearing officer will inform the student of his or her right to appeal to the VPSA.

IV. Appeals

4.01 Vice President for Student Affairs (VPSA)

In cases in which the sanction assessed is a verbal or written warning or probation, the decision of the hearing panel is final. In cases in which the sanction assessed is beyond a warning or probation, either party may appeal to the VPSA based on:

- A. whether or not a fair hearing was afforded (A fair hearing includes notice of the alleged misconduct, and an opportunity to present evidence.)
- B. whether or not the sanctions levied were appropriate to the offense
- C. whether or not the finding was supported by the evidence
- D. whether or not new evidence is introduced that was not available at the time of the hearing

An appeal is not a rehearing of the original case; the VPSA's review will focus on arguments addressing the basis, listed above, of the appeal.

4.02 Notice

Either party appealing to the VPSA must give written notice to the VPSA no later than five business days after the hearing panel's decision. All supporting documentation, including written arguments, when appropriate or requested, shall be filed with the VPSA no later than five business days after notice of appeal is given. Both parties, at the discretion of the VPSA, may submit oral or written arguments to support their positions.

4.03 Action

Upon appeal, the VPSA will review the materials presented at the hearing and may require the parties to submit written material or oral statements. The VPSA shall respond to the appeal within 10 business days after all the documentation is received and all testimony is heard. The VPSA may postpone a decision for good cause.

- A. If the student is required to appear in person before the VPSA, the student may have a representative present, as provided in section 3.05 B, 3.

TEXAS STATE UNIVERSITY

- B. The VPSA may approve, reject, or modify the decision of the hearing panel or may require that the panel reopen the hearing to hear additional evidence or to reconsider the decision.
- C. The VPSA will inform the student, the Dean of Students or designee, and the hearing officer of his or her decision in writing. The VPSA's decision is final except for the discretionary review described below.

4.04 Discretionary Review

The VPSA, the president or the Board of Regents may, on their initiative, review any disciplinary case, and upon such review may approve, reject or modify the lower decision, or may remand the decision to the hearing officer or hearing panel for presentation of additional evidence and reconsideration of the decision.

More information can be found in the student handbook available at

<http://www.dos.txstate.edu/handbook.html>

Texas State Vita
as of January 2018

I. Academic/Professional Background**A. Name:** Jose A. Betancourt, DrPH**Title:** Associate Professor**B. Educational Background**

Degree	Year	University	Major	Thesis/Dissertation
DrPH	2003	George Washington University	Global Public Health Policy	An Evaluation of the Electronic Surveillance System for the Early Notification of Community-based Epidemics (ESSENCE)
MS	2006	US Army War College	Strategic Studies	Building the Afghanistan National Army's Defense Health Sector: A Case Study in Reconstruction and Development
MS	1993	Defense Intelligence College	Strategic Intelligence	
MS	1990	Troy State University	Business Management	

C. University Experience

Position	University	Dates
Associate Professor	Texas State University	August 2018 to Present
Associate Professor	University of Texas School of Public Health	November 2008 to May 2017

D. Relevant Professional Experience

Position	Entity	Dates
Associate, Military Health Programs	Booz Allen Hamilton	November 2008 to Present
Associate Dean, Academy of Health Sciences	US Army Medical Department Center & School, Fort Sam Houston, Texas	July 2005 to October 2008
Chief, Medical Plans and Design Team	Office of Military Cooperation, Kabul, Afghanistan	May 2004 to May 2005
Chief, International Medical Programs	Office of the Surgeon General, Washington, DC	October 2002 to May 2004
Commander, 507 th Medical Company (Air Ambulance)	Fort Hood, Texas	May 1997 to May 1999

Battalion Operations Officer, 36 th Medical Evacuation Battalion	Fort Hood, Texas	June 1996 to May 1997
Battalion Operations Officer, 21st Combat Support Hospital	Fort Hood, Texas	June 1995 to June 1996
Senior Intelligence Officer	Fort Sam Houston, Texas	July 1992 to May 1995
Commander, Aeromedical Evacuation Flight Platoon, 498 th Aeromedical Evacuation Company	Fort Benning, Georgia	November 1987 to June 1991
Commander, Medical Treatment Platoon	Camp Stanley, South Korea	August 1985 to October 1986

E. Other Professional Credentials (licensure, certification, etc.)

II. Teaching

A. Teaching Honors and Awards:

B. Courses Taught:

- a. Public Health for Healthcare Administrators: 3 credit hour course taught to Graduate Students (MHA): School of Health Administration, Texas State University.
- b. Policy Development in the Healthcare Arena: 3 credit hour course taught to Graduate Students (MHA): School of Health Administration, Texas State University.
- c. Leadership in Public Health: 3 credit hour course taught to Graduate Students (MPH, PhD and DrPH): University of Texas School of Public Health (2008-2017).
- d. Management and Policy in US Healthcare Systems: 3 credit hour course taught to Graduate Students (MPH, PhD and DrPH): University of Texas School of Public Health (2008-2017).
- e. CAPSTONE on-line Course: 3 credit hour on-line course taught to Graduate Students (MPH, PhD and DrPH): University of Texas School of Public Health (2008-2017).

C. Graduate Theses/Dissertation, Honors Theses or Exit Committees: Served on multiple thesis and dissertation committees from 2008 through 2017.

(if supervisor, please indicate)

D. Courses Prepared and Curriculum Development:

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

I. Other

III. Scholarly/Creative

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

a. Scholarly Monographs:

b. Textbooks:

c. Edited Books:

d. Chapters in Books:

e. Creative Books:

2. Articles

Forsyth CJ, Stigler-Granados P, Pacheco GJ, Betancourt JA, Meymandi SK. Current Gaps and Needs for Increasing Access to Healthcare for People with Chagas Disease in the United States. *Current Tropical Medicine Reports*. DOI: 10.1007/s40475-019-0170-1 (Accepted for publication January 2019).

Cooper SP, Alamgir H, Whitworth KW, Gorrell NS, Betancourt JA, Cornell JE, Delclos G, Douphrate DI, Gimeno D, Marko D, Kim SY, Sagiraju HR, Tucker DL, Whitehead LW, Wong NJ, Hammill TL, Senchak AJ, Packer MD. The Department of Defense Epidemiologic and Economic Burden of Hearing Loss Study. *Mil Med*. 2014 Dec;179(12):1458-64. DOI: 10.7205/MILMED-D-14-00100.

Alamgir H, Tucker DL, Kim SY, Betancourt JA, Douphrate DI, Cooper SP, Whitworth KW, Wong NJ, Sagiraju HKR, Marko D, Gorrell NS, Cornell JE, Gimeno D, Hammill TL, Senchak AJ, Packer MD. The Economic Burden of Hearing Loss for the US Military: A Framework for Estimation. *Military Medicine*. MILMED-D-14-00612. DOI: 10.7205/MILMED-D-14-00612.

Hasanat Alamgir, Ph.D; Caryn Turner, MPH; Nicole Wong, MPH; Sharon Cooper, Ph.D; Jose Betancourt, DrPH; James Henry, Ph.D; Andrew Senchak, MD; Tanisha Hammill, MPH; Mark Packer, MD. The impact of hearing impairment and noise-induced hearing injury on quality of life in the Active-duty military population: Challenges to study Military Medical Research MMRJ-D-15-00035. DOI: 10.1186/s40779-016-0082-5.

Hong, R., Betancourt, J.A., Ruiz-Beltran, M. Passive smoking as risk factor of anemia in young children aged 0-35 months in Jordan. DOI: 10.1186/1471-2431-7-16.

Betancourt, J.A., Evaluation of ICD-9 Codes for Syndromic Surveillance in the Electronic Surveillance System for the Early Notification of Community-based Epidemics (ESSENCE). *Military Medicine* (November 2006), 172 (4), 346-352. DOI: 10.7205/MILMED.172.4.346.

Betancourt, J.A., Hong, R. Building the Afghanistan National Army's Defense Health Sector: A Lesson in Little Victories One Day at a Time. *Australasian Journal of Human Security* Volume 2, Number 2, 2006.

Hong R, Banta JE, Betancourt JA. (2006). Relationship between Household Wealth Inequality and Chronic Childhood Under-nutrition in Bangladesh. *International Journal of Inequity in Health*, 5(1):15. DOI: 10.1186/1475-9276-5-15

Hong R, Betancourt JA. (2004). The Provision of Health Care in Cambodia at a Glance: A piecemeal approach to provision for health care in Cambodia seems to deliver some positive outcomes, but still requires a further soul searching. *Economic Institute of Cambodia*, 12-15.

Betancourt, J.A., The Medical Threat Facing Force XXI, U.S. Army Medical Department Journal, September/October 1994.

3. Conference Proceedings

a. Refereed Conference Proceedings:

b. Non-Refereed Conference Proceedings:

4. Abstracts:

5. Reports:

6. Book Reviews:

7. Other Works in Print:

B. Works not in Print

1. Papers Presented at Professional Meetings:

Turner, C., Alamgir, A.H., **Betancourt, J.A.**, Tucker, D., Cooper, S., Wong, N., Hammill, T., Senchak, A., Packer, M. "Challenges to studying the impact of Hearing Impairment and Noise-Induced Hearing Injury (HINIHI) on quality of life (QoL) in the active duty military population." Presented at the AMEDD Graduate School Faculty Development and Research Symposium, Fort Sam Houston, Texas; April 2016. DOI: 10.13140/RG.2.1.2923.9444

Turner, C., Gimeno, D., **Betancourt, J.**, Cooper, S., Alamgir, A., Tucker, D., Whitworth, K., Gorrell, N., Delclos, G., Hammill, T., Senchak, A., Packer, M., Sagiraju, H. "Hearing Impairment and Noise-Induced Hearing Injury in the United States Military." Presented American Public Health Association Conference, Chicago, Illinois; November 2015. DOI: 10.13140/RG.2.1.3023.6247

Turner, C., Alamgir, A., **Betancourt, J.**, Cooper, S., Tucker, D., Wong, N., Hammill, T., Senchak, A., Packer. "Challenges to studying the impact of Noise-Induced Hearing Injury and Hearing Impairment (NIHIHI) on quality of life (QoL) in the active duty military population." Presented at the Military Health System Research Symposium, Fort Lauderdale, Florida; August 2015. DOI: 10.13140/RG.2.1.2923.9444

Turner, C., Alamgir, A., **Betancourt, J.**, Tucker, D., Hammill, T., Senchak, A., Packer, M., Gorrell, N. "Outpatient Costs of Noise-Induced Hearing Injury and Hearing Impairment (NIHIHI) Among Active Duty U.S. Service Members: Preliminary Findings." Presented at the Military Health System Research Symposium, Fort Lauderdale, Florida; August 2015. DOI: 10.13140/RG.2.1.1581.8329

2. Invited Talks, Lectures, and Presentations:

3. Consultancies:

4. Workshops:

5. Other Works not in Print

a. Works "submitted" or "under review":

1. Kruse C, Betancourt J, Ortiz S, Valdes Luna SM, Bamrah IK, Segovia N
Defining the Barriers to the Use of mHealth in Improving the Health Outcomes in Developing Countries: A Systematic Review
JMIR Preprints. 31/12/2018:13263
DOI: [10.2196/preprints.13263](https://doi.org/10.2196/preprints.13263)
URL: <https://preprints.jmir.org/preprint/13263>

b. Works "in progress":

1. Pate W, Betancourt J, Delclos G, Douphrate D, Gimeno D
Agreement Between Healthcare Patient Safety Culture & Employee Safety Culture.
(Submitting to the Journal of Organizational Behavior)

c. Other works not in print:

C. Grants and Contracts

1. Funded External Grants and Contracts:

From 2012 to 2015 I served as PI to a \$1.2M Department of Defense-funded study focused on conducting epidemiological and cost-burden analyses on Active-duty Service members and Veterans in the area of noise induced hearing loss and tinnitus. Most recently I supported a CDC-funded study seeking to increase awareness on Chagas disease.

2. Submitted, but not Funded, External Grants and Contracts:

Effective Surveillance and Early Infection Treatment of Chagas Disease for US Military Readiness. U.S. Department of Defense. \$2,831,107.00. (Under review)

3. Funded Internal Grants and Contracts:

Chagas Disease Prevalence and Associated Risk Factors Among Texas State University Students, Staff and Faculty. Texas State University Research Enhancement Program (REP) Grant. \$15,966.00.

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

IV. Service

A. Institutional

- 1. University:** Member of the Texas State University Environmental Sustainability Committee. I work with my colleagues to help increase the awareness of the environmental impact that programs such as recycling, clean-up efforts and similar efforts can have on our own Texas State University campus.

- 2. College:**

- 3. Department/School:**

B. Professional:

- C. Community:** Support external efforts with industry to help address a number of military health concerns of the Department of Defense including the Behavioral Health programs used by Soldiers and Military Family Members across the Army, and mitigating the debilitating effects of infectious diseases to SMs in austere environments.

D. Services, Honors and Awards:

MILITARY AWARDS:

Bronze Star Medal, 2005
Meritorious Service Medal, 2nd Award, 1998
Army Commendation Medal, 3rd Award, 1996
Army Achievement Medal, 4th Award, 1995
National Defense Service Medal, 2nd Award 2004
Humanitarian Service Medal, 1991
Joint Services Achievement Medal, 1990
Korea National Defense Medal, 2004
Senior Army Aviator Badge, 1990
Expert Field Medical Badge, 1986
U.S. Department of the Army Staff Badge, 2004

E. Service Grants and Contracts

- 1. Funded External Service Grants and Contracts:**

- 2. Submitted, but not Funded, External Service Grants and Contracts:**

- 3. Funded Internal Service Grants and Contracts:**

- 4. Submitted, but not Funded, Internal Service Grants and Contracts:**

TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Matthew Brooks Title: School Director - Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
PHD	2007	Univ of South Carolina Columbia	Public Health Administration	Vietnam Veterans: A Life-Course and Aging Perspective
CERT	2006	Univ of South Carolina Columbia	Gerontology	
MPH	1999	Virginia Commonwealth University	Biostatistics	DoD Medicare Subvention Pilot
BS	1990	Kennesaw State University	Biology	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Associate Dean, College of Health Professions	Texas State University	June 2018 - Present
Director & Professor, School of Health Administration	Texas State University	January 2014 - Present
Associate Professor, School of Health Administration	Texas State University	August 2010 - August 2017
Director, Graduate Studies, School of Health Administration	Texas State University	August 2012 - August 2015
Deputy Program Director/Associate Professor, Army Baylor	Baylor University., TX	July 2006 - July 2011

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
LTC, Deputy Director	US Army Baylor MHA/MBA Program, San Antonio, TX	June 2007 - July 2011
Deputy Commander for Administration	US Army, 14th CSH, Camp Bucca, Iraq	January 2009 - December 2010

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Chief, Strategic Planning	US Army Medical Command	January 2003 - December 2004
Combat Developer, Combat Doctrine & Developments	US Army, Ft. Sam Houston, Texas	January 2002 - December 2003
Chief, Patient Administration Division	Chief, Patient Administration DivisionUS	January 2001 - December 2002
Instructor, Department of Healthcare Operation	Army, Ft. Polk, Louisiana	January 1999 - December 2001
Chief, Clinical Support Division	US Army, AMEDDC&S, Ft. Sam Houston, Texas	January 1996 - December 1997
Company Commander/Commander, Medical Holding Company	US Army, Ft. Stewart, Georgia	January 1994 - December 1996
Battalion Operation Officer, 85th Evacuation Hospital	US Army, Ft. Lee, Virginia	January 1993 - December 1994
Battalion S1/Adjutant, 85th Evacuation Hospital	US Army, Ft. Lee, Virginia	January 1992 - December 1993
Executive Officer, Medical Company, 85th Evacuation Hospital	US Army, Ft. Lee, Virginia	January 1991 - December 1992
Battalion S3, 244th Quartermaster Battalion	US Army, Ft. Lee, Virginia	January 1990 - December 1991
Rear Detachment Commander, 85th Evacuation Hospital	US Army, Ft. Lee, Virginia	January 1990 - December 1991

E. Other Professional Credentials (licensure, certification, etc.)

Certified Healthcare Financial Professional (CHFP), Healthcare Financial Management Association. (February 15, 2019 - Present).

Lean Six Sigma Green Belt (LSSGB), Institute of Industrial and Systems Engineers. (October 1, 2018 - Present).

Recertification Fellow, American College of Healthcare Executives (FACHE). (January 1, 2017 - Present).

Recertification/Fellow, American College of Health Professions (FACHE). (January 1, 2014 - Present).

Board Certified in Public Health (CPH), National Board of Public Health Examiners.
(October 8, 2008 - Present).

Fellow, American College of Healthcare Executives (FACHE). (May 1, 2007 - Present).

Diplomate, American College of Healthcare Executives (ACHE) –. (May 4, 2004 - Present).

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Recipient: Alpha Chi Favorite Professor, Texas State University Chapter of Alpha Chi Honor Society.

January 1, 2013

Award / Honor Recipient: Runner-Up Presidential Award for Excellence in Teaching, College of Health Professions - Texas State University.

January 1, 2013

Award / Honor Recipient: Faculty Excellence Award in Teaching at the Associate Professor level, College of Health Professions - Texas State University.

January 1, 2011

B. Courses Taught:

Texas State University:

HA 3340 - MGT HLTH INFO SYST

HA 4325 - HLTHCARE STRAT MGT

HA 4848 - HLTHCAR ADMIN RESI

HA 5191 - FIELD EXPER ORIENT

HA 5300 - HC ORGAN & DELVRY

HA 5311 - TRENDS HLTH ADMIN

HA 5346 - HLTHCARE STRAT MGT

HA 5356 - POL DEVL HLTHC ARE

HR 5191 - FLD EXP THESIS ORI

HR 5301 - INDEPEND STUDY HSR

Baylor University:

HCA 5315 - Health Policy

HCA 5325 - Strategic Management of Healthcare Operations

HCA 5391 - Population Health & Homeland Security

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Supervisor / Chair, Master's Thesis, "Eyeglass benefits: Consideration of frame of choice for retired Service members. (Unpublished Master's thesis)", Status: Completed. (January 1, 2009 - December 1, 2009). Army-Baylor University, San Antonio, TX.
Student(s): J Camp, Graduate.

Supervisor / Chair, Master's Thesis, "Changing healthcare industry practices to increase opportunities for covering the uninsured and underinsured. (Unpublished Master's thesis)", Status: Completed. (January 1, 2009 - December 1, 2009). Army-Baylor University, San Antonio, TX.
Student(s): K.D. Brenda, Graduate.

Supervisor / Chair, Master's Thesis, "Standardization and implementation of a standard code call system with the Western Region Medical Command. (Unpublished Master's thesis)", Status: Completed. (January 1, 2009 - December 1, 2009). Army-Baylor University, San Antonio, TX.
Student(s): M Wisseman, Graduate.

Supervisor / Chair, Master's Thesis, "An analysis of the effectiveness of the retail pharmacy utilization intervention at General Leonard Wood Army Community Hospital. (Unpublished Master's thesis)", Status: Completed. (January 1, 2009 - December 1, 2009). Army-Baylor University, San Antonio, TX.
Student(s): S Moore-Velbis, Graduate.

D. Courses Prepared and Curriculum Development:

HCA 5315 – Health Policy, New Course, Baylor University. Taught: January 1925.

HCA 5325 – Strategic Management of Healthcare Operations, New Course, Baylor University. Taught: January 1925.

HCA 5391 – Population Health & Homeland Security, New Course, Baylor University. Taught: January 1925.

HA 3340 – Management of Health Information Systems, New Course, Texas State University. Taught: January 1925.

HA 4325 – Healthcare Strategic Management, New Course, Texas State University. Taught: January 1925.

HA 5191 – Field Experience Orientation, New Course, Texas State University. Taught: January 1925.

HA 5300 - Healthcare Organization & Delivery, New Course, Texas State University. Taught: January 1925.

HA 5346 – Healthcare Strategic Management, New Course, Texas State University. Taught: January 1925.

HA 5356 – Policy Development in the Healthcare Arena, New Course, Texas State University. Taught: January 1925.

HR 5191 – Field Experience Orientation, New Course, Texas State University. Taught: January 1925.

HR 5363 – Medical Informatics, New Course, Texas State University. Taught: January 1925.

E. Teaching Grants and Contracts

4. Submitted, but not Funded, Internal Teaching Grants and Contracts:

Brooks, Matthew (Principal). Implementing and assessing a competency model in healthcare administration, Texas State University, Institutional (Higher Ed). (Submitted: 2011). Grant.

F. Other:

Continuing Education - ACHE Annual Landscape. (January 1, 2015).

Continuing Education - Managing@TXState. (October 1, 2015).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

a. Scholarly Monographs:

Non-refereed:

Brooks, M. (2007). *The Vietnam Veteran effect: A life-course and aging perspective*. Library of Congress.

2. Articles:

a. Refereed Journal Articles:

Mileski, M., Brooks, M. S., Topinka, J. B., Hamilton, G., Land, C., Mitchell, T., ... McClay, R. (2019). Are Alarming and/or Alerting Devices Effective in Reducing Falls in Long-Term Care (LTC) Facilities? A Systematic Review. *Healthcare*. Published. <https://doi.org/10.3390/healthcare7010051>; New journal, will be added to JCR in June 2020.

Mileski, M., Brooks, M. S., Kirsch, A., Lee, F., LeVieux, A., & Ruiz, A. (2019). Positive Physical and Mental Outcomes for Residents in Nursing Facilities Using Music: A Systematic Review. *Clinical Interventions in Aging*, 14, 301–19. <https://doi.org/10.2147/CIA.S189486>; JCR IF—2.585, 5 year, 3.195; JCR Rank—Q3, 31/53 Geriatrics & Gerontology; Scopus Cite Score—2.77; Scimago SJR—1.001, H-index—59;

Fulton, L. V., & Brooks, M. S. (2018). An Evaluation of Alternatives for Providing Care to Veterans. *Healthcare*, 6(3). <https://doi.org/https://doi.org/10.3390/healthcare6030092> Emerging Sources Citation Index

Mileski, M., Topinka, J. B., Brooks, M. S., Lonidier, C., Linker, K., & Vander Veen, K. (2018). Sensory and Memory Stimulation as a Means to Care for Individuals with Dementia in Long-Term Care Facilities: A Literature Review. *Clinical Interventions in Aging*, 2018: 13, 967–974. <https://doi.org/10.2147/CIA.S153113>; JCR IF—2.585, 5 year, 3.195; JCR Rank—Q3, 31/53 Geriatrics & Gerontology; Scopus Cite Score—2.77; Scimago SJR—1.001, H-index—59;

Mileski, M., Kruse, C. S., Brooks, M. S., Haynes, C., Collingwood, Y., & Rodriguez, R. (2017). Factors Concerning Veterans with Dementia, Their Caregivers, and Coordination of Care: A Systematic Review. *Military Medicine*, 182(11), e1904–e1911. <https://doi.org/10.7205/MILMED-D-16-00396>; JCR IF—0.853, 5 year, 1.159; JCR Rank—Q3, 120/160 Medicine, General & Internal; Scopus Cite Score—0.74; Scimago SJR—0.357, H-index—60;

Kruse, C. S., Krowski, N., Rodriguez, B., Tran, L., Vela, J., & Brooks, M. S. (2017). Telehealth and Patient Satisfaction: A Systematic Review and Narrative Analysis. *BMJ Open*, 7(8), 016242. <https://doi.org/10.1136/bmjopen-2017-016242>

Kruse, C. S., Soma, M., Pulluri, D., Nemali, N. T., & Brooks, M. S. (2017). The Effectiveness of Telemedicine in the Management of Chronic Heart Disease-A Systematic Review. *Journal of the Royal Society of Medicine, Open*, 8(3), 1–7. <https://doi.org/10.1177/2054270416681747>

Mileski, M., Topinka, J. B., Lee, K. A., Brooks, M. S., McNeil, C., & Jackson, J. (2017). An investigation of quality improvement initiatives in decreasing the rate of avoidable 30-day, SNF-to-hospital readmissions: A systematic review. *Clinical Interventions in Aging*, 12, 213–222. <https://doi.org/10.2147/CIA.S123362>; JCR IF—2.585, 5 year, 3.195; JCR

Rank—Q3, 31/53 Geriatrics & Gerontology; Scopus Cite Score—2.77;
Scimago SJR—1.001, H-index—59;

- Kruse, C. S., Karem, P., Shifflett, K., Vegi, L., Ravi, K., & Brooks, M. S. (2016). Evaluating barriers to adopting telemedicine worldwide. *Journal of Telemedicine and Telecare*, 1–9. <https://doi.org/10.1177/1357633X16674087>
- Topinka, J. B., Brooks, M., & Nichols, J. (2016). Service Animals: A New Legal Dimension Within the US Military. *United States Army Medical Department Journal, October-December 2016*, 108–111. Retrieved from <http://www.cs.amedd.army.mil/borden/Portlet.aspx?id=fe14cb8d-6216-4df3-911f-4d15a26babf3>
- Fulton, L. V., Kerr, B., Inglis, J. M., Brooks, M. S., & Bastian, N. D. (2015). Evaluating MEDEVAC Force Structure Requirements Using an Updated Army Scenario, Total Army Analysis Admission Data, Monte Carlo Simulation, and Theater Structure. *Military Medicine*, 180(7), 780–786. <https://doi.org/10.7205/MILMED-D-14-00580> JCR 5-Year IF: 1.2
- Fulton, L. V., Brooks, M., Jones, T., Schofield, M., & Moody, H. (2012). Policy implications of female combat medics: A study of deployment and promotion risk. *Armed Forces and Society*, 38(3), 500–512. <https://doi.org/10.1177/0095327X11426253>
- Belote, J., Fulton, L. V., & Brooks, M. S. (2012). Patient Satisfaction as a Function of In-house versus Contract Staffing Models in Veterans Affairs Community-Based Outpatient Clinics. *Military Medicine*, 177(1), 23–26. <https://doi.org/10.1177/0026315X11426253> JCR 5-Year IF: 1.2
- Beauvais, B., Wood, S., Brezinski, P., Brooks, M., Kim, F., & Mangelsdorf, A. (2011). Adoption and implementation of competency based education: The Army Baylor approach. *Journal of Health Administration Education*, 28(4), 299–314.
- Brooks, M., & Fulton, L. V. (2010). Evidence of poorer life-course mental health outcomes among veterans of the Korean War conflict. *Journal of Aging & Mental Health*, 14(2), 177–183. <https://doi.org/10.1080/13607860903046560>
- McMurray, P., Fulton, L., Brooks, M., & Rogers, J. (2010). Optimizing Army Medical Department accessions. *Journal of Defense Modeling and Simulation*, 7(3), 133–143. <https://doi.org/10.1177/1548512910368527>
- Fulton, L. V., Belote, J., Brooks, M., & Coppola, M. N. (2009). A comparison of disabled veteran and non-veteran income: Time to revise the law? *Journal of Disability Policy Studies*, 20(3), 184–191. <https://doi.org/10.1177/1044207309341359>

Brooks, M., Laditka, S. B., & Laditka, J. N. (2008). Evidence of greater health care needs among older veterans of the Vietnam War. *Military Medicine*, 173(8), 715–720.

Brooks, M., Laditka, S. B., & Laditka, J. N. (2008). Long-term effects of military service on mental health among veterans of the Vietnam War Era. *Military Medicine*, 173(6), 570–575.

3. Conference Proceedings:

a. Refereed Conference Proceedings:

Beauvais, B., Brooks, M., Brezinski, P., & Wood, S. (2013). Replacing the Affordable Care Act: A Logical Path Forward to Improve Health & Contain Costs (pp. 16–29). Retrieved from <http://www.northern.edu/academics/ceib/Documents/2013.pdf>

Beauvais, B., Kim, F., Johnson, L., Brooks, M., & Brezinski, P. (2012). Portfolios in the Applied Setting: Assessing Student Performance & Competency Achievement in Graduate Management Education (pp. 24–32).

Beauvais, B., Wood, S., & Brooks, M. (2011). Lessons from the leaders: Building the bridge to a high reliability organization (pp. 40–64).

Beauvais, B., Brooks, M., & Wood, S. (2010). Gazing through the looking glass: Analysis of the impact of the U.S. health care reform bill on the United States healthcare industry and international medical tourism (pp. 50–64).

Fulton, L., McMurry, P., & Brooks, M. (2009). Optimizing Army Medical Department officer accessions (Vol. 10, pp. 491–511). ISDI.

4. Abstracts:

Brooks, M. S. (2013). Vietnam Veteran Mortality. Published.

Brooks, M. (2009). A life-course analysis of health and functioning across four U.S. war eras. *The Gerontologist*, 49(Supplement 2), 516.
<https://doi.org/10.1093/geront/gnp147>

Brooks, M. (2009). Life-course cohort evaluation of long-term consequences of military service. *Proceedings of The 137th APHA Annual Meeting and Exposition*. Published.

Brooks, M. (2008). Life-course effects of military service among veterans of the Korean War Era: Poorer mental health among those who served in the war zone. *Proceeding of the Annual Research Meeting, Academy Health*. Published.

Brooks, M. (2008). Life-course mental health differences between Korean Veterans who served in the Korean Conflict and those who served elsewhere? *Proceeding of the The 136th APHA Annual Meeting and Exposition*. Published.

- Brooks, M., & Mangelsdorff, A. D. (2008). Long-term life-course effects of military service in the Vietnam Era. *Proceeding of the 116th Annual Convention of the American Psychological Association*. Published.
- Brooks, M. (2007). How does mental health differ between Vietnam Era Veterans who served in Vietnam and those who served elsewhere? *Proceeding of the Annual Research Meeting, Academy Health*. Published.
- Brooks, M. (2007). Life-course health effects of military service during the Vietnam War. *The Gerontologist*, 47(Supplement 1), 658.

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

- Brooks, M., Annual Meeting, "Vietnam Veteran Mortality," INFORMS, Minneapolis, MN, United States. (October 13, 2013).
- Beauvais, B., Brooks, M., Brezinski, P., Wood, S., Paper presented at The 20th Annual South Dakota International Business Conference, "Replacing the Affordable Care Act: A Logical Path Forward to Improve Health & Contain Costs," Aberdeen, SD, United States. (September 13, 2013).
- Beauvais, B., Kim, F., Johnson, L., Brooks, M., Brezinski, P., Paper presented at the 19th Annual South Dakota International Business Conference, "Portfolios in the Applied Setting: Assessing Student Performance & Competency Achievement in Graduate Management Education," Deadwood, SD, United States. (October 12, 2012).
- Beauvais, B., Brooks, M., Wood, S., Paper presented at the 18th Annual South Dakota International Business Conference, "Lessons from the leaders: Building the bridge to a high reliability organization," Rapid City, SD, United States. (October 11, 2011).
- Kim, F., Beauvais, B., Mangelsdorf, A., Brooks, M., Paper presented at the Association of University Programs in Health Administration, Senior Leaders Conference, "Graduate education competency model implementation: Lessons learned," Chicago, IL, United States. (March 11, 2011).
- Beauvais, B., Brooks, M., Wood, S., Paper presented at the 17th Annual South Dakota International Business Conference, "Gazing through the looking glass: Analysis of the impact of the U.S. health care reform bill on the United States healthcare industry and international medical tourism," Rapid City, SD, United States. (October 10, 2010).
- Duin, D., Beauvais, B., Brooks, M., Symposium conducted at the Extended Learning Institute 2010, "Teaching at a distance: Perspectives from the adjunct faculty and administration," Missoula, MT, United States. (March 10, 2010).

Fulton, L., Brooks, M., McMurray, P., Paper presented at the International Decision Sciences Institute, "Optimizing Army Medical Department officer accessions," Nancy, France. (June 9, 2009).

4. Workshops:

Brooks, M., Presented at the Arnold School of Public Health, Research Symposium, "The three paper dissertation format," Columbia, SC, United States. (January 7, 2007).

5. Other Works not in Print:

c. Other Works Not in Print:

Abstract submitted and Poster presenteds:

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., Augustin, D., CHP Research Forum, "Veterans perceptions regarding quality of healthcare," San Marcos, TX. (April 14, 2017).

Posters:

Kruse, C. S., Soma, M., Pulluri, D., Nemali, N., Brooks, M. S., CHP Research Forum, "Using Telemedicine to Manage Chronic Heart Disease," College of Health Professions, san marcos, TX, United States. (April 12, 2017).

Kruse, C. S., Karem, P., Shifflett, K., Lokesh, V., Ravi, K., Brooks, M. S., Annual meeting of the American College of Legal Medicine, "Barriers to the Adoption of Telemedicine Worldwide," American College of Legal Medicine, Las Vegas, NV, United States. (February 24, 2017).

Kim, F., Brezinski, P., Beauvais, B., Brooks, M., Wood, S., Bewley, L., Mangelsdorf, A., Poster session presented at the Association of University Programs in Health Administration, "Graduate education competency model implementation: Lessons learned," Charleston, SC, United States. (June 11, 2011).

Brooks, M., Fulton, L.V., Paper session presented at the Annual Research Meeting, Academy Health, "Long-term life-course effects of U.S. Vietnam Veteran's service early mortality," Seattle, WA, United States. (June 11, 2011).

Brooks, M., Paper presented at the Gerontological Society of America, "A life-course analysis of health and functioning across four U.S. war eras," Atlanta, GA, United States. (November 9, 2009).

Brooks, M., Paper presented at the 137th APHA Annual Meetings and Exposition, "Life-course cohort evaluation of long-term consequences of military service," Philadelphia, PA, United States. (November 9, 2009).

Brooks, M., Poster presented at the COL Mary Lipscomb Hamrick AMSC Research Conference, "How does period of military service effect use of services," Fort Sam Houston, TX, United States. (2008).

Brooks, M., Poster presented at The 26th International Society for Traumatic Stress Studies, "Life-course mental health differences between Korean Era Veterans who served in the Korean Conflict and those who served elsewhere?," Chicago, IL, United States. (November 8, 2008).

Brooks, M., Poster presented at The 136th APHA Annual Meetings and Exposition, "Life-course mental health differences between Korean Era Veterans who served in the Korean Conflict and those who served elsewhere?," San Diego, CA, United States. (October 8, 2008).

Brooks, M., Mangelsdorff, A.D., Poster presented at the 116th Annual Convention of the American Psychological Association, "Long-term life-course effects of military service in the Vietnam Era," Boston, MA, United States. (August 8, 2008).

Brooks, M., "Life-course effects of military service among veterans of the Korean War Era: Poorer mental health among those who served in the war zone," Poster presented at the Annual Research Meeting Academy Health, Washington, DC., United States. (June 8, 2008).

Brooks, M., Poster presented at the COL Mary Lipscomb Hamrick AMSC Research Conference, "Life-course effects of military service on human capital formation," Fort Sam Houston, TX, United States. (March 8, 2008).

Brooks, M., Poster presented at the Force Health Protection Annual Conference, "Life-course mental health effects of service in Vietnam," Louisville, KY, United States. (August 7, 2007).

Brooks, M., Laditka, S.B., Laditka, J.N., Poster presented at the Annual Research Meeting Academy Health, "How does mental health differ between Vietnam Era Veterans who served in Vietnam and those who served elsewhere?," Orlando, FL, United States. (June 7, 2007).

Brooks, M., Poster presented at the Association of Military Surgeons of the U.S, "How does physical health differ between Vietnam Era Veterans who served in Vietnam and those who served elsewhere?," Salt Lake City, UT, United States. (June 7, 2007).

Brooks, M., Poster presented at the Gerontological Society of America, "How does physical health differ between Vietnam Era Veterans who served in Vietnam and those who served elsewhere?," San Francisco, CA, United States. (March 7, 2007).

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Brooks, Matthew S. Texas Research Incentive Program (TRIP), \$60,000.00.
(Funded: October 1, 2019 - Present). Grant.

Brooks, Matthew S. Private / Foundation / Corporate, \$120,000.00. (Funded:
September 1, 2019 - Present). Grant.

Brooks, Matthew S. Private / Foundation / Corporate, \$120,000.00. (Funded:
September 1, 2018 - Present). Grant.

Brooks, Matthew S. Texas Research Incentive Program (TRIP), \$50,000.00.
(Funded: October 1, 2017 - Present). Grant.

Brooks, Matthew S. P.M. & J.G. Williamson Fund Grant, \$100,000.00. (Funded:
September 1, 2017 - Present). Grant.

Brooks, Matthew S. P.M. & J.G. Williamson Fund Grant, Private / Foundation /
Corporate, \$127,875.00. (Funded: September 1, 2016 - Present). Grant.

Brooks, Matthew S. Texas Research Incentive Program (TRIP), \$57,500.00.
(Funded: October 1, 2015 - Present). Grant.

Brooks, Matthew S. P.M. & J.G. Williamson Fund Grant, Private / Foundation /
Corporate, \$129,000.00. (Funded: September 1, 2015 - Present). Grant.

Brooks, Matthew S. Texas Research Incentive Program (TRIP), \$60,448.00.
(Funded: October 1, 2014 - Present). Grant.

Brooks, Matthew S. P.M. & J.G. Williamson Fund Grant, Private / Foundation /
Corporate, \$120,896.00. (Funded: September 1, 2014 - Present). Grant.

2. Submitted, but not Funded, External Grants and Contracts:

Brooks, Matthew (Co-Principal), Percent Contribution: 20%. Improving Health
Promotion: Leveraging Statistical Learning and Electronic Medical Records
for Healthcare Market Segmentation, NIH, Federal, \$291,926.00. (Submitted:
July 1, 2015). Grant.

4. Submitted, but not Funded, Internal Grants and Contracts:

Kruse, Clemens Scott (Principal), Percent Contribution: 80%, Brooks, Matthew S
(Co-Principal), Percent Contribution: 20%. Conference Support for MHA
Students, Patient-Centered Outcomes Research Institute, Private / Foundation
/ Corporate, \$47,000.00. (Submitted: May 27, 2016). Grant.

D. Scholarly / Creative Fellowships, Awards, Honors:

Award / Honor Recipient: 2nd Place Faculty/Student Research Forum, College of Health Professions - Texas State University.

February 1, 2017

Award / Honor Recipient: Researcher of the Year, Army-Baylor Graduate Program in Health and Business Administration.

January 1, 2009 - December 1, 2009

Award / Honor Recipient: Upsilon Phi Delta Honor Society, Association of University Programs in Health Administration.

January 1, 2008 - December 1, 2008

Award / Honor Recipient: The National Scholars Honors Society, University of South Carolina.

January 1, 2007 - December 1, 2007

IV. SERVICE

A. Institutional

1. University:

Member, Graduate College Research Support Fellowship Committee. (May 1, 2019 - Present).

Member, Academic Program Review Work Group. (January 1, 2019 - Present).

Member, Classroom Renovation Committee. (June 1, 2018 - Present).

Member, Council of Associate Deans for Academic Assessment. (June 1, 2018 - Present).

Member, Faculty Development Advisory Committee. (June 1, 2018 - Present).

Member, Institutional Effectiveness Council. (June 1, 2018 - Present).

Member, Facilities Planning Committee. (January 1, 2018 - Present).

Member, Class Scheduling Task Force. (January 1, 2017 - Present).

Member, Council of Chairs, Texas State University. (September 1, 2014 - Present).

Member, Graduate Council, Texas State University. (January 1, 2013 - Present).

Member, Family Campaign College Rep, Texas State University. (January 1, 2012 - Present).

Member, Bookstore Workgroup. (January 1, 2017 - December 1, 2017).

Member, Class Scheduling Task Force. (June 1, 2016 - December 15, 2016).

Member, Bookstore Workgroup. (August 1, 2015 - December 15, 2015).

Member, Living-Learning Communities Task Force Rep, Texas State University. (January 1, 2012 - December 1, 2015).

Advisor, Faculty Advisor, Baylor University. (January 1, 2007 - December 1, 2010).

Member, Committee Member, Curriculum, Baylor University. (January 1, 2007 - December 1, 2010).

Member, Committee Member, Residency, Baylor University. (January 1, 2007 - December 1, 2010).

Chair, Committee Chair, Admissions, Baylor University. (January 1, 2007 - December 1, 2009).

2. College:

Organizer, CHP Graduate Scholarships Committee. (June 1, 2018 - Present).

Organizer, CHP WellCHPS Committee. (June 1, 2018 - Present).

Organizer, College Curriculum Committee. (June 1, 2018 - Present).

Organizer, ITAC Technical Support Personnel. (June 1, 2018 - Present).

Organizer, Study Abroad & Study in America Committee. (June 1, 2018 - Present).

Member, CHP Strategic Planning Committee. (September 1, 2014 - Present).

Coordinator, Financial Aid Appeals, Texas State University. (January 1, 2013 - Present).

Member, Encino Hall Renovation Task Force. (June 1, 2018 - July 1, 2019).

Member, Budget Committee, Texas State University. (January 1, 2012 - December 1, 2015).

3. Department/School:

Director, SOHA, Texas State University. (September 1, 2014 - Present).

Graduate Advisor, SOHA MHA & HSR, Texas State University. (January 1, 2013 - December 1, 2015).

Director, Graduate Studies, Texas State University. (January 1, 2013 - August 20, 2015).

Member, APR Task Force, Texas State University. (January 1, 2013 - December 1, 2014).

Chair, CAHME Self-Study Task Force, Texas State University. (January 1, 2011 - December 1, 2013).

Chair, CAHME Site Visit Task Force, Texas State University. (January 1, 2011 - December 1, 2013).

Member, Faculty Evaluation Policy Task Force, Texas State University. (January 1, 2012 - December 1, 2012).

Member, Search Committee SOHA, 5 Positions, Texas State University. (January 1, 2012 - December 1, 2012).

Member, Texas State MHA Ranking Task Force, Texas State University. (January 1, 2011 - December 1, 2011).

Member, Gerontology Certificate Task Force, Texas State University. (January 1, 2010 - December 1, 2010).

B. Professional:

Reviewer / Referee, Journal of Aging and Health. (January 1, 2010 - Present).

Reviewer / Referee, Aging and Mental Health. (January 1, 2009 - Present).

Fellow, American College of Healthcare Executives (ACHE). (May 1, 2007 - Present).

Reviewer / Referee, Military Medicine: International Journal of AMSUS. (January 1, 2007 - Present).

Chair, American National Standards Institute. (March 1, 2019 - March 1, 2022).

Member, Commission on Accreditation of Healthcare Management, Standards Council. (January 1, 2013 - December 31, 2019).

Fellow, Commission on Accreditation of Healthcare Management 2008-2013 Education (CAHME). (January 1, 2009 - December 1, 2012).

Member, Army Regents Advisory Council (RAC), American College of Health Executives. (January 1, 2009 - December 1, 2011).

Co-Chair, Healthcare Executive Short Course, Chicago, IL. (January 1, 2009 - December 1, 2010).

Chair, Healthcare Executive Short Course, Chicago, IL. (January 1, 2008 - December 1, 2009).

C. Community:

Member, Comal Independent School District, Long-Range Community Task Force On Facility Development. (January 1, 2013 - December 1, 2013).

Officer, United States Army, Medical Service Corps Officer. (August 1, 1990 - July 1, 2011).

D. Organization Memberships:

Healthcare Financial Management Association (HFMA). (January 1, 2018 - Present).

Institute for Industrial Society of Engineers (IISE). (January 1, 2017 - Present).

American Society for Quality (ASQ). (January 1, 2014 - Present).

Commission for the Accreditation of Healthcare Management Education (CAHME). (January 1, 2009 - Present).

Association of University Programs in Health Administration (AUPHA). (January 1, 2006 - Present).

American College of Healthcare Executives (ACHE). (January 1, 1990 - Present).

E. Service Honors and Awards:

Award / Honor Recipient: Presidential Distinction Award for Excellence in Service, College of Health Professions - Texas State University.

January 1, 2014

Award / Honor Recipient: Faculty Excellence Award Outstanding Service at the Associate Professor level, College of Health Professions - Texas State University.

January 1, 2012

Award / Honor Recipient: Meritorious Service Medal (5 OLC), US Army.

January 1, 1997 - January 1, 2011

Award / Honor Recipient: Air Medal w/ V Device, US Army.

January 1, 2009 - December 1, 2009

Award / Honor Recipient: Iraq Campaign Medal w/Campaign Star, US Army.

January 1, 2009 - December 1, 2009

Award / Honor Recipient: Global War on Terrorism Service Medal, US Army.
January 1, 2004

Award / Honor Recipient: Junior Officer of the Year, Army Medical Department Center & School.
January 1, 2000 - December 1, 2000

Award / Honor Recipient: Army Reserve Medal, US Army.
January 1, 2000

Award / Honor Recipient: Air Assault Badge, US Army.
January 1, 1996

Award / Honor Recipient: Army Achievement Medal (2 OLC), US Army.
January 1, 1991 - January 1, 1996

Award / Honor Recipient: Expert Field Medical Badge, UA Army.
January 1, 1994 - February 1, 1994

Award / Honor Recipient: Army Commendation Medal, US Army.
January 1, 1993

Award / Honor Recipient: Outstanding Young Men of America.
January 1, 1992 - December 1, 1992

Award / Honor Recipient: Meritorious Unit Citation (1 OLC), US Army.
January 1, 1992

Award / Honor Recipient: Army Service Ribbon, US Army.
September 1, 1990 - December 1, 1990

Award / Honor Recipient: Distinguished Military Graduate, Army ROTC, Georgia Institute 1990 Of Technology (Rank #1).
January 1, 1990 - December 1, 1990

Award / Honor Recipient: National Defense Service Ribbon w/star, US Army.
January 1, 1990

Award / Honor Recipient: Airborne Badge, US Army.
June 1, 1988 - July 1, 1988

TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Larry Fulton Title: Associate Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
MMAS	2008	United States Army War College	Strategic Studies	Improving the Total Army Analysis Requirements Generation Process
PHD	2005	University of Texas at Austin	Management Science and Information Systems	Performance of Army Medical Department Health Delivery Components, 2001-2003: A Multi-Model Approach
MS	2004	University of Texas at Austin	Statistics	Comparison of Bayesian Hierarchical Modeling to Multiple Linear and Logistic Models for Prediction of Body Fat Composition and Cardiac Catheterization Outcomes
MHA	1998	Baylor University	Health Care Administration	Strategic Analysis and Associated Management Products Supporting the Reengineering of Bayne-Jones Army Community Hospital
MS	1992	Troy University	Human Resources Management	
BSCJ	1987	Texas State University	Criminal Justice	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Comments</i>	<i>Dates</i>
Assoc. Prof. HA	Texas State		2017 - Present
Assoc. Prof. Data Science	Boston College		2017 - 2019
Assoc. Prof. Data Science	CUNY		2015 - 2019
Assoc. Prof. Data Science	Northwestern		2015 - 2019
Assist. Prof. Mgt & HOM	Texas Tech		2014 - 2017
Lecturer CIS&QM	Texas State		2013 - 2017
Lecturer DHA	Central Michigan		2008 - 2017
Lecturer MS Clin. Prgm. Mgt.	Tx Tech U. HSC		2010 - 2015
Lecturer MBA	U. of Bahamas		2012 - 2014
Assist. Prof. CIS&QM	Texas State		2010 - 2014
Assoc. Prof. MHA/MBA	Baylor		2009 - 2010
Assist. Prof. MHA/MBA	Baylor		2006 - 2009

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
Owner	Fulton S.P.		2010 - Present
Managing Partner	Health Log. Prof.		2010 - 2016
Colonel	Army Med. Dept.		2009 - 2010
Lieutenant Colonel	Army Med. Dept.		2002 - 2009
Major	Army Med. Dept.		1999 - 2002
Captain	Army Med. Dept.		1992 - 1999
2d and 1st Lieutenant	Army Med. Dept.		1987 - 1992

E. Other Professional Credentials (licensure, certification, etc.)

Certified Analytics Professional, INFORMS. (November 2013 - Present). License Number: 1531.

[updatedcap-1.pdf](#)

Accredited Professional Statistician-PStat, American Statistical Association. (July 18, 2011 - Present). License Number: 132977.

[Fulton_PStat_Certificate-1.pdf](#)

Additional Comments:

<https://www.amstat.org/ASA/Your-Career/Accredited-Members.aspx>

Certified Quality Engineer, CQE, American Society for Quality. (March 2011 - Present).

[cqe-1.pdf](#)

Chartered Scientist, CSci, Royal Statistical Society. (November 2010 - Present). License Number: RSS122000183.

[2010 Chartered Scientist-1.JPG](#)

Chartered Statistician, CStat, Royal Statistical Society. (October 2010 - Present). License Number: 1914.

[2010 Chartered Statistician-1.JPG](#)

Certified Six Sigma Black Belt-CSSBB, American Society for Quality. (2008 - Present).
[cssbb-1.pdf](#)

Fellow and Certified Healthcare Executive, American College of Healthcare Executives, American College of Healthcare Executives. (2000 - Present). License Number: 659962.
[2018 fellow recert-1.JPG](#)

Restricted Radiotelephone Operator, FCC. (October 2011 - 2021). License Number: 002119838.

[2000 FCC-1.JPG](#)

Instrument Airplane License, FAA. (March 2013 - November 2018).

[2000 Pilot License-1.JPG](#)

Commercial Pilot License, FAA. (October 2012 - November 2018).

[2000 Pilot License-2.JPG](#)

High Performance Airplane Endorsement, FAA. (October 2012 - November 2018).

[C182 and High Performance Signoff-1.pdf](#)

Rotary Wing Licenses through Commercial, FAA. (October 2012 - November 2018).

[2000 Pilot License-3.JPG](#)

Sikorsky S-70 Helicopter Type Rating, FAA. (October 2012 - November 2018).

[2000 Pilot License-5.JPG](#)

Private Pilot Fixed Wing License, 3596105, FAA. (October 2000 - November 2018).

[2000 Pilot License-4.JPG](#)

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Recipient: Professing Excellence Keynote Speaker, Texas Tech University.

November 2015

[professingexcellence-1.JPG](#)

Additional Comments:

<http://www.depts.ttu.edu/housing/professingexcellence.php>

Award / Honor Recipient: Presidential Distinction Award, Teaching (\$2000), Texas State University.

June 2014

[presdistinct-1.JPG](#)

Additional Comments: The Presidential Awards for Excellence in Teaching, Excellence in Scholarly/Creative Activity, and Excellence in Service are awarded through the Texas State Faculty Awards Program. The Presidential Awards are intended to recognize and reward superior service, to provide

models of excellence for fellow faculty, and to encourage all faculty to continue to perform, improve and advance their teaching, service and scholarly/creative activity. The awards program also provides that faculty nominated at the college-level, who complete the university-level nomination process, will receive a \$2,000 award. These awards are designated as the "Presidential Distinction Awards."

Award / Honor Recipient: Alpha Chi Favorite Professor Award, Alpha Chi.

October 2013

[alphachi-1.JPG](#)

Award / Honor Recipient: Gregg Master Teacher Symposium Awardee (Monetary), McCoy College of Business.

October 2012

[2012-2013 McCoy College of Business Administration Plan Progress-1.pdf](#)
[greggmaster-1.JPG](#)

B. Courses Taught:

Texas State University:

B A 5353 - UND ANLY ORG PROBL

HA 3311 - INDEPENDENT STUDY

HA 3344 - PATIENT CARE MGMT

HA 4315 - HLTH SERV PROB SOL

HA 5199B - THESIS

HA 5311 - TRENDS HLTH ADMIN

HA 5356 - POL DEV'L HLTHC ARE

HA 5399A - THESIS

HON 3398W - STATISTICS OF GAMBLING

QMST 2333 - BUS STAT

QMST 3334 - INTERM BUS STAT

QMST 5332 - QUANTIT METHODS

QMST 5334 - ADV STAT METHODS

QMST 5335 - FORECAST & SIM

Baylor:

HCA 5329 - LEADERSHIP

HCA 5410 - QUANTITATIVE ANALYSIS I

HCA 5411 - QUANTITATIVE ANALYSIS II

Boston College:

ADEC 7310 - DATA ANALYSIS

ADEC 7430 - BIG DATA ECONOMETRICS

ADEC 7460 - PREDICTIVE ANALYTICS

ADHA 7005 - MANAGEMENT THEORY AND ORGANIZATIONAL BEHAVIOR

ADHA 7032 - HEALTHCARE ANALYTICS

Central Michigan:

DHA 702 - PROBABILITY AND STATISTICS FOR THE HEALTH PROFESSIONS

DHA 706 - QUANTITATIVE ANALYSIS IN HEALTHCARE ORGANIZATIONS

DHA 710 - QUALITATIVE ANALYSIS IN HEALTHCARE ORGANIZATIONS

DHA 712 - RESEARCH METHODS AND PRACTICE FOR THE HEALTHCARE PROFESSIONAL

College of the Bahamas (Now University):

MBA 580 - LEADERSHIP

MBA 630 - LEADING CHANGE

MBA 680 - PROJECT LEADERSHIP

Northwestern:

MSDS 401 - APPLIED STATISTICS WITH R

MSDS 422 - APPLIED MACHINE LEARNING WITH PYTHON

PRED 413 - PREDICTIVE ANALYTICS

PRED 454 - ADVANCED MODELING TECHNIQUES

Texas Tech:

HOM 4371 - HEALTH ORGANIZATION MANAGEMENT (Spring 15: 4.96,
Spring 16: 5.00, Spring 17: 5.00)

HOM 5308 - HEALTHCARE OPERATIONS MANAGEMENT AND QUALITY
(Summer 2016, 4.04, 4.73)

HOM 5382 - FIELD EXPERIENCE

ISQS 5345 - Data Analysis (Summer 2015: 4.48)

ISQS 6348 - APPLIED MULTIVARIATE ANALYSIS (Fall 2015: 4.5)

ISQS 6349 - PREDICTIVE ANALYTICS (Spring 2016: 4.31; Spring 2017: 4.74)

MGT 5372 - LEADERSHIP AND ETHICS, Fall 2015: 4.7 (Uploaded)

The City University of New York:

DATA 604 - SIMULATION

DATA 605 - FOUNDATIONS OF COMPUTATIONAL MATH

IS 330 - LOGISTICS AND SUPPLY CHAIN MANAGEMENT

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Supervisor / Chair, Master's Thesis, "PGA Tour Dollars Gained Through Putting", Status:
In Progress. (February 2019 - Present). Data Science, Northwestern.
Student(s): Peter McCullough, Graduate, Data Science.

[McCullough - Thesis Proposal - PGA Tour Dollars Gained Through Putting-1.pdf](#)

Supervisor / Chair, Master's Thesis, "A Predictive Model for Earthquakes in Oklahoma
Triggered by Injection Well Activity", Status: In Progress. (January 2019 - Present).
Data Science, Northwestern.

Student(s): Elizabeth Zimmerman, Graduate, Data Science.

[zim-1.docx](#)

Member, Dissertation, "Predicting Intensive Care Unit Length of Stay", Status: Proposal.
(January 2018 - Present).

Student(s): Elizabeth Handzlick, Doctoral, DHA.

[Dissertation prospectus 3-24-18-1.docx](#)

Supervisor / Chair, Master's Thesis, "Analysis of Partisan Framing on Public Affairs
Programming", Status: Completed. (2018 - 2019). Data Science, Northwestern.
Student(s): Joshua Yazman, Graduate, Data Science.

[Analysis of Partisan Framing on Public Affairs Programming-1.docx](#)

Member, Master's Thesis, "Examining the Utility of Predictive Analytics Techniques for the Efficient Exploration of Uncertain Parameter Spaces within Analytical Combat Simulations", Status: Completed. (December 2018 - May 2019). Data Science, Northwestern.

Student(s): Dion Grieger, Graduate, Data Science.

[grieger-1.docx](#)

Member, Dissertation, "Provider Willingness to Adopt Telemedicine Technologies into Clinical Practice: A Global Systematic Review", Status: Completed. (August 2018). Student(s): Phil Regas, Doctoral, DHA.

[Phil Tele paper-7-15-18 sdb comments 7-16-1.docx](#)

Member, Dissertation, "Performance Assessment of Acute Care Hospitals Meeting Meaningful Stage1 and Meaningful Use Stage 2 Requirements", Status: Completed. (2017).

Student(s): Devika Sharma.

[sharma-1.pdf](#)

Supervisor / Chair, Master's Thesis, "Comparison of Machine Learning Methods for Spatio-Temporal Crime Prediction", Status: Completed. (2015 - 2016).

Student(s): Christian Lucas, Graduate, MS Predictive Analytics.

[lucas-1.pdf](#)

Member, Dissertation, "Multiple Criteria Decision Engineering to Support Management in Military Healthcare and Logistics Operations", Status: Completed. (August 2013 - May 2016). Other (Outside Texas State University - San Marcos), Penn State.

Student(s): Nathaniel Bastian, Doctoral, Operations Research.

[Bastian ND - PhD Dissertation-1.pdf](#)

Member, Dissertation, "A Study of the Efficiency of Food Safety Programs of Local Public Health Departments in the State of Michigan", Status: Completed. (October 2013 - December 2015). Other (Outside Texas State University - San Marcos).

Student(s): Tony Drautz, DHA.

[out-1.pdf](#)

Member, Master's Thesis, "Low-Molecular-Weight Organic Acids as a Phosphorous Nutrient Amendment for Solanum Melongena Production in Calcareous Soils of the Central Texas Region", Status: Completed. (April 2013 - December 2015). Other (Outside Texas State University - San Marcos).

Student(s): Dagoberto Osorio, Graduate, MS.

[OSORIO-THESIS-2015-1.pdf](#)

Member, Dissertation, "Determining the Impact of the ED Physician Staffing Model on Core Measure Performance when Treating AMI/CP in a CAH", Status: Completed. (2013 - 2015). Central Michigan.

Student(s): Steve Barnett, Doctoral, DHA.

[barnett-1.pdf](#)

[barnett2-1.pdf](#)

[Barnett Final Defense-1.pptx](#)

Member, Dissertation, "Optimization Models and System Dynamic Simulations to Improve Military Manpower Systems", Status: Completed. (May 2012 - December 2015). Other (Outside Texas State University - San Marcos).

Student(s): Patrick Downes.

[DOWNES-DISSERTATION-2015-1.pdf](#)

Member, Dissertation, "Prediction of intention to use evidence-based management among healthcare administrators in the United States", Status: Completed. (January 2014 - May 2015). Other (Outside Texas State University - San Marcos).

Student(s): Ruiling Guo, DHA.

[out-2.pdf](#)

Member, Master's Thesis, "Nutritional Risk Screening and Dietary Intake Among Elderly Home-Delivered Meal Participants", Status: Completed. (April 2013 - December 2014). Other (Outside Texas State University - San Marcos).

Student(s): Britta Moore, Graduate, MS.

[MOORE-THESIS-2014-1.pdf](#)

Member, Dissertation, "Culturally and Linguistically Appropriate Services in Critical Access Hospitals", Status: Completed. (August 2012 - August 2014). Other (Outside Texas State University - San Marcos).

Student(s): Sheila Kelty.

[out\(1\)-1.pdf](#)

Member, Master's Thesis, "Multi-Stage Deployment of the Army Theater Hospital", Status: Completed. (May 2013 - January 2014). Other (Outside Texas State University - San Marcos).

Student(s): Trisha Cobb.

[13Dec Cobb Trisha-1.pdf](#)

Member, Dissertation, "An Analysis of Emergency Department Nurses' and Paramedics Experiences Antecedents, Processes and Outcomes", Status: Completed. (January 2010 - August 2013). Other (Outside Texas State University - San Marcos).

Student(s): Jennifer Tredinick.

[out\(2\)-1.pdf](#)

Member, Dissertation, "Healthcare Workers' Willingness to Report to Work During an Influenza Pandemic: A Systematic Literature Review", Status: Completed. (January 2010 - September 2012). Other (Outside Texas State University - San Marcos).

Student(s): Caren Rossow.

[out\(3\)-1.pdf](#)

Member, Dissertation, "Therapists Value of Interprofessional Collaboration", Status: Completed. (March 2010 - March 2012). Other (Outside Texas State University - San Marcos).

Student(s): Dawn Devries.

[out\(4\)-1.pdf](#)

Member, Dissertation, "Financial Performance Elements Contributing to the Technical Efficiency of Critical Access Hospitals: A Logistic Regression Approach to Categorizing Efficient and Inefficient Facilities", Status: Completed. (2009 - 2011). Other (Outside Texas State University - San Marcos).

Student(s): Asa Wilson.

[out\(5\)-1.pdf](#)

Member, Dissertation, "The Role of Comorbidities in Length of Stay and Cost of Care for Prolonged Mechanically Ventilated (PMV) Patients in the Long-Term Acute Care Hospital (LTCH) Setting", Status: Completed. (2009 - 2011). Other (Outside Texas State University - San Marcos).

Student(s): Susan Smith.

[out\(7\)-1.pdf](#)

Member, Dissertation, "Variations in Outsourced Nurse Utilization in Long Term Acute Care Hospitals: An Analysis of Patient Outcomes", Status: Completed. (2008 - 2010). Other (Outside Texas State University - San Marcos).

Student(s): M. Ray Alvarez.

[out\(8\)-1.pdf](#)

Supervisor / Chair, Applied Research Project, "US News & World Report Rankings", Status: Completed. (2008 - 2009). Other (Outside Texas State University - San Marcos).

Student(s): Hunter Coates.

[art00004-2.pdf](#)

Supervisor / Chair, Applied Research Project, "US News & World Report Rankings", Status: Completed. (2008 - 2009). Other (Outside Texas State University - San Marcos).

Student(s): Theresa Silvernail.

[art00004-1.pdf](#)

Supervisor / Chair, Master's Thesis, "Patient Satisfaction as a Function of In-House Versus Contract Staffing Models in Veterans Affairs Community-Based Outpatient Clinics", Status: Completed. (2008 - 2009). Other (Outside Texas State University - San Marcos).

Student(s): Janna Belote.

[milmed-d-11-00259-1.pdf](#)

D. Courses Prepared and Curriculum Development:

Data Science Certificate, Curriculum Development, Boston College. Taught: 2017.
[data analytics-1.pdf](#)

ADEC 7460 Predictive Analytics, New Course, Boston College. Taught: 2018.
[fall 2018 ADEC7460 syllabus-1.docx](#)

ADEC 7310 Data Analytics, New Course, Boston College. Taught: 2017.
[syllabus fall 2017-1.docx](#)

ADEC 7430 Big Data, New Course, Boston College. Taught: 2017.
[LAWRENCE FULTON syllabus draft2-2.docx](#)

ADHA 7005 Management Theory & Organizational Behavior for HA, New Course, Boston College. Taught: 2017.
[LAWRENCE FULTON syllabus draft2-1.docx](#)

ADHA 7045 Health Analytics, New Course, Boston College. Taught: 2017.
[Health Analytics Syllabus-1.docx](#)

IS330 Logistics and Supply Chain Management, New Course, CUNY. Taught: 2016 - Present.

[spring 2019-1.doc](#)

Intermediate Enterprise Resource Planning with Infor CSI, New Course, CUNY. Taught: 2017.

[Intro to ERP using INFOR Syllabus-1.doc](#)

MBA 580 Leadership, New Course, College of the Bahamas. Taught: 2013 - 2014.
[bahamas syllabus draft version 2-1.doc](#)

MBA 630 Leading Change, New Course, College of the Bahamas. Taught: 2012.
[bahamas syllabus-2.doc](#)

MBA 680 Project Leadership, New Course, College of the Bahamas. Taught: 2011 - 2012.

[MBA 680 syllabus-1.doc](#)

MSDS 413 Predictive Analytics, New Course, Northwestern. Taught: 2016.
[MSDS 413 Fall 2018-1.docx](#)

HA5301 Health Care Research Methods (Online), New Course, Texas State. Approved: January 2018 - May 2018.

[DRAFTHA5301_V2 \(1\)-1.docx](#)

HA5334 Operational Decision Making for Healthcare Managers (Online Version), New Course, Texas State University. Proposed: January 2018 - May 2018.

[DRAFTHA5334-1.docx](#)

HON3398W The Mathematics & Statistics of Gambling and Sports Betting, New Course, Texas State University. Taught: January 2019 - May 2019.

[Revised Honors Faculty Course Proposal Packet 6 7 2018 \(1\)-1.doc](#)

QMST 5335 Forecasting & Simulation, Revise Existing Course, Texas State. Taught: 2011.

[qmst 5335 sping 2014 syllabus-1.doc](#)

Additional Comments: Resurrected

QMST 5352 Quantitative Methods (Optimization), Revise Existing Course, Texas State.
Taught: 2011.

[syllabusversion3-4-1.docx](#)

Additional Comments: Resurrected

HA3311 Independent Study, Revise Existing Course, Texas State University. Taught:
August 2018 - December 2018.

[HA3311 Syllabus-1.docx](#)

HA5311 Independent Study, Revise Existing Course, Texas State University. Taught:
August 2018 - December 2018.

[HA5311 syllabus-1.docx](#)

ISQS 6349 Predictive Analytics, Revise Existing Course, Texas Tech. Taught: 2016 -
2017.

[isqs6349-1.docx](#)

ISQS 6348 Applied Multivariate Analysis, Revise Existing Course, Texas Tech. Taught:
2014 - 2017.

[isqs6348-1.docx](#)

HOM 5308 Healthcare Operations Management & Quality, Revise Existing Course,
Texas Tech. Taught: 2016.

[HOM5308-1.docx](#)

MGT 5372 Leadership and Ethics, Revise Existing Course, Texas Tech. Taught: 2015 -
2016.

[MGT5372 Leadership_Ethics Summer II 2015-1.docx](#)

E. Teaching Grants and Contracts

1. Funded External Teaching Grants and Contracts:

Fulton, Lawrence V. Applied Operations Research and Management Science for
Military Scientists, Army Medical Department Center for AMEDD Strategic
Studies, Federal, \$10,300.00. (Submitted: June 2012, Funded: November 2012
- March 2013). Contract.

Additional Comments: Award #: TNGGRP11132387. (Note: document
uploaded to Digital Measures but does not show when printed.)

2. Submitted, but not Funded, External Teaching Grants and Contracts:

Lee, Carl, Fulton, Lawrence V. NSF 10-544: The IStMUS curriculum:
Integrating Social Media in Undergraduate Statistics, NSF, Federal,
\$100,000.00. (Submitted: 2014). Grant.

[Project Summary_ISThMUS\(1-3-12\)-1.docx](#)
[isthmus final grant-1.pdf](#)

3. Funded Internal Teaching Grants and Contracts:

Fulton, Lawrence. University Lectures Award (2012), Texas State University, State, \$2,000.00. (Funded: January 2013 - February 2014). Grant.
[2012 universities lecture award-1.pdf](#)

F. Other:

Certification, Deloitte Consulting. 14. (May 2015).

[deloitte-1.jpg](#)

Additional Comments: Provided training for 14 graduate students from Deloitte to prepare them for the Certified Analytics Professional (CAP) examination

Certification, Texas State University. 21. (April 2015).

[green belt testing-1.pdf](#)

[green belt training-1.pdf](#)

Additional Comments: Green Belt testing

Continuing Education, Introduction to Python, Conde Nast. 10. (October 2018).

[Welcome to Python!-1.html](#)

Continuing Education, Introduction to R, NBC Universal. 10. (August 2018).

[week 1-1.pptx](#)

Guest Lecture, Communication Studies. (November 2014).

[leadership for comm studies-1.ppt](#)

Additional Comments: Invited speaker to discuss "Leading Teams."

Guest Lecture, Texas State University. 15. (November 2014).

[green belt training-2.pdf](#)

Additional Comments: Six Sigma Course

Review Course, Reynolds Army Community Hospital. 30. (August 2009).

[presentation for rach-2.ppt](#)

Additional Comments: Statistics review course

Review Course, Dwight D. Eisenhower Hospital. 40. (January 2009).

[presentation for rach-1.ppt](#)

Additional Comments: Statistics review course

Student Accomplishments:

Appointment:

Mentor, Permanent Professor, United States Military Academy. (2019).

Student(s): Nathan Bastian.

[academy professor-1.pdf](#)

Award:

Supervisor, ACHE Richard J. Stull Essay Competition Award Winner- "Integration of Artificial Intelligence in Healthcare and the Human Resource Management Role," American College of Healthcare Executives' Leadership Congress, Chicago, Illinois. Status: In Progress. (2019). Health Administration, Texas State University.

Student(s): Nolan Ehrbar.

[NolanEhrbarACHEessay-1.pdf](#)
[stull-1.pdf](#)

Grant:

Mentor, National Science Foundation Grant. Status: Completed. (2015).

Student(s): Nathan Bastian, Doctoral, PhD.

Additional Comments: Investigator. (2015, May – 2016, May).

"Improving Health Promotion: Leveraging Statistical Learning and Electronic Medical Records for Healthcare Market Segmentation."

Funded by the National Science Foundation (NSF) Industry/University Cooperative Research Center, Center for Health Organization Transformation, NSF Grant No. IIP-1067885, Pennsylvania State University, \$20,000.00 (with Swenson, E. and Nembhard, H.).

Scholarship:

Mentor, Selected for Ph.D. Computer Science. Status: In Progress. (2018).

Student(s): Nayeema Nasrin.

G. Teaching Professional Development Activities Attended

Conference Attendance, "Association of University Programs in Health Administration," AUPHA, New Orleans, LA, United States. (June 12, 2019 - June 14, 2019).

[2019 Annual Meeting Evaluation-1.pdf](#)

Workshop, "Foundations of Online Teaching," Texas State. (2018).

[2018 foundations online course-1.JPG](#)

Workshop, "Foundations of Online Course Design & Development," ITAC. (January 10, 2018 - February 9, 2018).

[IMG_1844-1.JPG](#)

Workshop, "Certificate of Excellence in Online Teaching and Pedagogy, Advanced Level," Boston College, Chestnut Hill, MA, United States. (September 2017 - December 2017).

[IMG_1829-1.JPG](#)

Conference Attendance, "Great Lakes Teaching and Learning Conference," Central Michigan University, Mount Pleasant, MI. (May 14, 2014 - May 16, 2014).

[greatlakes2014-1.pdf](#)
[2014 great lakes-1.pdf](#)

Workshop, "Curriculum Development for Online Courses," San Marcos, TX. (February 16, 2014).

[2014online-1.pdf](#)

Workshop, "Creating and Teaching an Online Course," Texas State University, San Marcos, TX. (January 2, 2014 - January 10, 2014).

[2014 Creating Teaching Online Course-1.JPG](#)

Conference Attendance, "Great Lakes Teaching & Learning Conference," Central Michigan University, Mount Pleasant, MI. (May 8, 2013 - May 10, 2013).

[greatlakes2013-1.pdf](#)
[2013 great lakes-1.pdf](#)

Conference Attendance, "Great Lakes Teaching & Learning Conference," Central Michigan University, Mount Pleasant, MI. (May 2012).

[greatlakes2012-1.pdf](#)

Conference Attendance, ""Great Lakes Conference on Teaching and Learning," Central Michigan University, Mount Pleasant, MI. (May 11, 2011 - May 13, 2011).

[greatlakes2011-1.pdf](#)
[conf1-10.pdf](#)

"Faculty Development Course," Army. (1994).

[fdc-1.JPG](#)

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Refereed:

Rossow, C., Ivanitskaya, L., Fulton, L. V., & Fales, W. (2013). Healthcare Providers: Will They Come to Work During an Influenza Pandemic? In *WIT Transactions on The Built Environment* (Vol. 133, pp. 133–147). WIT Press.

[2013 WIT-1.pdf](#)

Coppola, M. N., Hudak, R., Kim, F., Fulton, L., Harrison, J., & Kerr, B. (2012). The Military Managed Care Health System. In P. Kongstedt (Ed.) (6th ed., pp. 558–575). Jones Bartlett, Chicago, IL: Essentials of Managed Care by Kongstedt, Chapter 26.

[Tricare_Chp26\(Proof\)_Jan_2012-1.pdf](#)

Harrison, J., Coppola, M. N., & Fulton, L. (2011). The New Value Paradigm in Healthcare (pp. 169–178). Health Administration Press, Chicago, IL: Essentials of Strategic Planning in Healthcare.

[new value paradigm chapter-1.pdf](#)

2. Articles:

a. Refereed Journal Articles:

Fulton, L. V. (Accepted / In Press). NOT a Paper: Directory of Abbreviations for Refereed Journal Articles (Print with Comments). *Not a Journal: Directory of Abbreviations for Quality Indicators*.

Additional Comments: _____

JCR IF: 2018 Journal Citation Reports Impact Factor

JCR 5 IF: 2018 Journal Citation Reports 5-Year Impact Factor

CiteScore: SCOPUS Cite Score

Q1, Q2: Quartile 1 or Quartile 2 by JCR / Scopus / Scimago

AR: Acceptance Rate by Cabells

#/#: Ranking of Journal by JCR, SCOPUS

h-5 median: Google h index, Last 5 Calendar Years

ESCI: Emerging Sources Citation Index (pre-JCR)

CitEc IF: Citations in Economics Impact Factor

CitEc 5 IF: Citations in Economics 5-Year Impact Factor

Scimago h-index: h-index based on Scimago

Fulton, L. V., & Kruse, C. S. (Accepted / In Press). Geospatial-Temporal, Explanatory, and Predictive Models for Hospital-Based Outpatient Back Surgery. *Journal of Medical Internet Research (JMIR)*. [https://doi.org/JCR IF: 4.9, Q1 \(#1 / 26 in Medical Informatics\)](https://doi.org/JCR IF: 4.9, Q1 (#1 / 26 in Medical Informatics))

[preprint-14609-submitted-1.pdf](#)

Stigler, P. E., Hildenbrand, Z., Mata, C., Habib, S., Martin, M., Carlton, D., ...

Fulton, L. V. (2019). Attitudes, Perceptions and Geo-Spatial Analysis of Water Quality and Individual Health Status in a High-Fracking Region.

Water, 11(8). <https://doi.org/10.3390/w11081633> JCR IF 2.524

[water-11-01633-1.pdf](#)

Fulton, L. V., Dolezel, D. M., Yan, Y., & Fulton, C. P. (2019). Classification of Alzheimer's Disease with and without Imagery Using Gradient Boosted Machines and ResNet-50. *Brain Sciences*, 9(9), 212.

<https://doi.org/10.3390/brainsci9090212> JCR IF: 2.8 Q2 Neuroscience

[brainsci-09-00212-1.pdf](#)

- Fulton, L. V., Dong, Z., Zhan, F. B., Kruse, C. S., & Stigler, P. E. (2019). Geospatial-Temporal and Demand Models for Opioid Admissions, Implications for Policy. *Journal of Clinical Medicine*, 8, 993. <https://doi.org/doi:10.3390/jcm8070993> 2018 JCR IF: 5.7, Q1 15/160: Medicine-General & Internal, CiteScore: 2.7, Q1 6/844 General Medicine [jcm-08-00993-1.pdf](#)
- Nokes, D., & Fulton, L. V. (2019). Analysis of a Global Futures Trend-Following Strategy. *Journal of Risk and Financial Management*, 12(111). <https://doi.org/10.3390/jrfm12030111> CitEc IF: .44 [jrfm-12-00111-1.pdf](#)
- Stigler, P. E., Fulton, L. V., Patton, E. N., Teryzk, M., & Nowotny, T. (2019). Global Health Perspectives on Cigarette Butts and the Environment. *International Journal of Environmental Research & Public Health*, 16(10), 1858. <https://doi.org/https://doi.org/10.3390/ijerph16101858> 2018 JCR IF: 2.5, JCR 5 IF: 2.9, CiteScore: 2.81, Q1 Public Health 74/489, h-5 median: 73 [ijerph-16-01858-1.pdf](#)
- Guo, R., Berkshire, S. D., Fulton, L. V., & Hermanson, P. M. (2019). Predicting Intention to Use Evidence-Based Management Among US Healthcare Administrators: Application of The Theory of Planned Behavior and Structural Equation Modeling. *International Journal of Healthcare Management*, 12(1), 1–8. <https://doi.org/10.1080/20479700.2017.1336856> SciMago IF: .32, Google h-5 median: 13 [2017 International Journal of Healthcare Management-1.pdf](#)
- Sharma, D., Berkshire, S., Fulton, L. V., & Taylor, B. (2018). Effects of Meaningful Use on Outcomes of Care. *International Journal of Management and Business*, 9(1), 35–50. <https://doi.org/Google> h-5 median: 53 [2018 International Journal of Management and Business-1.pdf](#)
- Fulton, L. V., & Bastian, N. (2018). Multi-Period Stochastic Programming Portfolio Optimization for Diversified Funds. *International Journal of Finance & Economics, Online First*. Published. <https://doi.org/https://onlinelibrary.wiley.com/doi/abs/10.1002/ijfe.1664> Scopus Q2 (Finance) 94/251, SciMago Q2 (Accounting), JCR IF: .804 [2018 International Journal of Finance and Econ Wiley-1.pdf](#)
- Fulton, L. V. (2018). Ownership Cost Comparison of Battery Electric and Non-Plugin Hybrid Vehicles: A Consumer Perspective. *Applied Sciences*, 8(9), 1487. <https://doi.org/doi.org/10.3390/app8091487> JCR IF: 2.2, 5-Year: 2.3; SCOPUS Q1 General Engineering 41/275, CiteScore: 2.52 [applsci-08-01487-1.pdf](#)
- Guo, R., Berkshire, S., Fulton, L. V., & Hermanson, P. (2018). Factors Affecting the Adoption of Evidence-based Management Among U.S. Healthcare

Administrators. *American Journal of Management*, 18(1), 36–47.
<https://doi.org/Cabells' Acceptance Rate: 20%, Google h-5 index: 10>
[2018 American Journal of Management-1.pdf](#)

Fulton, L. V., & Brooks, M. S. (2018). An Evaluation of Alternatives for Providing Care to Veterans. *Healthcare*, 6(3).
<https://doi.org/https://doi.org/10.3390/healthcare6030092> Emerging Sources Citation Index
[healthcare-06-00092-1.pdf](#)

Fulton, L. V. (2018). A Simulation of Rainwater Harvesting Design and Demand-Side Controls for Large Hospitals. *Sustainability*. Published.
<https://doi.org/10.3390/su10051659> JCR IF: 2.6, SCOPUS Q1 Geography, CiteScore: 3.0
[2018 Sustainability-1.pdf](#)

Westfall, P., Arias, J., & Fulton, L. V. (2017). Teaching Principal Components using Correlations. *Multivariate Behavioral Research*, 52(5), 648–660.
<https://doi.org/10.1080/00273171.2017.1340824> JCR 5-Year IF: 3.6, AR: 25-30%
[Teaching Principal Components Using Correlations-1.pdf](#)

Guo, R., Berkshire, S. D., Fulton, L. V., & Hermanson, P. M. (2017). Use of Evidence-Based Management in Healthcare Administration Decision-Making. *Leadership in Health Services*, 30(3), 330–342.
<https://doi.org/10.1108/LHS-07-2016-0033> Google h-5 index: 16
[2017 leadership in health services-1.pdf](#)

Bastian, N. D., Ekin, T., Kang, H., Griffin, P. M., Fulton, L. V., & Grannan, B. C. (2017). Stochastic Multi-Objective Auto-Optimization for Resource Allocation Decision-Making in Fixed-Input Health Systems. *Health Care Management Science*, 20(2), 246–264.
<https://doi.org/10.1007/s10729-015-9350-2> JCR IF: 2.1, JCR 5-Year IF: 2.4, AR: 19-20%
[2017 HCMS-1.pdf](#)

Burgert, J. M., Johnson, A. D., Garcia-Blanco, J., Fulton, L. V., & Loughren, M. J. (2017). The Resuscitative and Pharmacokinetic Effects of Humeral Intraosseous Vasopressin in a Swine Model of Ventricular Fibrillation. *Prehospital and Disaster Medicine*, 35(32), 1–6.
<https://doi.org/10.1017/S1049023X17000140> JCR IF: 1.01
[2017 Pre-Hospital and Disaster Medicine-1.pdf](#)

Ekin, T., Kocadagli, O., Bastian, N., Fulton, L. V., & Griffin, P. (2016). Fuzzy Decision-Making in Health Systems: A Resource Allocation Model. *Euro Journal on Decision Processes*, 4(3), 245–267. Retrieved from 10.1007/s40070-015-0049-x
[2015 fuzzy EUROJDP-1.pdf](#)

Beauvais, B., Richter, J., & Fulton, L. V. (2016). Moving the Needle: Evaluating the Impact of New Care Delivery Models on Hospital Profitability. *Journal of Healthcare Finance*, 43(2), 91–103. <https://doi.org/Google h-5 index: 6>
[2016 JHF Moving the Needle-1.pdf](#)

Bastian, N. D., Kang, H., Swenson, E. R., Fulton, L. V., & Griffin, P. M. (2016). Evaluating the Impact of Hospital Efficiency on Wellness in the Military Health System. *Military Medicine*, 181(8), 827–834.
<https://doi.org/10.7205/MILMED-D-15-00309> JCR 5-Year IF: 1.2
[2016 eval eff MilMed-1.pdf](#)

Bastian, N., Griffin, P., Spero, E., & Fulton, L. (2016). Multi-Criteria Logistics Modeling for Military Humanitarian Assistance and Disaster Relief Aerial Delivery Operations. *Optimization Letters*, 10(5), 1–30.
<https://doi.org/10.1007/s11590-015-0888-1> JCR IF: 1.4
[2015 Bastian et al OptLetters OnlineFirst_1-33-1.pdf](#)

Fulton, L. V., Fabich, Bhatta, Fletcher, Leininger, Lienesh, ... O'Sullivan. (2016). Comparison of Resuscitative Protocols for Bupropion Overdose Using Lipid Emulsion in a Swine Model. *Military Medicine*, 181(5), 482–487.
<https://doi.org/10.7205/MILMED-D-15-00218> JCR 5-Year IF: 1.2

[2016 bupropion MILMED-1.pdf](#)

Bastian, N. D., Kang, H., Griffin, P. M., & Fulton, L. V. (2016). Measuring the Effect of Pay-For-Performance Financial Incentives on Hospital Efficiency in the Military Health System. *IIE Transactions on Healthcare Systems Engineering*, 6(1), 33–41. <https://doi.org/10.1080/19488300.2015.1132488>
SJR h-index: 13
[2016 IIEHSE-1.pdf](#)

Devries, D., Woods, S., Fulton, L., & Jewell, G. (2016). The Validity and Reliability of the Interprofessional Socialization and Valuing Scale for Therapy Professionals. *Work: A Journal of Prevention, Assessment & Rehabilitation*, 53, 621–630. <https://doi.org/10.3233/WOR-152224> JCR IF: 1.009, JCR 5-Year IF: 1.2
[WOR2224 \[6893307\]-1.pdf](#)

Fulton, L. V., Avery, J., Kahl, B., Negron, A., Chavez, B., Ioset, N., ... O'Sullivan, J. (2016). Comparison of Resuscitative Protocols for Venlafaxine Toxicity in a Swine Model. *Military Medicine*. Published.
<https://doi.org/10.7205/MILMED-D-15-00241> JCR 5-Year IF: 1.2
[2016 Mil Med \(Venlafaxine\)-1.pdf](#)

Rossow, C. C., Ivanitskaya, L. V., Fulton, L. V., & Fales, W. D. (2015). Healthcare Workers' Willingness to Report to Work During an Influenza Pandemic: A Systematic Literature Review. *Journal of Homeland Security and Emergency Management*, 12(4), 823–843.

<https://doi.org/10.1515/jhsem-2014-0115> JCR IF: .8, CiteScore: 1.19, Scopus Q2 (Safety Research) 27/68
[2015 willingness to work JHSEM-1.pdf](#)

Cohen, S., Peterlin, B., Fulton, L. V., Neely, E., Kurihara, C., Gupta, A., ... Zhao, Z. (2015). Randomized, Double-Blind, Comparative-Effectiveness Study Comparing Pulsed Radiofrequency to Steroid Injections for Occipital Neuralgia, With or Without Migraine. *Pain*, 156(12), 2585–2594.
<https://doi.org/10.1097/j.pain.0000000000000373> JCR IF: 6.0, JCR 5 IF: 6.6, Q1 (3 / 31 Anesthesiology), Google Scholar #1 Journal for Pain
[00006396-201512000-00024-1.pdf](#)

Ekin, T., Musal, R., & Fulton, L. (2015). Overpayment Models for Medical Audits: Multiple Scenarios. *Journal of Applied Statistics*, 42(11), 2391–2405.
<https://doi.org/https://doi.org/10.1080/02664763.2015.1034659> JCR IF: .8
[Ekinetal_JAS15-1 \(1\)-1.pdf](#)
Additional Comments: Editable duplicate to add impact factor

Ekin, T., Musal, R., & Fulton, L. (2015). Overpayment Models for Medical Audits: Multiple Scenarios. *Journal of Applied Statistics*, 42(11), 2391–2405.
[Ekinetal_JAS15-1.pdf](#)

Jenkins, C., Brinkley, K., Alford, H., Costello, K., Korkow, N., Johnson, D., & Fulton, L. V. (2015). Effects of the ResQPOD on Kinetics, Hemodynamics of Vasopressin, and Survivability in a Porcine Cardiac Arrest Model. *Military Medicine*, 180(9), 1011–1016. <https://doi.org/10.7205/MILMED-D-14-00628> JCR 5-Year IF: 1.2
[2015 resqpod MILMED-1.pdf](#)

Johnson, D., Garcia-Blanco, J., Burgert, J., Fulton, L. V., Kadilak, P., Perry, K., & Burke, J. (2015). Effects of Humeral Intraosseous Versus Intravenous Epinephrine on Pharmacokinetics and Return of Spontaneous Circulation in a Porcine Cardiac Arrest Model: A Randomized Control Trial. *Annals of Medicine and Surgery*, 4(3), 306–310.
<https://doi.org/10.1016/j.amsu.2015.08.005> CiteScore: 1.44, Scopus 136/390 (Surgery)
[2015_pigs ANNALSOFMEDSURG-1.pdf](#)

Fulton, L. V., Kerr, B., Inglis, J. M., Brooks, M. S., & Bastian, N. D. (2015). Evaluating MEDEVAC Force Structure Requirements Using an Updated Army Scenario, Total Army Analysis Admission Data, Monte Carlo Simulation, and Theater Structure. *Military Medicine*, 180(7), 780–786.
<https://doi.org/10.7205/MILMED-D-14-00580> JCR 5-Year IF: 1.2
[2015 eval structure MILMED-2.pdf](#)

Bastian, N., Fulton, L., Griffin, P., Sung, Y.-S., & Kumara, S. (2015). A Casualty Network Analysis in Non-Major Combat Operations. *Journal of Defense Modeling & Simulation*, 13(1), 95–108.
<https://doi.org/10.1177/1548512915585885> CiteScore: .8

[2015_Bastian et al_JDMS_OnlineFirst_1-14-1.pdf](#)

Bastian, N. D., McMurry, P., Fulton, L. V., Griffin, P. M., Cui, S., Hanson, T., & Srinivas, S. (2015). The AMEDD Uses Goal Programming to Optimize Workforce Planning Decisions. *Interfaces*, 45(4), 305–324.
<https://doi.org/10.1287/inte.2014.0779> JCR 5-Year IF: 1.1

[2015 goal programming INTERFACES-1.pdf](#)

Additional Comments: 2016 INFORMS Koopman Prize,
<https://www.informs.org/Recognizing-Excellence/Community-Prizes/Military-Applications-Society/Koopman-Prize>

Maynard, P., Rohrer, J., & Fulton, L. (2015). Health-Related Quality of Life Among Online University Students. *Journal of Primary Care & Community Health*, 6(1), 48–53. <https://doi.org/10.1177/2150131914545517> CiteScore: 1.2, Scopus 10/33 Community & Healthcare
[2014 JPCCH HRQ among Online students-1.pdf](#)

Wilson, A., Kerr, B., Bastian, N., & Fulton, L. V. (2014). From surviving to community benefit: a proposed rural health services research agenda. *Journal of Hospital Administration*, 3(5), 104–114.

[From surviving to community benefit A proposed rur-1.pdf](#)

Kruse, C. S., DeShazo, J., Kim, F., & Fulton, L. V. (2014). Factors Associated With Adoption of Health Information Technology: A Conceptual Model Based on a Systematic Review. *JMIR Med Inform*, 2(1).
<https://doi.org/10.2196/medinform.3106> JCR IF 3.188

[Kruse et al Factors Associated With Adoption of Health Information Technology -- A conceptual model-1.pdf](#)

Additional Comments: Difficulty of acceptance: Difficult. Contextual Influence (CCI) for Healthcare Administration: Premiere, (Cabells, 2015).

Bastian, N., Fulton, L. V., Shah, V., & Ekin, T. (2014). Resource Allocation Decision Making in the Military Health System. *IIE Transactions on Healthcare Systems Engineering (Institute for Industrial Engineers)*, 4, 80–87.
[2014-04 Mar IIE Transactions Resource Allocation Mar2014-1.pdf](#)
 Additional Comments: Duplicate to add document (unable to edit original)

Bastian, N., Fulton, L. V., Shah, V., & Ekin, T. (2014). Resource allocation decision making in the military health system. *IIE Transactions on Healthcare Systems Engineering*, 4(2), 80–87.

Bastian, N., & Fulton, L. V. (2014). Aeromedical Evacuation Planning Using Geospatial Decision-Support. *Military Medicine*, 179(2), 174–182.
<https://doi.org/10.7205/MILMED-D-13-00432> JCR 5-Year IF: 1.2
[2014 Geospatial MilMed-1.pdf](#)

Fulton, L. V., Bastian, N., Mendez, F., & Musal, R. (2013). Rainwater Harvesting System Simulation using a Non-Parametric Stochastic Rainfall Generator.

Simulation, 89(6), 693–702. <https://doi.org/10.1177/0037549713479037> JCR IF: 1.5
[0037549713479037.full-1.pdf](#)
Additional Comments: DOI: 10.1177/0037549713479037

Coppola, M. N., Pasupathy, R., Pasupathy, R., Aliff, M., & Fulton, L. (2013). Barriers and Stakeholder Dynamics to Health Policy Reform. *International Journal of Food Safety, Nutrition and Public Health*, 6(1), 67–81.
[Barriers to Health Reform \(article only published 2013\)-1.pdf](#)

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[apa1-2.JPG](#)

[apa2-2.JPG](#)

Fulton, L., Zeto, J., McMurry, P., 76th Military Operations Research Society Symposium, "Monte Carlo Estimation of Air Ambulance Requirements," Military Operations Research Society, New London, CT. (June 11, 2008).

[Monte Carlo-1.ppt](#)

Additional Comments:

http://www.mors.org/UserFiles/file/meetings/morss/76th_abs.pdf

Fulton, L., 76th Military Operations Research Society Symposium, "Integer Optimization of a Patient Evacuation Network with Stochastic Components," Military Operations Research Society, New London, CT. (June 10, 2008).

[Stochastic integer-1.ppt](#)

Additional Comments: Late Addition (Omitted)

Devore, R., Fulton, L., 76th Military Operations Research Society Symposium, "Using SAS Stochastic Simulations to Support the Development of the Army's Augmentation Team Rule of Allocation Development," Military Operations Research Society, New London, CT. (June 10, 2008).

Additional Comments:

http://www.mors.org/UserFiles/file/meetings/morss/76th_abs.pdf

Fulton, L., Lasdon, L., McDaniel, R., Hassell, L. H., Wojcik, B., Institute for Operations Research & Management Sciences Annual Meeting, "Optimization Approaches for the Relocation of Medical Assets," Institute for Operations Research & Management Sciences, Seattle, WA. (November 7, 2007).

[informs seattle-1.pdf](#)

Additional Comments:

[http://meetings2.informs.org/Seattle07/images/Program%20pdfs/NoRooms\(W\)rev.pdf](http://meetings2.informs.org/Seattle07/images/Program%20pdfs/NoRooms(W)rev.pdf)

Devore, R., McMurry, P., Fulton, L., 75th Military Operations Research Society Symposium, "From Deterministic to Stochastic. Proceedings of the 75th Military Operations Research Society Symposium," Military Operations Research Society, New London, CT. (June 12, 2007).

[75th MORSS-1.pdf](#)

Additional Comments:

<http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA488431>

Lasdon, L., Fulton, L. V., INFORMS Optimization Society Conference, "Performance of army medical Department Health Delivery Components, 2001-203: A Multi-Model Approach," INFORMS, San Antonio, TX, United States. (2006).

[informs1-1.JPG](#)

[informs2-2.JPG](#)

Devore, R., McMurry, P., Fulton, L., 74th Military Operations Research Society Symposium, "A Math Programming Approach for the Relocation of Level III Hospital Facilities and Aeromedical Evacuation Assets," Military Operations Research Society, Colorado Springs, CO. (June 15, 2006).

[final draft for mors-1.ppt](#)

Additional Comments:

http://www.mors.org/UserFiles/file/meetings/morss/74th_abs.pdf

2. Invited Talks, Lectures, and Presentations:

Fulton, L. V., AI and Blockchain Conference, "Towards AI in Healthcare, the Changing Role of Providers," Health Tech Austin, Austin. (July 18, 2019).

[conf4-2.pdf](#)

[AI and Blockchain-1.pptx](#)

Bastian, N., Fulton, L., Military Operations Research Society Symposium, "Multi-Criteria Logistics Modeling for Military Humanitarian Assistance and Disaster Relief Aerial Delivery Operations," MORS. (June 2015).

[83rd Program Guide Section 2 Revised June 10-3.pdf](#)

Bastian, N., Fulton, L., Military Operations Research Society Symposium, "Multi-Objective, Auto-Optimization Modeling for Resource Allocation Decision Making in the Military Health System," MORS, Alexandria, VA. (June 2015).

[83rd Program Guide Section 2 Revised June 10-1.pdf](#)

Bastian, N., Fulton, L., Military Operations Research Society Symposium, "The U.S. Army Medical Department Uses Goal Programming to Optimize Workforce Planning Decisions," MORS, Alexandria, VA. (June 2015).

[83rd Program Guide Section 2 Revised June 10-2.pdf](#)

Fulton, L. V., Bastian, N., World Conference on Quality, "Applications of DFSS in the Aviation, Medical, and Military Sectors," American Society for Quality, Nashville, TN. (May 4, 2015).

[M22 Application of DFSS in the Aviation Medical Military Sectors-1.pdf](#)

[asq2015-1.JPG](#)

[2015 world conference-2.pdf](#)

Fulton, L., Lean and Six Sigma Conference, "Applications of DFSS in the Aviation, Medical, and Military Sectors," American Society for Quality, Phoenix, AZ. (March 3, 2015).

[2015 world conference-1.pdf](#)

[2015 world conference scan-1.pdf](#)

Fulton, L., Bastian, N., Griffin, P., INFORMS Annual Meeting, 2014, "Impact of Pay for Performance Incentives on Primary Care Efficiency in the Military Health System," Institute for Operations Research & Management Science, San Francisco, CA. (November 10, 2014).

[informs2014-1.JPG](#)

Fulton, L., Capabilities Based Analysis for Medical Evacuation, "Casualty Data Analysis," Department of Defense, Washington, DC. (September 10, 2014).

[historical casualty flow and medevac metrics-1.pptx](#)

Bastian, N., Griffin, P., Fulton, L., 2014 Northeast Decision Sciences Institute Conference, "Measuring the Effects of Pay for Performance on Primary Care Efficiency in the Military Health System," Decision Sciences Institute, Philadelphia, PA. (March 29, 2014).

[Measuring P4P for MHS Efficiency-1.pptx](#)

Mou, Y., Neal, D., Fulton, L., Agboto, V., 141st APHA Annual Meeting, "Psychosomatic factors in ischemic heart disease in women: Perceptions of health-related quality of life, psychosocial stress, and functional capacity," American Public Health Association, Boston, MA. (November 2013).

[apha-1.pdf](#)

Fulton, L., Great Lakes Conference on Teaching & Learning, "Use of Cellular Polling Technology in Large Classes," Central Michigan University, Mount Pleasant, MI. (May 9, 2013).

[powerpoint 23 october-1.pptx](#)

[2013 great lakes-1.pdf](#)

Fulton, L., 2013 Lean and Six Sigma Conference, "Rainwater Harvesting, A "Tail" of Minimums," American Society for Quality, Phoenix, AZ. (March 4, 2013).

[2013 Lean Six Conference-1.pdf](#)

Additional Comments:

<http://asq.org/conferences/six-sigma/program/day/monday.html>

Fulton, L., Environmental Service Committee, "Electric Car Chargers and Sustainable Construction," Texas State University, San Marcos, TX. (February 22, 2012).

[Electric Car Chargers and Sustainable Construction-1.pptx](#)

Musal, R., Fulton, L., INFORMS 2011, "A Hierarchical Bayesian Model with Inflated Beta Mixtures," Charlotte, NC. (2011).

[2011 informs musal-1.pdf](#)

Additional Comments: (Added evidence of presentation)

Musal, R., Fulton, L., INFORMS 2011, "A Hierarchical Bayesian Model with Inflated Beta Mixtures," INFORMS, Charlotte, NC. (2011).

Fulton, L., Institute for Operations Research and Management Science Annual Meeting, "A Discrete Event Simulation of Future Aerial Vehicles," INFORMS, Charlotte, NC. (November 16, 2011).

[INFORMS 2011-1.pdf](#)

Fulton, L., Berkshire, S. D., Ivanitskaya, L. S., Musal, R., Great Lakes Conference on Teaching and Learning, "Analysis and Demonstration of Computer Assisted Instruction in Statistics Classes," Central Michigan University, Mount Pleasant, MI. (May 12, 2011).

[FINAL-GLC-2011-Program-web-1.pdf](#)

Musal, R., Fulton, L., Wierschem, D., Southwest Decision Sciences Institute 2011, "Phishing for Spam: An Experimental Design," Decision Sciences Institute, Houston, TX. (March 10, 2011).

[abstract-1.docx](#)

[2011 swdsi-1.pdf](#)

Fulton, L. (Presenter & Author), McMaster, D. (Presenter Only), Philosophy Dialogue Series, "Sustainable Homes," Texas State University. (November 12, 2010).

[Building Tomorrows Homes Today \(3\)-1.ppt](#)

Additional Comments: We present a design of an innovative, 3100 square-foot, positive-energy house using next-decade technology. The house, currently under construction, will produce sufficient energy via innovative construction (including solar and geothermal) to return power to the electrical grid and to provide power for the owner's future Nissan Leaf. Water for the house derives solely from rainwater recapture and is purer than other sources in the region through use of multiple filtration units and ultraviolet rays. Construction techniques reduce trash to a single bin. The premium price per square foot is nominal, as the total estimate meets the comparables in the area.

Fulton, L., Mangelsdorff, A. David, Bewley, L., International Conference on Education, Research, and Innovation, "An Analysis of Statistics Education Technologies in Graduate Health and Business Administration," ICERI, Barcelona, Spain. (November 16, 2009).

[iceri2009-1.JPG](#)

Additional Comments:

http://www.iated.org/iceri2009/Conference_Programme_web.pdf

Fulton, L., Shahbaz, B., Army Operations Research Symposium, "Medical Casualty Estimation Using Two-Sided Combat Tables and Monte-Carlo Simulation," AORS, Fort Lee, VA. (October 14, 2009).

[090909-1.pptx](#)

Additional Comments:

http://www.almc.army.mil/OLD/AORS/session_topics.htm

Fulton, L., McMurry, P., Institute for Operations Research and Management Science Western Regional Conference, "Optimization of Army Medical Department Personnel Accessions," Institute for Operations Research and Management Science. (April 24, 2009).

[2009 western informs-1.pdf](#)

Fulton, L., Perry, M., Wood, S., Bewley, L., Institute for Operations Research and Management Science Military Applications Symposium, "Engineering Medical Capability for the New Combat Support Hospital," Institute for Operations Research and Management Science. (April 6, 2009).

[Engineering Medical Capability for the New Combat Support-1.ppt](#)
[informs mas 2009-2.pdf](#)

Fulton, L., Lasdon, L., McDaniel, R., Institute for Operations Research and Management Science Military Applications Symposium, "Two-Stage Stochastic Optimization for the Allocation of Medical Assets in Stability Operations," Institute for Operations Research and Management Science. (April 6, 2009).

[Two-Stage Stochastic Optimization for the-1.pptx](#)
[informs mas 2009-1.pdf](#)

Fulton, L., Army Medical Specialist Corps Research Conference, 2008, "Power and Sample Size," Army Medical Specialist Corps, Fort Sam Houston, TX. (April 2008).

[power-1.ppt](#)

3. Consultancies:

For Profit Organization, FootJoy (\$40,000 renewable annually), Boston, MA, United States. (September 2019).

Government, Medical Evacuation Propensity Directorate. (December 2010 - February 2019).

For Profit Organization, FootJoy (\$15,000). (September 2018 - December 2018).

For Profit Organization, Airbus Helicopters, Grand Prairie, TX, United States. (January 2017 - December 2017).

Government, Nurse Anesthetist Program, Fort Sam Houston. (June 2013 - June 2016).

For Profit Organization, Sikorsky Helicopter, S-97 Helicopter. (February 2011 - June 2013).

Government, Center for AMEDD Strategic Studies, Army. (November 2012 - April 2013).

Academic, NIH Grant Consultant, Speech Pathology. (January 2010 - December 2012).

For Profit Organization, British Broadcasting Corporation. (May 2010 - December 2011).

Academic, NIH Grant Consultant, Research Readiness Self-Assessment. (September 2009 - September 2010).

5. Other Works not in Print:

c. Other Works Not in Print:

Keynote / Plenary Addresses:

Fulton, L., A/TA and Air Mobility Command Symposium, "Future of Vertical Lift Medical Evacuation Considerations," Air Mobility Command, Nashville, TN. (October 31, 2014).

[for ATA study sep 23 2014-2.pptx](#)
[2014 ata conference-1.pdf](#)

Paper Discussions:

Fulton, L. V., Northeast Decision Science International Annual Conference, "Identifying Potentially Fraudulent Reporting, A Veterans Health Administration Case Study," NEDSI, Springfield, MA. (March 2017).

[NEDSI2017-1.pdf](#)

Posters:

Fulton, L. V., 2018 College of Health Professions Research Forum, "Machine Learning Approaches for Identification of Alzheimer's Disease using Social Determinants & Imagery," College of Health Professions. (April 11, 2018).

[brain 9-2.pdf](#)

Fulton, L. V., 2018 Health Scholar Showcase, "Machine Learning Approaches for Identification of Alzheimer's Disease using Social Determinants & Imagery," Texas State. (February 23, 2018).

[brain 9-1.pdf](#)
[conf4-1.pdf](#)

Gao, R., Berkshire, S., Hemanson, P., Fulton, L. V., 2016 AUPHA Annual Meeting, "Predicting Intention to Use Evidence-based Management among the U.S. Healthcare Administrators," AUPHA, Kansas City, MO. (June 23, 2016).

[2016 AUPHA Poster Award-1-1.pdf](#)

Kinsler, R., Baranzi, K., Lee, J., Fulton, L., Hatzfeld, J., 2015 Military Health System Research Symposium, "Enroute Care - Analysis of Two Surveys Examining Enroute Care Technologies, Platforms, and Space Requirements," Department of Defense. (August 2015).

[MHSRS Poster 2015 KINSLER MHSRS-15-0609-1.pptx](#)

Ivanitskaya, L. (Presenter & Author), Albee, P. (Presenter & Author), Fulton, L. (Presenter Only), Medicine 2.0, "An Adaptive EHealth Information Literacy Assessment for Pre-Professional Health Students," Harvard University, Boston, MA. (September 16, 2012).

[medicine 2-1.pdf](#)

Alvarez, M. R., Kerr, B., Burtner, J., Ledlow, G., Fulton, L., American Long-Term Care Association's Annual Clinical Conference, "Chief Nursing Officer Preferences when Utilizing Outsourced Nurses in LTACH," ALTCA, Dallas, TX. (May 17, 2012).

[ALTHA poster CNO preferences-1.pptx](#)

Alvarez, M. Raymond, Kerr, B., Burtner, J., Ledlow, G., Fulton, L., American Long-Term Care Association's Annual Clinical Conference, "Outsourced Nursing Levels and Effects on LTACH Quality Outcomes," ALTCA, Dallas. (May 17, 2012).

[ALTHA poster outsourcing effects-1.pptx](#)

Fulton, L., Army Aviation Association of America (AAAA) Annual Meeting, "Future of Vertical Lift-Medical Evacuation Considerations," Army Aviation Association of America, Nashville, TN. (April 1, 2012).

[AAA-1.pdf](#)

Silvernail, T., Coates, H., Fulton, L., Mary Lipscomb Hamrick Research Course, "Analysis of the Effectiveness of the Recent Army Captain Retention Bonus," Army Medical Department, Fort Sam Houston, TX. (March 6, 2009).

[hambrick-1.pub](#)

Fulton, L., Mangelsdorff, A. D., Wood, S., Bewley, L., Mary Lipscomb Hamrick Research Course, "The Marginal Utility of Health Expenditures," Army Medical Department, Fort Sam Houston, TX. (March 6, 2009).

[hambrickversion3-1.pub](#)

Mangelsdorff, A. D., Coppola, M. N., Bewley, L., Fulton, L., Association of University Programs in Health Administration Annual Conference,

"Evidence-based Educational Outcomes and Core Competencies: The Army-Baylor University MHA Program," Association of University Programs in Health Administration, Washington, DC. (June 2008).

[4 all-1.ppt](#)

Additional Comments:

<http://www.aupha.org/files/public/AM09.Poster.Dave.Mangelsdorf f.pdf>

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Fulton, Lawrence V, Percent Contribution: 8.3%. FootJoy Support (Renewable Annually), Acushnet (Titleist & FootJoy), Private / Foundation / Corporate, \$40,000.00. Contract.

Additional Comments: Pending University Legal

Stigler, Paula Elaine (Principal), Percent Contribution: 20%, Rohde, Rodney E (Supporting), Percent Contribution: 10%, Fulton, Lawrence V (Supporting), Percent Contribution: 5%. Pilot Newborn Screening Program for Chagas, Mundo Sano, Private / Foundation / Corporate, \$376,209.00. (Submitted: December 30, 2018, Funded: June 15, 2019 - June 14, 2021). Gift.

[Newborn Screening Pilot Chagas Proposal 01012019-1.docx](#)

Fulton, Lawrence V. Hierarchical Time Series Forecasting of Demand for FootJoy, FootJoy (#1 Manufacturer of Golf Shoes), Private / Foundation / Corporate, \$15,000.00. (Submitted: June 2018, Funded: August 2018 - December 2018). Contract.

[footjoy2-1.pdf](#)

Fulton, Lawrence (Co-Principal), Johnson, Don, Loughren, Michael, Gegel, Brian, Burger, James, Budinich, Craig, Carne, Carrie. Effects of Vasopressin Administration in a Cardiac Arrest Model, Triservice Nursing Research Program, Federal, \$500,000.00. (Submitted: 2013, Funded: January 2014 - September 2017). Grant.

[Research News 2nd issue-1.pdf](#)

[NAVY-13-14\(2\) 15 October 2013-1.pdf](#)

Fulton, Lawrence. Contracted Statistician, FirstAuthor Speech Pathology Research, National Institutes of Health, Federal, \$1,000.00. (Funded: 2012). Contract.

Additional Comments: Travel only

Fulton, Lawrence V. Research Readiness Self-Assessment, National Institutes of Health, Federal, \$4,000.00. (Funded: January 2011). Contract.

[Selection of an Item Response Theory Model for the RRSA \(3\)-1.docx](#)

2. Submitted, but not Funded, External Grants and Contracts:

Smith, Katherine, Percent Contribution: 15%, Fulton, Lawrence V, Percent Contribution: 23%. A Culture of Health as a Corporate Citizenship Priority, Robert Woods Johnson Foundation, Private / Foundation / Corporate, \$250,000.00. Grant.

[submitted RWJ-1.pdf](#)

Dong, Zhijie, Fulton, Lawrence V, Zhan, F Benjamin. Spatial-temporal network analysis and optimal strategies for disruption of opioid crisis, MIRG, Texas State University, \$30,000.00. (Submitted: May 31, 2019). Grant.

[MIRG application-1.pdf](#)

Dong, Zhijie, Fulton, Lawrence V, Zhan, F Benjamin. Spatial-temporal network analysis and optimal strategies for disruption of opioid crisis, National Science Foundation, Federal, \$400,000.00. (Submitted: May 15, 2019). Grant.

[proposal draft_05142019 lvf-1.docx](#)

Delgado, Rigoberto (Principal), Percent Contribution: 14%, Stigler, Paula Elaine (Co-Principal), Percent Contribution: 14%, Almeida, Igor (Co-Principal), Percent Contribution: 14%, Maldonado, Rosa (Co-Principal), Percent Contribution: 14%, Betancourt, Jose Alberto (Co-Principal), Percent Contribution: 14%, Fulton, Lawrence V (Supporting), Percent Contribution: 14%, Hamer, Sarah (Supporting), Percent Contribution: 14%. Effective Surveillance and Early Infection Treatment of Chagas Disease for US Military Readiness, U.S. Department of Defense, Federal, \$2,831,107.00. (Submitted: December 21, 2018). Grant.

[Preview application 12.22.18_7.40p.m.-1.pdf](#)

Fulton, Lawrence V, Yan, Yan. Deep Learning Classification and Genotype-Phenotype Matching of Breast Cancer using Imagery, Clinical Data, and Social Determinants, Department of Defense, Federal, \$600,000.00. (Submitted: May 16, 2018). Grant.

[ProjectNarrative-1.pdf](#)

Ustinova, K, Ivanistkaya, L, Fulton, Lawrence V. NIH: A Drawing Test for Assessment of Bimanual Coordination in Patients with Stroke, NIH, Federal, \$100,000.00. (Submitted: 2013). Grant.

3. Funded Internal Grants and Contracts:

Fulton, Lawrence, Musal, Rasim, Wierschem, David. Phishing for Spam: An Experimental Design, Texas State University College Grant, State, \$800.00. (Funded: July 2011). Grant.

[800internal-1.pdf](#)

Fulton, Lawrence (Principal), Musal, Rasim. Phishing for Spam: An Experimental Design, Texas State University Research Enhancement University Grant, State, \$13,898.00. (Funded: July 2011). Grant.

[14kinternal-1.pdf](#)

Fulton, Lawrence V, Musal, Rasim. The Effects of Computer-Assisted Instruction and Variable Certification Requirements on Student Performance in Undergraduate Statistics Classes, Texas State University College Grant (McCoy School of Business), State, \$745.00. (Funded: July 2011). Grant.

[745internal-1.pdf](#)

4. Submitted, but not Funded, Internal Grants and Contracts:

Yan, Yan, Fulton, Lawrence V. Deep Learning for Breast Cancer using Imagery, Clinical Data, and Social Determinants, Texas State University, \$14,000.00. (Submitted: October 2018). Grant.

[REP_final-1.pdf](#)

Fulton, Lawrence V, Yan, Yan, Percent Contribution: 50%. Modeling Alzheimer's Disease Progression via CNN-RNN Deep Learning Strategy, Texas State, Texas State University, \$30,000.00. (Submitted: March 24, 2018). Grant.

[MIRG3-1.docx](#)

D. Scholarly / Creative Fellowships, Awards, Honors:

Award / Honor Recipient: Best Application of Theory Paper, Green Cities Conference ICN Business School, Nancy France.

January 2018 - June 2018

[2018 bestpaper-1.JPG](#)

[2018 green cities-1.pdf](#)

Award / Honor Recipient: Health Scholar Showcase Poster Award (\$5000), Texas State University.

January 2018 - April 2018

[2018 Health Scholar Showcase - Gallery _ Office of Research and Sponsored Programs _ Texas State University-1.pdf](#)
[translational health research award-1.pdf](#)

Award / Honor Recipient: 1st Place, College of Health Professions Research Forum (Poster), College of Health Professions.

January 2018 - March 2018

[1st place-1.JPG](#)

Additional Comments: Machine Learning Approaches for Identification of Alzheimer's Disease using Social Determinants & Imagery

Award / Honor Recipient: 2d Place, College of Health Professions Research Forum Poster Competition, College of Health Professions.

January 2018 - March 2018

2d place-1.JPG

Additional Comments: A Simulation of Rainwater Harvesting Design and Demand-Side Controls for Large Hospitals

Award / Honor Recipient: AUPHA Poster Presentation Award (2d Place).

June 2017

2017 AUPHA Poster Award-1.pdf

Award / Honor Recipient: INFORMS Koopman Prize (\$500), INFORMS.

August 2016

2016 Koopmans Prize Best Paper-1.JPG

Additional Comments:

<https://www.informs.org/Recognize-Excellence/Community-Prizes-and-Awards/Military-Applications-Society/Koopman-Prize>.

Award / Honor Recipient: AUPHA Poster Presentation (3d Place), AUPHA.

June 2016

2016 AUPHA Poster Award-1.pdf

Award / Honor Nominee: Best Contribution to Theory, International Decision Sciences Institute.

February 2013

Additional Comments: Nominated for best contribution to theory for auto-optimization algorithm

Award / Honor Recipient: Beta Gamma Sigma Honor Society, Beta Gamma Sigma.

October 2012

betagamma sigma-1.JPG

Additional Comments: Lifetime member. "Beta Gamma Sigma is the premier honor society recognizing business excellence. Lifetime members of the Society have earned the right to be considered the 'Best in Business.'" <http://www.betagammasigma.org/>

Award / Honor Recipient: Dean's Award for Scholarly / Creative Activity (Monetary), McCoy College of Business.

August 2012

schoalcreative-1.JPG

Additional Comments: Award recognizes scholarly contributions within the McCoy College of Business, Texas State University

Award / Honor Recipient: Deputy Commanding General of AMEDD (Two-Star General) Memorandum of Appreciation for Research, Army.

July 2012

2starnote-1.JPG

Additional Comments: Commendation letter sent by the Deputy Commanding General of the Army Medical Department for research conducted in support of the Army medicine.

Award / Honor Recipient: Research Award, Army-Baylor University.
2008

[research award-1.pdf](#)

Award / Honor Nominee: Barchi Award, Military Operations Research Society.
2006

Award / Honor Recipient: Distinguished Master Logistian Finalist Designation, Army, Command & General Staff College.
2000

[masterlog-1.JPG](#)

Award / Honor Nominee: Marshall Award, Command & General Staff College.
2000

Additional Comments: For superior scholarship, Command and General Staff College

Award / Honor Recipient: Boone Powell Award, Baylor University.
1998

[boonepowell-1.JPG](#)

Additional Comments: Best Graduate Management Project of the Baylor class

Award / Honor Recipient: Baylor Alumni Award, Baylor.
1997

[faculty award-1.jpg](#)

Award / Honor Recipient: Dewey Lutes Research Award, Baylor University.
1997

[deweylutes-1.JPG](#)

Award / Honor Recipient: Alumni Association Award, Baylor.
1996 - 1997

[alumniassociation-1.JPG](#)

Award / Honor Recipient: Foster G. McGaw Scholarship Award, AUPHA.
1996 - 1997

[fostermcgaw-1.JPG](#)

Award / Honor Recipient: Honor Graduate, Officer Advanced Course, Army.
1994

[hgadvancedcourse-1.JPG](#)

Award / Honor Recipient: Distinguished Honor Graduate, Medical Logistics Management Course, Army.

1992

[DHGMedLog1991-2.JPG](#)

Award / Honor Recipient: Distinguished Honor Graduate, Medical Logistics Management Course, Army.

1991

[DHGMedLog1991-1.JPG](#)

Award / Honor Recipient: Honor Graduate, Aviation Basic Course, Army.

1990

[honor grad-1.jpg](#)

Additional Comments: Exceeds course standards

Award / Honor Recipient: Distinguished Military Graduate, Department of the Army.

1987

[dmg-2.JPG](#)

Award / Honor Recipient: Magna Cum Laude, Texas State University.

1987

[magna cum laude-1.pdf](#)

Award / Honor Recipient: Outstanding Criminal Justice Senior, Texas State University.

1987

[outstanding cj student-1.JPG](#)

Award / Honor Recipient: Scholarship Award, Southwest Texas State University.

1987

[scholarship award-1.JPG](#)

Award / Honor Recipient: USAA Scholarship Award (\$1000), USAA.

1986

[USAA-1.JPG](#)

E. Scholarly / Creative Professional Development Activities Attended:

Conference Attendance, "Green Cities Conference," ICN Business School, Nancy, France. (June 27, 2018 - June 30, 2018).

[2018 green cities-1.pdf](#)

[conf3-8.pdf](#)

Course, "TeamSTEPPS 2.0 Fundamentals Couse," Department of Nursing. (May 1, 2018).

[teamstepps-1.JPG](#)

Conference Attendance, "American College of Healthcare Executives Congress," ACHE, Chicago, IL. (March 25, 2018 - March 29, 2018).

[conf2-5.pdf](#)

[ache-2.pdf](#)

Conference Attendance, "INFORMS Annual Meeting," Institute for Operations Research and Management Science, Houston, United States. (2017).

[informs 2017-1.pdf](#)

Conference Attendance, "Northeast Decision Sciences Institute Annual Conference," NEDSI, Springfield, MA, United States. (March 22, 2017 - March 25, 2017).

[NEDSI2017-1.pdf](#)

[conf3-9.pdf](#)

Conference Attendance, "Congress on Healthcare Leadership," American College of Healthcare Executives, Chicago, HI, United States. (March 2016).

[ache-3.pdf](#)

Conference Attendance, "World Conference on Quality and Improvement, 2015," American Society for Quality, Nashville, TN, United States. (May 4, 2015 - May 6, 2015).

[2015 world conference scan-1.pdf](#)

Conference Attendance, "American College of Healthcare Executives Congress," ACHE, Chicago, IL, United States. (March 15, 2015 - March 19, 2015).

[conf3-7.pdf](#)

[ache-4.pdf](#)

Conference Attendance, "Lean Six Sigma Conference," American Society for Quality, Phoenix, AZ, United States. (March 2, 2015 - March 3, 2015).

[conf3-5.pdf](#)

Additional Comments: <http://asq.org/conferences/six-sigma/2015/program/>

Conference Attendance, "European Decision Science Institute Conference (EDSI)," Decision Science Institute Conference, Denmark. (2014).

[Receipt-1.pdf](#)

Conference Attendance, "Aeromedical Evacuation En Route Medical Care Conference," U.S. Air Force. (October 30, 2014 - November 2, 2014).

[2014 ata conference-1.pdf](#)

Seminar, "Aggressively Improve Cost, Quality, and Throughput," American College of Healthcare Executives, Austin, TX, United States. (October 15, 2014 - October 16, 2014).

[ache-1.pdf](#)

[aggressively-1.pdf](#)

Continuing Education Program, "DC Special Flight Rules Area," FAA, Washington, DC, United States. (August 30, 2014).

[DC Special Flight Rules Area Course Completion-1.pdf](#)

Conference Attendance, "European Decision Sciences Institute," DSI, Kolding, Denmark. (July 1, 2014 - July 2, 2014).

[conf3-1.pdf](#)

Conference Attendance, "INFORMS Healthcare Conference," INFORMS, Chicago, IL. (June 2014).

[conf3-4.pdf](#)

Self-Study Program, "Do The Right Thing: Decision Making for Pilots," Air Safety Institute. (2013).

[do the right thing-1.pdf](#)

Self-Study Program, "Positive Aircraft Control," Federal Aviation Administration. (2013).

[positive AC control-1.pdf](#)

Seminar, "Public Benefit Flying Online Course," Air Safety Institute. (2013).

[public benefit flying-1.pdf](#)

Conference Attendance, "INFORMS Annual Conference, 2013," Minneapolis, MN. (October 6, 2013 - October 9, 2013).

[conf2-3.pdf](#)

Conference Attendance, "International Decision Sciences Institute Conference," DSI, Bali, Indonesia. (July 2013).

[all conference CDs-1.pdf](#)

[13th idsi-1.pdf](#)

[conf3-3.pdf](#)

Continuing Education Program, "IACUC and Swine Training," Air Force Laboratory, San Antonio, TX. (July 2013).

Conference Attendance, "INFORMS Healthcare Conference," INFORMS, Chicago, IL. (June 23, 2013 - June 25, 2013).

[2013 informs health-1.pdf](#)

Conference Attendance, "American Society for Quality World Conference on Quality," American Society for Quality, Indianapolis, IN. (May 2013).

[2013 world conference-1.pdf](#)

[conf3-2.pdf](#)

Conference Attendance, "American Society for Quality Lean Six Sigma Conference," American Society for Quality, Phoenix, AZ. (March 2013).

[2013 Lean Six Conference-1.pdf](#)

[conf2-6.pdf](#)

Conference Attendance, "Winter Simulation Conference," Berlin, Germany. (December 9, 2012 - December 12, 2012).

[wintersim-1.pdf](#)

[conf2-1.pdf](#)

Conference Attendance, "AutumnSim," Society for Modeling & Simulation International. (October 28, 2012 - October 31, 2012).

[2012 autumn sim-1.pdf](#)
[conf2-2.pdf](#)

Conference Attendance, "Joint Statistics Meeting," American Statistical Society, San Diego, CA. (April 2012).

[jsm2012-1.pdf](#)
[conf2-4.pdf](#)

Tutorial, "Adobe Connect Tutorial," Texas State University, San Marcos, TX. (March 8, 2012).

Conference Attendance, "Institute for Operations Research & Management Science Annual Meeting," INFORMS, Charlotte, NC. (November 12, 2011 - November 17, 2011).

[informs 2011-1.pdf](#)
[conf1-7.pdf](#)

Conference Attendance, "Joint Statistics Meeting," American Statistical Association, Miami Beach, FL. (July 30, 2011 - August 5, 2011).

Conference Attendance, "Joint Statistics Meeting," American Statistical Association. (July 30, 2011 - August 4, 2011).

[2011 JSM-1.pdf](#)
[conf1-6.pdf](#)

Conference Attendance, "International Federation of Operational Research Societies," IFORS, Melbourne, Australia. (July 11, 2011 - July 15, 2011).

[conf1-9.pdf](#)

Conference Attendance, "European Decision Sciences Institute," DSI, Wiesbaden, Germany. (June 23, 2011 - June 26, 2011).

[conf1-5.pdf](#)

Continuing Education Program, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (September 2010 - May 2011).

Workshop, "MultiCultural Curriculum," Texas State University, San Marcos, TX. (May 16, 2011 - May 20, 2011).

[multicultural-1.pdf](#)

Conference Attendance, "Northeast Decision Sciences Institute," Decision Sciences Institute, Montreal. (April 14, 2011 - April 16, 2011).

[all conference CDs-2.pdf](#)
[nedsi 2011-1.pdf](#)
[conf1-4.pdf](#)

Conference Attendance, "23rd Annual Quality Management Division Conference," American Society for Quality, Orlando, FL. (March 2011).

Conference Attendance, "Southwest Decision Sciences Institute (Federation of Business Disciplines)," Decision Sciences Institute, Houston, TX. (March 2011).

[all conference CDs-4.pdf](#)

[2011 swdsi-1.pdf](#)

[conf1-8.pdf](#)

"Great Lakes Conference on Teaching & Learning." (2010).

[great lakes 2010-1.pdf](#)

[conf1-3.pdf](#)

Conference Attendance, "Joint Statistics Meeting," American Statistical Association, Vancouver, Canada. (July 31, 2010 - August 6, 2010).

[2010 JSM-1.pdf](#)

[2010 jsm 2-1.pdf](#)

[conf1-1.pdf](#)

Seminar, "Research Seminar, CDC Tour," Central Michigan University, Atlanta, GA. (June 2, 2010 - June 5, 2010).

[DHA709 2010 FOUR is best rating-1.pdf](#)

Conference Attendance, "International Decision Sciences Institute Conference." (2009).

[all conference CDs-3.pdf](#)

[conf1-2.pdf](#)

F. Media Recognition:

Internet, Texas State Digital Newsroom. (September 2019).

[mail footjoy-1.pdf](#)

Internet, University Marketing. (September 2019).

[Mail - Fulton Lawrence V - Outlook-1.pdf](#)

Additional Comments: Rainwater harvesting work.

Magazine, ORMS Today 44(1). (February 2016).

[koopman-1.pdf](#)

Additional Comments: Award of Koopman's Prize

<https://www.informs.org/ORMS-Today/Public-Articles/February-Volume-44-Number-1/Informs-News-2016-INFORMS-Subdivision-Awards>

Newspaper, San Antonio Express News. (March 23, 2012).

[Getting off the grid - San Antonio Express-News-1.pdf](#)

Newspaper, San Marcos Daily Record. (February 24, 2012).

[Daily Record Page11 2012-02-24-1.pdf](#)

TV, KSAT Television. (February 9, 2012).

[the-greenest-home-in-texas-1.pdf](#)

Additional Comments:

[https://cdnnapisec.kaltura.com/html5/html5lib/v2.66.1/mwEmbedFrame.php/p/1636891/uiconf_id/36216731/entry_id/1_ubzxhjpa?wid=_1636891&iframeembed=true&playerId=media-preview_0_1_ubzxhjpa&entry_id=1_ubzxhjpa&flashvars\[streamerType\]=auto%22](https://cdnnapisec.kaltura.com/html5/html5lib/v2.66.1/mwEmbedFrame.php/p/1636891/uiconf_id/36216731/entry_id/1_ubzxhjpa?wid=_1636891&iframeembed=true&playerId=media-preview_0_1_ubzxhjpa&entry_id=1_ubzxhjpa&flashvars[streamerType]=auto%22)

IV. SERVICE

A. Institutional

1. University:

Member, Suspensions Appeal Committee. (June 2019 - Present).

[Suspension-1.pdf](#)

Member, Materials Application Research Center (MARC). (October 27, 2018 - Present).

Judge, Undergraduate Research Competition. (April 26, 2019).

[undergrad research-1.pdf](#)

Guest Speaker, Difficult Dialogues: Success through Engagement, Leadership, and Social Change. (2016).

Member, Smart, Sustainable, Sensor Technology and Renewable Systems. (2012 - 2014).

Presenter, Environmental Service Committee. (2012).

Additional Comments: Presented proposal for the adoption of charging stations at Texas State

2. College:

Member, Buessler Event. (2015).

Member, MBA Task Force. (2013 - 2014).

Sponsor, Business Leadership Week. (2013 - 2014).

[businessleadershipweek-1.pdf](#)

Member, Ethics, Diversity, and Sustainability. (2012 - 2014).

Evaluator, Business Leadership Week Mini-Case Competition Evaluator. (2013).
[businessleadershipweek-2.pdf](#)

3. Department/School:

Program Director, BSHS. (January 2019 - Present).

Undergraduate Programs Director. (2019 - Present).

Program Director, Bachelor of Healthcare Administration Program Director. (June 2018 - Present).

Member, MBA HOM Admissions Committee. (2014 - 2017).

Member, MBA HOM Scholarship Committee. (2014 - 2017).

Undergraduate Advisor, Faculty Advisor, Association of Information Technology Professionals. (2012 - 2014).

Member, Faculty Selection Committee. (2012 - 2013).

Panel Advisor CIS Junior and Senior Forum. (2012).

Curriculum Committee. (2008 - 2010).

Member, Research Committee. (2008 - 2010).

Faculty Advisor. (2007 - 2010).

Accreditation Committee. (2009).

B. Professional:

Reviewer / Referee, Water (Journal). (2018 - Present).
[publons-1.pdf](#)

Reviewer, Journal Article, ACM Transactions on Modeling and Simulations. (April 2012 - Present).
[publons-2.pdf](#)

Additional Comments: Provide meaningful reviews for journal.

Reviewer, Journal Article, Healthcare Management Science. (2008 - Present).
[publons-3.pdf](#)

Reviewer, Journal Article, European Journal of Operational Research. (2007 - Present).
[publons-4.pdf](#)

Reviewer, Journal Article, Health Services Research. (2007 - Present).
[publons-5.pdf](#)

Reviewer, Journal Article, Military Medicine. (2006 - Present).
[publons-6.pdf](#)

Chair, Green Cities Conference Healthcare Track, Augsburg, Germany. (2019 - 2020).
[6. Track Chairs-7-16-19-1.pdf](#)

Member, CAHME Candidacy Committee. (2018 - 2019).

Speaker, Panel title: How AI is Changing the Business Landscape, Austin Technology Council CEO Summit, Austin, TX, United States. (October 28, 2019).
[ceo summit-1.pdf](#)

Speaker, AI & Blockchain Conference, Austin, TX, United States. (July 18, 2019).
[ai and blockchain-1.pdf](#)

Reviewer / Referee, Winter Simulation Conference, National Harbor, MD, United States. (March 2019 - June 2019).
[wintersiminvite-1.pdf](#)

Chair, Green Cities Conference, Poland. (January 2019 - May 2019).
[Green Digital Cities Conf-Entire Booklet-1.pdf](#)

Chair, Health Administration Track Chair Green Cities Conference, Nancy, France. (2017 - 2018).
[track chair-1.pdf](#)

Fellow, CAHME Accreditation Team. (2015 - 2017).
[fellow roster-1.pdf](#)

Reviewer, Journal Article, Armed Forces & Society. (2015 - 2017).
[publons-7.pdf](#)

Track Chair, 2017 Northeast Decision Sciences Institute Conference, VA, United States. (November 2016 - May 2017).
[2017 track chair-1.pdf](#)

Reviewer, Journal Article, Teaching Statistics. (January 2016 - December 2016).

Reviewer, Journal Article, Journal of Medical Internet Research. (2014 - 2016).

Committee Member, First World Congress and 2016 Asia Pacific DSI Conference.
(January 2016 - August 2016).

[apdsi-1.pdf](#)

Track Chair, 2016 Northeast Decision Sciences Institute Conference, VA, United States.
(November 2015 - May 2016).

[2016 track chair nedsi-1.pdf](#)

Fellow for Loma Linda University Accreditation Site Visit, CAHME Fellow for Loma Linda University Accreditation. (October 2015 - December 2015).

Additional Comments: Conduct accreditation visit for Loma Linda University's MHA program.

Proctor / Trainer, American Society for Quality. (2015).

[2015 Proctor-2.JPG](#)

Editorial Review Board Member, Association of Military Surgeons of the United States. (2010 - 2015).

Member, CAHME Site Visit, University of Arkansas, Little Rock, AR, United States. (July 2015 - October 2015).

Interaction with Industry, Institute for Operations Research & Management Science (CAP review), West Lake, TX, United States. (May 19, 2015 - May 23, 2015).

Proctor, Six Sigma Green Belt Certification, American Society for Quality, Round Rock, TX, United States. (April 30, 2015).

Additional Comments: Proctored Green Belt examination.

Chairperson, Association of Information Technology Professionals (AITP). (October 2014 - March 2015).

Track Organizer, North East Decision Sciences Institute, Track Organizer. (June 2014 - March 2015).

[nedsi track chair-1.pdf](#)

Reviewer, Conference Paper, 2015 INFORMS Computing Society Conference. (October 2014 - November 2014).

Chairperson, Association of Information Technology Professionals (AITP). (October 2013 - March 2014).

Track Organizer, North East Decision Sciences Institute, Philadelphia, PA, United States. (June 2013 - March 2014).

Additional Comments: Set up healthcare tracks for conference.

Co-Chair, INFORMS Annual Conference Joint Session (MAS/HAS/DAS): Decision Making in Military Healthcare. (2013).

[informs2013papersandchair-1.pdf](#)

Reviewer, Journal Article, BMC Health Services Research. (2012 - 2013).

Additional Comments: Reviewer for journal.

Editor, Journal Editor, Journal of Defense Modeling and Simulation. (2010 - 2013).

[jdms editor-1.pdf](#)

Book Reviewer (Listed in Journal), Armed Forces & Society (Journal). (May 1, 2011 - October 2013).

Reviewer, Conference Paper, Academy of Management, 73d Annual Meeting, Lake Bueno Vista, FL, United States. (January 2013 - August 2013).

Track Chair, International Decision Science Institute (IDSI), Bali, Bali, Indonesia. (September 2012 - July 2013).

[idsi chair reviewer-1.pdf](#)

Additional Comments: Coordinate submissions, coordinate reviews, review submissions, approve submissions, organize sessions, solicit session chairs.

Business Analytics Competition Coordinator, Association for Information Technology Professionals, Saint Louis, MO, United States. (October 2012 - April 2013).

Reviewer, Conference Paper, Academy of Management Meeting, 2013. (January 2013 - March 2013).

Additional Comments: Review papers.

Business Analytics Competition Coordinator, Association of Information Technology Professionals (AITP), San Antonio, TX. (October 2011 - April 2012).

[conf2-1.pdf](#)

Session Chair, Institute for Operations Research & Management Science, Charlotte, NC, United States. (November 30, 2010 - November 30, 2011).

[informs 2011 session chair-1.pdf](#)

[conf2-2.pdf](#)

Additional Comments: Session Chair for Operations Research in the Federal Government, Health Track.

Session Chair, International Federation of Operational Research Societies (IFORS) 19th Triennial Conference, Melbourne, Australia. (August 2010 - July 2011).

[chairifors-1.pdf](#)

Additional Comments: Organization Operations Research for Health Contingency Operations session.

Committee Chair, INFORMS Annual Conference. (2007).

Committee Member, Military Operations Research Society Working Group #23. (2006).

Officer, Vice President, Army-Baylor Alumni Association. (2000).

C. Community:

Speaker, San Marcos Academy, San Marcos, TX. (March 2019).

[san marcos academy-1.pdf](#)

Volunteer, Angel Flight Command Pilot, Bulverde, TX. (August 2013 - November 2018).

[angelflightev-1.pdf](#)

Additional Comments: Provided aeromedical transport pro bono.

Six Sigma Lecturer / Test Administrator, Texas State University, San Marcos, TX.

(January 2015 - April 2015).

[proctor-1.pdf](#)

Research Advisor, College of the Bahamas, Nassau. (October 2014 - December 2014).

Additional Comments: Provided research guidance for College of Bahamas MBA students.

Volunteer, New Braunfels Police Department Kops & Kids, New Braunfels, TX. (May 11, 2013 - May 2013).

Additional Comments: Volunteered to support Kops & Kids program for the New Braunfels community.

Officer, Treasurer, Steele High School Band, Cibolo, TX. (May 2010 - May 2011).

Additional Comments: Responsible for managing all financial transactions for a 240-member band.

Guest Speaker, Kiwanis, San Marcos, TX. (March 24, 2010).

Additional Comments: Discussed military deployment considerations.

Coach, SAYSAT Soccer, Cibolo, TX. (2007 - 2008).

Additional Comments: Coached youth soccer.

Committee Member, Dobie Middle School Science Fair, Cibolo, TX. (March 2008).

D. Organization Memberships:

American Society for Quality (ASQ). (2012 - Present).

[asq-1.pdf](#)

Army War College Alumni Association Life Member (AWC). (2008 - Present).

[awc-1.JPG](#)

Royal Statistical Society (RSS), Fellow CStat CSci. (2006 - Present).

[rss-1.pdf](#)

Institute for Operations Research and Management Science (INFORMS). (2005 - Present).

[informs-1.pdf](#)

American Statistical Association Member (AMSTAT). (2004 - Present).

[asa-1.pdf](#)

Association of Military Surgeons (AMSUS). (2004 - Present).

[amsus-1.pdf](#)

Military Aeromedical Evacuation Society Life Member (DUSTOFF Association). (2000 - Present).

[dustoff-1.JPG](#)

[dustoff2-1.JPG](#)

American College of Healthcare Executives, Fellow (FACHE). (1996 - Present).

[ache-1.pdf](#)

Aircraft Owners and Pilots Association (AOPA). (2012 - 2019).

Society for Simulation and Modeling International (SCS). (2011 - 2013).

INFORMS Military Applications Society (MAS). (2007 - 2010).

Military Operations Research Society (MORS). (2005 - 2010).

Mensa. (2000 - 2005).

[mensa-1.JPG](#)

E. Service Honors and Awards:

Award / Honor Recipient: CAHME Accreditation Fellow, Commission on the Accreditation of Healthcare Management Education.

October 2014 - October 2017

[CAHME-1.JPG](#)

Award / Honor Recipient: Northeast Decision Sciences Institute Service Award, NEDSI.

May 2017

[2017 DSI Service Award-1.JPG](#)

Award / Honor Recipient: Guest Coach, Texas Tech vs. Texas State University Football.
August 2012

Additional Comments: Nominated by student-athletes and selected by coaching staff to serve as a "Guest Coach" for support of students.

Award / Honor Recipient: Army Commendation Medal, Army.

2010

[arcom2010-1.JPG](#)

1998

[arcom1998-1.JPG](#)

1991

[arcom1991-1.JPG](#)

1990

[arcom1990-1.JPG](#)

Award / Honor Recipient: Legion of Merit, Department of Defense.

2010

[legionofmerit-1.JPG](#)

Award / Honor Recipient: Iraqi Campaign Medal, Department of Defense.

2007

[iraq2-2.JPG](#)

Award / Honor Recipient: Joint Meritorious Unit Citation, Department of Defense.

2007

[iraq2-1.JPG](#)

Award / Honor Recipient: Overseas Service Bar (x 2), Army.

2007

[iraq2-4.JPG](#)

Award / Honor Recipient: Overseas Service Medal, Army.

2007

[DD214andDD215-13.pdf](#)

2002

[DD214andDD215-14.pdf](#)

1991

[DD214andDD215-15.pdf](#)

1990

[iraq2-3.JPG](#)

Award / Honor Recipient: Bronze Star, Army.

2006

[bronzestar-1.JPG](#)

Award / Honor Recipient: Global War on Terrorism Service Medal, Department of Defense.

2002

[DD214andDD215-7.pdf](#)

Award / Honor Recipient: Meritorious Service Medal, Department of Defense.

2002

[MSM2002-1.JPG](#)

1996

[MSM1996-1.JPG](#)

1993

[msm1993-1.JPG](#)

Award / Honor Recipient: Korean Defense Service Medal, Department of Defense.

2001

[DD214andDD215-12.pdf](#)

Award / Honor Recipient: National Defense Service Medal, Department of Defense.

2001

[DD214andDD215-10.pdf](#)

1991

[DD214andDD215-11.pdf](#)

Award / Honor Recipient: Order of Military Medical Merit, Army Medical Department.

2001

[milmedmerit-1.JPG](#)

Award / Honor Recipient: Order of Saint Michael, Army Aviation Association of America.

2001

[orderofstmichael-1.JPG](#)

Award / Honor Recipient: Senior Aviator Badge, Army.

2000

[senioraviator-1.JPG](#)

Award / Honor Recipient: Upsilon Phi Delta, Association of University Programs in Health Administration.

2000

[evidence for UPD-1.pdf](#)

Additional Comments: Awarded for graduate students with > 3.5 GPA.

<https://www.aupha.org/main/resourcecenter/currentstudents/honorsociety>

Award / Honor Nominee: Marshall Award (Top Graduate), Command and General Staff College.

1999 - 2000

[marshall-1.JPG](#)

Award / Honor Recipient: Meritorious Service Medal.

1999

[msm1999_2-1.JPG](#)

Additional Comments: 2 of 2 in year

Award / Honor Recipient: Meritorious Service Medal, Army.

1999

[MSM1999-1.JPG](#)

Additional Comments: 1 of 2 in year

Award / Honor Recipient: Armed Forces Reserve Medal with X Device, Department of Defense.

1997

[DD214andDD215-8.pdf](#)

Award / Honor Recipient: Army Achievement Medal, Army.

1995

[aam1995-1.JPG](#)

1992

[aam1992-1.JPG](#)

1990

[aam1990-1.JPG](#)

Award / Honor Recipient: Certificate of Recognition Cold War Service, Department of Defense.

1985 - 1992

[coldwar-service-1.JPG](#)

Award / Honor Recipient: Air Medal, Achievement, Department of Defense.

1991

[airmedal12-2.JPG](#)

Award / Honor Recipient: Air Medal, Service, Department of Defense.

1991

[airmedal12-1.JPG](#)

Award / Honor Recipient: Kuwaiti Liberation Medal, Department of Defense.

1991

[DD214andDD215-3.pdf](#)

Award / Honor Recipient: Meritorious Unit Citation, Department of Defense.

1991

[DD214andDD215-16.pdf](#)

Award / Honor Recipient: Saudi Kuwaiti Liberation Medal, Department of Defense.

1991

[DD214andDD215-4.pdf](#)

Award / Honor Recipient: Southwest Asia Service Medal, Three Bronze Stars, Department of Defense.

1991

[DD214andDD215-2.pdf](#)

Award / Honor Recipient: Army Service Ribbon, Army.

1990

[DD214andDD215-9.pdf](#)

Award / Honor Recipient: Meritorious Unit Commendation, Department of the Army.

1990

[DD214-1.pdf](#)

[DD215-1.pdf](#)

Award / Honor Recipient: Expert Field Medical Badge, Army 2d US Infantry Division.

1989

[efmb-2.JPG](#)

Award / Honor Recipient: Parachutist Badge (Airborne), Army.

1988

[airborne-1.pdf](#)

Award / Honor Recipient: Aviator Badge, Army.

1987 - 1988

[aviatorbadge-1-2.JPG](#)

Award / Honor Recipient: Air Assault Badge, Army.

1987

[airassault-1.pdf](#)

Award / Honor Recipient: Distinguished Honor Graduate, Air Assault School, Army.

1987

[DHGAirAssault-1-2.JPG](#)

Award / Honor Recipient: Superior Cadet Award, Department of the Army.

1986 - 1987

[superiorcadet-1-2.JPG](#)

G. Service Professional Development Activities Attended:

Workshop, "CAHME Fellows Training and Refresher," CAHME, Online. (January 15, 2015).

[ROSTER CAHME FELLOWS 2014-2015\[2\]-1.doc](#)
[conf3-6.pdf](#)

Course, "Army War College," Army. (2007 - 2008).

[DD214andDD215-1.pdf](#)

Course, "Joint Medical Planners Basic & Advanced Courses." (2005).

[JMACBasic-1.JPG](#)
[JMACAdvanced-1.JPG](#)

Course, "Joint Planning Orientation Course," Joint Forces Staff College. (2005).

[JPOC-1.JPG](#)

Course, "Pre-Command Course," Army. (2000).

[precommandcourse-1.JPG](#)

"Command and General Staff College," Army, Ft. Leavenworth, MO, United States.
(1999 - 2000).

[cgsc-1.JPG](#)

Course, "Health Care Administration Course," Army. (1997).

[hcacourse-1.JPG](#)

Course, "Army Medical Department Officer Advanced Course," Army. (1994).

[hgadvancedcourse-1.JPG](#)

Course, "Combined Arms and Services Staff School," Department of the Army. (1994).

[cass3-1.JPG](#)

[cass3_2-1.JPG](#)

Course, "Medical Logistics Management Course," Army, Fort Sam Houston, TX, United States. (1991).

[medlog1991-1.JPG](#)

Course, "Aeromedical Evacuation Officers Course." (1990).

[aeroevac1990-1.JPG](#)

Course, "Airborne Course," Army. (1988).

[airborne-1.JPG](#)

Course, "UH-60 Aircraft Qualification Course," Ft. Rucker, AL, United States. (1988).

[UH60-1.JPG](#)

Course, "Initial Entry Rotary Wing Training," Department of Defense, Ft. Rucker, AL, United States. (1987 - 1988).

[flightschool-1.JPG](#)

Course, "Air Assault School," Army. (1987).

[airassault87-1.JPG](#)

Course, "Aviation Officer Basic Course," Army. (1987).

[DD214andDD215-2.pdf](#)

TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. David L. Gibbs Title: Assistant Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
PHD	2015	Texas State University	Education- Adult, Professional and Community	Constructing requirements: A qualitative study of challenges encountered during requirements elicitation for information systems
MS	2005	Calif State Univ - East Bay	Education	Lessons learned from first attempts at course web sites
BS	1989	East Tennessee State University	Computer Science	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Comments</i>	<i>Dates</i>
Assistant Professor, Health Information Management	Texas State University. San Marcos, TX		August 2015 - Present
Visiting Instructor, Computer Science	University of the Pacific. Stockton, CA		August 2002 - May 2004

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
Account Chief Technologist (Military Healthcare)	Enterprise Services, Hewlett Packard, Austin, TX		January 2014 - August 2015
Information Systems Architect (Military Healthcare)	Enterprise Services, Hewlett Packard, Austin, TX		June 2004 - January 2014

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
Technology Instructor and Consultant	David L. Gibbs, Inc.		February 1999 - June 2004
Director of Consulting Services	Sessionware, Campbell, CA		October 1996 - February 1999
Senior Systems Engineer (Instructor)	QuickStart Technologies, Santa Clara, CA		July 1995 - October 1996
Computing Analyst	Lockheed Martin Energy Systems, Oak Ridge, TN		August 1985 - July 1995

E. Other Professional Credentials (licensure, certification, etc.)

Certified Professional in Health Informatics (CPHI), American Health Information Management Association (AHIMA). (December 22, 2016 - Present).

Certified in Healthcare Privacy and Security (CHPS), American Health Information Management Association (AHIMA). (March 14, 2016 - Present).

Certificate of Cloud Security Knowledge (CCSK), Cloud Security Alliance (CSA). (June 26, 2013 - Present).

Healthcare Information Technology Technician (HIT), Computing Technology Industry Association (CompTIA). (February 18, 2013 - Present).

Certified Professional in Healthcare Information and Management Systems (CPHIMS), Healthcare Information and Management Systems Society (HIMSS). (February 22, 2011 - Present).

Certified Information Systems Security Professional (CISSP), International Information Systems Security Certification Consortium (ISC)2. (December 2009 - Present).

Certificate in Online Teaching and Learning, California State University - East Bay. (January 2001 - Present).

Microsoft Certified Systems Engineer (MCSE), Microsoft. (September 1995 - Present).

Certified Technical Trainer (CTT), Chauncey Group. (June 1995 - Present).

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Recipient: Alpha Chi Favorite Professor, Alpha Chi National College Honor Society.

April 12, 2019
April 21, 2017

Award / Honor Nominee: 2017 Teaching Award of Honor, Texas State Alumni Association.

July 12, 2017

B. Courses Taught:

Texas State University:

HA 3340 - MGT HLTH INFO SYST
HIM 3310 - FUNDAMENTALS HI SY
HIM 3311 - INFORMAT ANALYTICS
HIM 3463 - INTRO TECHNCL HIM
HIM 4383 - SEMINAR IN HIM
HIM 5340 - HLTHCR INFORMATICS
HIM 5341 - TERMINOLOGIES
HIM 5390 - LEADERSHIP HIM
HIM 5399A - THESIS
HIM 5399B - THESIS

University of the Pacific:

COMP 23 - Computer Concepts and Applications
COMP 25 - Computers and Information Processing

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Supervisor / Chair, Master's Thesis, "An exploratory study of physician perspectives regarding telemedicine and patient health outcomes", Status: In Progress. (April 2017 - Present). Health Information Management, Texas State University.
Student(s): Sylvia Benitez, Graduate, MHIM.

Member, Master's Thesis, "Health Care Analytics: Modeling Behavioral Risk Factors Associated with Disease", Status: Completed. (August 2018 - March 2019). Health Information Management, Texas State University.
Student(s): Elena Gritsenko, Graduate, MHIM.

Member, Master's Thesis, "An Empirical Study Analyzing Threat Perceptions in the Context of Fitness Data: Refining the Threat Calculus in Technology Threat Avoidance Theory", Status: Completed. (August 2016 - May 2018). Health Information Management, Texas State University.
Student(s): Sara Boysen, Graduate, MHIM.

D. Courses Prepared and Curriculum Development:

HIM 5340 Healthcare Informatics, First Time Course Preparation, Texas State University. Approved: June 2017 - December 2017.

HA 3340 Management of Health Information Systems, First Time Course Preparation, Texas State University. Approved: March 2017 - August 2017.

HIM 3311 Health Informatics, Analytics and Data Use, First Time Course Preparation, Texas State University. Approved: October 2016 - January 2017.

HIM 4383 Seminar in Health Information Management, First Time Course Preparation, Texas State University. Taught: January 2016 - May 2016.

HIM 3310 Fundamentals of Health Information Systems, First Time Course Preparation, Texas State University. Taught: August 2015 - December 2015.

HIM 3463 Introduction and Technical Aspects of HIM, First Time Course Preparation, Texas State University. Taught: August 2015 - December 2015.

HIM 5390 Contemporary Leadership Principles for HIM, New Course, Texas State University. Approved: January 2016 - August 2016.

HIM 5341 Healthcare Terminologies and Vocabularies, New Course, Texas State University. Approved: August 2015 - May 2016.

HIM 5390 Contemporary Leadership Principles for HIM, New Course, Texas State University. Taught: August 2016 - December 2016.

HIM 5341 Healthcare Terminologies and Vocabularies, New Course, Texas State University. Taught: May 2015 - August 2016.

HIM 5340 Healthcare Informatics, Revise Existing Course, Texas State University. Approved: June 2018 - December 2018.

HIM 3310 Fundamentals of Health Information Systems, Revise Existing Course, Texas State University. Taught: June 2018 - August 2018.

HIM 3311 Health Informatics, Analytics, and Data Use, Revise Existing Course, Texas State University. Taught: January 2018 - May 2018.

F. Other:

Guest Lecture, PT 7370 Clinical Education I, Department of Physical Therapy. 40. (June 3, 2019).

Guest Lecture, HIM 3380, Department of Health Information Management. (February 13, 2018).

Guest Lecture, HIM 3310, Department of Health Information Management. (November 8, 2017).

Guest Lecture, HA 3315 Panel on Health Professions, School of Health Administration. (April 5, 2017).

Guest Lecture, HIM 3310, Department of Health Information Management. (November 18, 2015).

G. Teaching Professional Development Activities Attended

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Orlando, FL. (February 11, 2019 - February 15, 2019).

Seminar, "AHIMA's Vision for Transformation and 2019 Strategic Plan," American Health Information Management Association (AHIMA). (November 15, 2018).

Conference Attendance, "AHIMA Convention and Exhibit 2018," American Health Information Management Association (AHIMA), Miami, FL. (September 22, 2018 - September 26, 2018).

Workshop, "Quality Matters - Designing Your Online Course," Texas State University Office of Distance and Extended Learning, San Marcos, TX. (August 21, 2018).

Conference Attendance, "AHIMA Assembly on Education (AOE)," American Health Information Management Association (AHIMA), Indianapolis, IN. (July 30, 2018 - August 1, 2018).

Conference Attendance, "AHIMA Faculty Development Institute (FDI)," American Health Information Management Association (AHIMA), Indianapolis, IN. (July 29, 2018).

Continuing Education Program, "HIMSS Austin Chapter Meeting," Health Information and Management Systems Society (HIMSS), Austin, TX. (July 10, 2018).

Conference Attendance, "TxHIMA Annual Convention," Texas Health Information Management Association (TxHIMA), Austin, TX. (June 24, 2018 - June 26, 2018).

Continuing Education Program, "HIMSS Austin Chapter Meeting," Health Information and Management Systems Society (HIMSS), Austin, TX. (May 8, 2018).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Las Vegas, NV. (March 5, 2018 - March 9, 2018).

Conference Attendance, "Annual Meeting," Consortium of Baccalaureate and Graduate Health Informatics & Information Management Educators, Lafayette, LA. (March 1, 2018 - March 2, 2018).

Conference Attendance, "AHIMA Convention and Exhibit 2017," American Health Information Management Association (AHIMA), Los Angeles, CA. (October 2, 2017 - October 11, 2017).

Conference Attendance, "AHIMA Assembly on Education (AOE)," American Health Information Management Association (AHIMA), Anaheim, CA. (July 31, 2017 - August 2, 2017).

Conference Attendance, "AHIMA Faculty Development Institute (FDI)," American Health Information Management Association (AHIMA), Anaheim, CA. (July 29, 2017 - July 30, 2017).

Seminar, "Implementing IPE: Highlighting Best Practices," Interprofessoinal Education Collaborative, Online. (June 15, 2017).

Seminar, "HIM Reimagined Update," American Health Information Management Association (AHIMA), Online. (May 19, 2017).

Conference Attendance, "Texas State HIM Spring Leadership Conference," Texas State University, San Marcos, TX. (April 20, 2017).

Seminar, "LinkedIn and Glassdoor - Train the Trainer Session," Texas State University Career Services, San Marcos, TX. (March 27, 2017).

Seminar, "'Don't Click This' is Not a Security Strategy," Health Information and Management Systems Society (HIMSS), Online. (March 17, 2017).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Orlando, FL. (February 19, 2017 - February 23, 2017).

Seminar, "Leveraging Health IT to Improve Safety and Reduce Harm," Health Information and Management Systems Society (HIMSS), Online. (December 13, 2016).

Seminar, "HIM Reimagined: A Framework for Transforming Health Information Management," American Health Information Management Association (AHIMA). (November 16, 2016).

Seminar, "Engaging Patients Through Access to Their Medical Records," American Health Information Management Association (AHIMA). (November 15, 2016).

Seminar, "The Art of Virtual Storytelling," Texas State University, San Marcos. (November 7, 2016).

Seminar, "New AHIMA Certification in Health Informatics," American Health Information Management Association (AHIMA). (November 2, 2016).

Conference Attendance, "AHIMA Convention and Exhibit 2016," American Health Information Management Association (AHIMA), Baltimore, MD. (October 15, 2016 - October 19, 2016).

Continuing Education Program, "AHIMA Faculty Badge 2.0," American Health Information Management Association (AHIMA), Online. (June 2016 - August 2016).

Seminar, "The Medical Device Cybersecurity Challenge," Health Information and Management Systems Society (HIMSS), Online. (August 25, 2016).

Conference Attendance, "AHIMA Assembly on Education (AOE)," American Health Information Management Association (AHIMA), Denver, CO. (July 25, 2016 - July 27, 2016).

Conference Attendance, "AHIMA Faculty Development Institute (FDI)," American Health Information Management Association (AHIMA), Denver, CO. (July 24, 2016).

Continuing Education Program, "HIMSS San Antonio Chapter Meeting," Health Information and Management Systems Society (HIMSS), San Antonio, TX. (July 21, 2016).

Conference Attendance, "TxHIMA Annual Convention," Texas Health Information Management Association (TxHIMA), Galveston, TX. (June 26, 2016 - June 28, 2016).

Continuing Education Program, "HIMSS San Antonio Chapter Meeting," Health Information and Management Systems Society (HIMSS), San Antonio, TX. (June 16, 2016).

Continuing Education Program, "HIMSS San Antonio Chapter Meeting," Health Information and Management Systems Society (HIMSS), Austin, TX. (June 14, 2016).

Seminar, "International Graduate Students: Recruitment and Retention," American Health Information Management Association (AHIMA), Online. (May 25, 2016).

Seminar, "Medicare Access and CHIP Reauthorization Act of 2015: An Executive Overview of the Proposed Rule," Health Information and Management Systems Society (HIMSS). (May 17, 2016 - May 25, 2016).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (April 29, 2016).

Seminar, "HIM Spring Leadership Conference," Texas State University, San Marcos, TX. (April 21, 2016).

Seminar, "Faculty Showcase – Difficult student behaviors in an online course," Texas State University, San Marcos, TX. (April 8, 2016).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (April 1, 2016).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Las Vegas, NV. (February 29, 2016 - March 4, 2016).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (February 26, 2016).

Seminar, "Faculty Showcase: Using Student Pages in Lessons," Texas State University, San Marcos, TX. (February 19, 2016).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (January 29, 2016).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (November 20, 2015).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (October 30, 2015).

Workshop, "Zoom Training," Texas State University, San Marcos, TX. (October 2, 2015).

Conference Attendance, "AHIMA Convention and Exhibit 2015," American Health Information Management Association (AHIMA), New Orleans, LA. (September 26, 2015 - September 30, 2015).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (September 25, 2015).

Workshop, "Mini Lecture Best Practices," Texas State University, San Marcos, TX. (September 18, 2015).

Workshop, "TRACS Lessons," Texas State University, San Marcos, TX. (September 11, 2015).

Continuing Education Program, "Polling – Ask Questions and Get Answers," American Health Information Management Association (AHIMA). (September 9, 2015).

Workshop, "TechSmith Relay Faculty Training," Texas State University, San Marcos, TX. (September 4, 2015).

Workshop, "TRACS Assessments," Texas State University, San Marcos, TX. (September 4, 2015).

Workshop, "Hybrid Course Teaching Experiences," Texas State University, San Marcos, TX. (August 31, 2015).

Workshop, "Program for Excellence in Teaching and Learning," Texas State University, San Marcos, TX. (August 28, 2015).

Workshop, "TRACS Gradebook," Texas State University, sa, TX. (August 28, 2015).

Workshop, "Adobe Connect Training," Texas State University, San Marcos, TX. (August 27, 2015).

Workshop, "New Tenure-track Faculty Orientation," Texas State University, San Marcos, TX. (August 19, 2015).

Workshop, "Beginning TRACS," Texas State University, San Marcos, TX. (August 18, 2015).

Workshop, "New Faculty Orientation," Texas State University, San Marcos, TX. (August 18, 2015).

Conference Attendance, "AHIMA Assembly on Education (AOE)," American Health Information Management Association (AHIMA), Austin, TX. (July 20, 2015 - July 22, 2015).

Conference Attendance, "AHIMA Faculty Development Institute (FDI)," American Health Information Management Association (AHIMA), Austin, TX. (July 19, 2015).

Conference Attendance, "TxHIMA Annual Convention," Texas Health Information Management Association (TxHIMA), San Marcos, TX. (June 28, 2015 - June 30, 2015).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Chicago, IL. (April 12, 2015 - April 16, 2015).

Continuing Education Program, "Alamo ISSA Quarterly Meeting," Alamo Information Systems Security Association (ISSA), San Antonio, TX. (February 2015).

Conference Attendance, "Texas Regional HIMSS Conference," Texas Chapter Health Information and Management Systems Society (HIMSS), Austin, TX. (February 18, 2015 - February 20, 2015).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Orlando, FL. (February 23, 2014 - February 27, 2014).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Las Vegas, NV. (February 20, 2012 - February 24, 2012).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Orlando, FL. (February 20, 2011 - February 24, 2011).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Atlanta, GA. (March 1, 2010 - March 4, 2010).

Workshop, "CISSP Certification Course," Logical Security, San Antonio, TX. (2009).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Chicago, IL. (April 4, 2009 - April 9, 2009).

Workshop, "Windows 2008 Academy," Hewlett Packard, Houston, TX. (2008).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Orlando, FL. (June 2, 2008 - June 6, 2008).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), Orlando, FL. (February 24, 2008 - February 28, 2008).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), New Orleans, LA. (February 25, 2007 - March 1, 2007).

Conference Attendance, "HIMSS Annual Conference & Exhibition," Health Information and Management Systems Society (HIMSS), San Diego, CA. (February 12, 2006 - February 16, 2006).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Dallas, TX. (June 1, 2003 - June 6, 2003).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, New Orleans, LA. (April 9, 2002 - April 13, 2002).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Atlanta, GA. (June 17, 2001 - June 21, 2001).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Orlando, FL. (June 5, 2000 - June 9, 2000).

Workshop, "Designing Instruction Workshop," Friesen, Kaye, and Associates, San Francisco, CA. (1999).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Dallas, TX. (May 21, 1999 - May 28, 1999).

Conference Attendance, "Windows NT 5 Deployment Conference," Microsoft, San Jose, CA. (1998).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, New Orleans, LA. (June 1, 1998 - June 5, 1998).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Orlando, FL. (May 5, 1997 - May 9, 1997).

Conference Attendance, "Microsoft Exchange Conference," Microsoft, Austin, TX. (1996).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, Los Angeles, CA. (April 15, 1996 - April 19, 1996).

Workshop, "Instructional Techniques Workshop," Friesen, Kaye, and Associates, Atlanta, GA. (1995).

Conference Attendance, "Microsoft TechEd Conference," Microsoft, New Orleans, LA. (March 27, 1995 - March 31, 1995).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Refereed:

Gibbs, D., Staggers, N., Nelson, R., & Hoffman, A. (2017). Privacy and Security (invited, peer reviewed). In R. Nelson & N. Staggers (Eds.), *Health Informatics: An Interprofessional Approach* (2nd ed., pp. 436–454). St. Louis, MO: Elsevier. Retrieved from <https://evolve.elsevier.com/cs/product/9780323402316>

2. Articles:

a. Refereed Journal Articles:

Wang, T., & Gibbs, D. L. (Accepted / In Press). A framework for performance comparison among major EHR systems. *Perspectives in Health Information Management*.

Boysen, S., Hewitt, B. A., Gibbs, D. L., & McLeod, A. J. (Accepted / In Press). Refining the Threat Calculus of the Technology Threat Avoidance Theory. *Communication of the Association for Information Systems*.

Lalani, K. H., & Gibbs, D. L. (2018). Relevance of Interprofessional Education (IPE) for HIM Professionals. *Journal of American Health Information Management Association*, 89(10), 18–23. Retrieved from http://bok.ahima.org/doc?oid=302603#.W9tv_ZNKhPa

Gibbs, D., McLeod, A., & Lalani, K. (2017). Beware the Internet's Dark Side: What HIM Professionals and Patients Should Know About the Dark Web. *Journal of American Health Information Management Association*, 88(8), 30–33,52. Retrieved from <http://journal.ahima.org/>

Marc, D. T., Robertson, J., Gordon, L., Green-Lawson, Z. D., Gibbs, D., Dover, K., & Dougherty, M. (2017). What the Data Say About HIM Professional Trends. *Journal of American Health Information Management Association*, 88(5), 24–31. Retrieved from <http://bok.ahima.org/doc?oid=302104>

McLeod, A., Hewitt, B., Gibbs, D., & Kristof, C. (2017). Evaluating Motivation for the Use of an Electronic Health Record Simulation Game. *Perspectives in Health Information Management*, Spring, 1–19. Retrieved from <http://perspectives.ahima.org/evaluatingmotivation/>

Gibbs, D., Hewitt, B., & McLeod, A. (2016). The Gamification of Electronic Health Records: A Systematic Literature Review. *Educational Perspectives in Health Informatics and Information Management*, Spring, 1–12. Retrieved from <http://eduperspectives.ahima.org/the-gamification-of-electronic-health-records-a-systematic-literature-review/>

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

Gibbs, D. L. (Presenter), Lalani, K. H. (Co-Presenter), AHIMA Assembly on Education conference, "Enabling Interprofessional Education Among HIM and Other Disciplines," American Health Information Management Association (AHIMA), Sheraton, Atlanta, GA. (July 29, 2019).

Gibbs, D. L. (Presenter), AUPHA Academic Forum, "Electronic Health Record Systems as a Platform for Interprofessional Education across Healthcare Disciplines," Association of University Programs in Health Administration (AUPHA), Orlando Convention Center, Orlando, FL. (February 11, 2019).

Gibbs, D. L. (Presenter), Holly, B. D. (Research Assistant), TSAHP 2018 Fall Conference, "Electronic Health Record Systems as a Platform for Interprofessional Education," Texas Society of Allied Health Professions, UT Health Science Center, San Antonio, TX. (September 20, 2018).

Wang, T., Gibbs, D. L., TSAHP conference, "Performance Comparison Among Major EHR Systems," TSAHP, San Antonio, TX. (September 20, 2018).

Gibbs, D. L. (Presenter), Hewitt, B. A., McLeod, A. J., Morel, G., Koller, A., AHIMA Annual Convention and Exhibit, "A Survey of Online HIM Students Measuring Effectiveness of Video Feedback to Improve Connectedness," American Health Information Management Association (AHIMA), Los Angeles Convention Center, Los Angeles, CA. (October 8, 2017).

Gibbs, D. L. (Presenter), Hewitt, B. A., McLeod, A. J., Morel, G., Koller, A., AHIMA Assembly on Education conference, "Video Feedback: Increasing Connectedness with Online Learners," American Health Information Management Association (AHIMA), Anaheim Marriott, Anaheim, CA. (August 1, 2017).

Gibbs, D. L. (Presenter), 2017 Texas Regional HIMSS Conference, "Constructing Requirements: Improving Success of HIT Projects," Health Information and Management Systems Society (HIMSS), JW Marriott San Antonio Hill Country Resort, San Antonio, TX. (May 25, 2017).

Gibbs, D. L. (Presenter), HIMSS 2017 Conference and Exhibition, "Constructing Requirements to Improve HIT Project Success," Health Information and Management Systems Society (HIMSS), Orange County Convention Center, Orlando, FL. (February 22, 2017).

Gibbs, D. L. (Presenter), AHIMA Assembly on Education conference, "Constructing Requirements: What HIM Students Need to Know About Deploying Information Systems in the Real World," American Health Information Management Association (AHIMA), Hyatt Denver, Denver, CO. (July 25, 2016).

2. Invited Talks, Lectures, and Presentations:

Gandhi, K. (Instructional Designer), Morel, G. (Moderator), Harkins, L. T. (Panelist), Gibbs, D. L. (Panelist), National Distance Learning Week, "Fostering Instructor Presence in an Online Course," Texas State University Office of Distance and Extended Learning, Online. (November 7, 2018).

Gibbs, D. L., International Summer Program 2018, "Interprofessional Education (IPE): Essential for all Involved in Healthcare," Hochschule Hannover University of Applied Sciences and Arts, Hannover, Germany. (June 19, 2018).

Gibbs, D. L., TxHIMA District 17 Meeting, "Leadership vs. Management/Remote Staff," Texas Health Information Management Association Capital Area District, Austin Community College, Austin, TX. (April 20, 2018).

Marc, D. T. (Presenter), Robertson, J. (Co-author), Gordon, L. (Co-author), Green-Lawson, Z. D. (Co-author), Gibbs, D. L. (Co-author), Dover, K. (Co-author), Dougherty, M. (Co-author), AHIMA Foundation Research Network Monthly Meeting, "Analyzing Health Informatics and Information Management Professional Trends," Online. (June 15, 2017).

Gibbs, D. L., Texas State University Health Information Management Spring Conference, "Constructing Requirements for Health Information Systems," Texas State University, San Marcos, TX. (April 23, 2015).

Gibbs, D. L., Alamo ISSA Quarterly Meeting, "Healthcare Security," Alamo Information Systems Security Association, San Antonio, TX. (February 25, 2015).

Gibbs, D. L., Alamo Area HIM Association meeting, "Constructing Requirements for Health Information Systems," Alamo Area Health Information Management Association, San Antonio, TX. (February 7, 2015).

4. Workshops:

Gibbs, D. L., Dillard, T. L., Trad, M. L., Lozano, R. G., Spring IPE Faculty Workshop, "A Mini Course IPE Case Study for Radiation Therapy and Health Information Management Students," Texas State University College of Health Professions, San Marcos, TX. (May 7, 2019).

Stickley, L. A., Gibbs, D. L., Spring IPE Faculty Workshop, "Perceptions of Interprofessional Education in Physical Therapy and Health Information Management Students," Texas State University College of Health Professions, San Marcos, TX. (May 7, 2019).

Gibbs, D. L., McLeod, A. J., Hewitt, B. A., Faculty Showcase, "Video Feedback: Expand Your Options for Providing Student Feedback," Texas State University, San Marcos, TX. (October 28, 2016).

5. Other Works not in Print:

a. Works "submitted" or "under review":

Journal Articles:

Gibbs, K. A., Bachman, T. R., Patrick, R., Spivey, S. S., & Gibbs, D. L. (Submitted / Under Review). Early Integumentary Practice Expectations Experienced by Two Physical Therapist Graduate Cohorts. *Journal of Acute Care Physical Therapy*.

Stickley, L., & Gibbs, D. L. (Submitted / Under Review). Physical therapist and health information management students' perceptions of an on-line interprofessional educational experience. *Journal of Allied Health*.

b. Works "in progress":

Journal Articles:

Gibbs, D. L., & Holly, B. D. (In Preparation; Not Yet Submitted). Electronic Health Record Systems as a Platform for Interprofessional Education. *Journal of Allied Health.*

c. Other Works Not in Print:

Invited Blog Posts:

Gibbs, D. L., "Health Information ... There's a Degree for That?!", Health Information and Management Systems Society (HIMSS), HIMSS.org. (May 28, 2019).

Invited Podcasts:

Bharadwaj, S. (Presenter), Gibbs, D. L. (Presenter), Kroll, M. (Moderator), Healthcare Privacy and Security Podcast Episode #8, "World Password Day: Tips for Workforce Members to Keep Passwords Safe and Secure [Audio podcast]," HIMSS Privacy and Security Committee, Online. (May 2, 2016).

Bharadwaj, S. (Presenter), Gibbs, D. L. (Presenter), Kroll, M. (Moderator), Healthcare Privacy and Security Podcast Episode #7, "World Password Day: Tips for Organizations to Keep Passwords Safe and Secure [Audio podcast]," HIMSS Privacy and Security Committee, Online. (May 1, 2016).

Bharadwaj, S. (Presenter), Gibbs, D. L. (Presenter), Kroll, M. (Moderator), Healthcare Privacy and Security Podcast Episode #6, "World Password Day: Why we need good passwords [Audio podcast]," HIMSS Privacy and Security Committee, Online. (April 30, 2016).

Posters:

Gibbs, K. A. (Presenter), Bachman, T. R. (Co-Author), Patrick, R. (Co-Author), Spivey, S. (Co-Author), Gibbs, D. L. (Co-Author), Symposium on Advanced Wound Care, "Aligning Integumentary Education with Practice Expectations for Entry-Level Physical Therapists," HMP Communications, San Antonio, TX, United States. (2019).

Lozano, R. G., Dillard, T. L., Gibbs, D. L., Health Scholar Showcase, "Interprofessional Education: A Mini Course Case Study For Radiation Therapy and Health Information Management Majors," Texas State University, Translational Health Research Initiative, San Marcos, TX. (February 27, 2019).

Gibbs, K. A., H. L., S. B., C. B., S. C., R. G., B. W., Gibbs, D. L., 10th Annual Wound Care Congress, "Physical Therapy and Wound Management: Education, Practice, and Specialization," Colorado Springs, CO. (November 12, 2006).

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Gibbs, David L (Principal), Percent Contribution: 100%. Electronic Health Record Systems as a Platform for Interprofessional Education, Texas Society of Allied Health Professions, Private / Foundation / Corporate, \$1,500.00. (Submitted: May 30, 2017, Funded: September 25, 2017 - September 15, 2018). Grant.

2. Submitted, but not Funded, External Grants and Contracts:

Hewitt, Barbara A, Gibbs, David L. Bridging the Gap between Healthcare and Cyber Security: Bandaging the Hemorrhaging of Health Information., National Science Foundation, Federal, \$2,500,000.00. Grant.

Wang, Tiansai (Principal), Gibbs, David L (Co-Principal). Measuring Impact of the Project Management Office (PMO) on Corporate Social Responsibility (CSR), Project Management Institute, Private / Foundation / Corporate, \$50,000.00. (Submitted: April 12, 2017). Grant.

McLeod, Alexander (Principal), Hewitt, Barbara (Co-Principal), Gibbs, David (Co-Principal), Kristof, Caitlin (Supporting). CAP – EHRsim - Considering Gender and Ethnic Preferences in Gamification of Complex Learning Environments, National Science Foundation, Federal, \$50,000.00. (Submitted: March 2016). Grant.

3. Funded Internal Grants and Contracts:

Gibbs, David L (Principal), Percent Contribution: 100%. Electronic Health Record Systems as a Platform for Interprofessional Education, Texas State University Research Enhancement Program, Texas State University, \$8,000.00. (Submitted: October 23, 2017, Funded: January 1, 2018 - September 30, 2018). Grant.

E. Scholarly / Creative Professional Development Activities Attended:

Conference Attendance, "2019 Informatics Educators Forum," American Medical Informatics Association (AMIA), St. Louis, MO. (June 18, 2019 - June 20, 2019).

Seminar, "AUPHA Academic Research Forum 2019," Association of University Programs in Health Administration (AUPHA), Orlando, FL. (February 11, 2019).

Seminar, "Cyber-Analytics: Modeling Factors Associated with Healthcare Data Breaches," College of Health Professions Dean's Seminar, Round Rock, TX. (November 1, 2018).

Conference Attendance, "Privacy, Cybersecurity, and Information Governance Institute," American Health Information Management Association (AHIMA), Miami, FL. (September 22, 2018 - September 23, 2018).

Seminar, "2018 Verizon PHI Data Breach Report - Understand Your Cybersecurity Threats," Health Information and Management Systems Society (HIMSS), Online. (May 3, 2018).

Seminar, "AUPHA Academic Research Forum 2018," Association of University Programs in Health Administration (AUPHA), Las Vegas, NV. (March 5, 2018).

Seminar, "Case study of a breach in the health sector," InfraGard Cyber Health Working Group, Online. (February 22, 2018).

Conference Attendance, "Privacy and Security Institute," American Health Information Management Association (AHIMA), Los Angeles, CA. (October 7, 2017 - November 8, 2017).

Seminar, "The Journey to a Diagnosis: Tools and Tales," College of Health Professions Dean's Seminar, Round Rock, TX. (November 2, 2017).

Conference Attendance, "Texas Regional HIMSS Conference," Texas Chapter Health Information and Management Systems Society (HIMSS), San Antonio, TX. (May 25, 2017 - May 26, 2017).

Conference Attendance, "AERA Annual Meeting 2017," American Educational Research Association (AERA), San Antonio, TX. (April 27, 2017 - May 1, 2017).

Seminar, "Medical Device Security," InfraGard Cyber Health Working Group, Online. (March 30, 2017).

Conference Attendance, "Biomedical and Health Informatics (BHI) Conference," Institute of Electrical and Electronics Engineers (IEEE), Orlando, FL. (February 16, 2017 - February 18, 2017).

Seminar, "Update on the draft National Cyber Incident Response Plan (NCIRP) Effort," Health Information and Management Systems Society (HIMSS), Online. (December 13, 2016).

Seminar, "Professor to Professor: Balancing Work and Children," Texas State University, San Marcos. (November 7, 2016).

Seminar, "Respiratory Muscle Testing and Training," College of Health Professions Dean's Seminar, Round Rock, TX. (November 3, 2016).

Seminar, "FBI Hacking Presentation: Cyber Threats," InfraGard, San Antonio, TX. (August 9, 2016).

Seminar, "InfraGard Healthcare Special Interest Group Meeting," InfraGard, Online. (July 14, 2016).

Seminar, "Sharing Tactical Threat Information across the US," InfraGard Cyber Health Working Group, Online. (May 26, 2016).

Seminar, "Creating a Sound Proposal for HIMSS17: A Detailed Overview," Health Information and Management Systems Society (HIMSS). (May 10, 2016).

Seminar, "Fulbright: Overview of the process," Texas State University, San Marcos, TX. (April 20, 2016).

Seminar, "Ransomware: It's No Secret – Healthcare Is Vulnerable," Health Information and Management Systems Society (HIMSS). (April 13, 2016).

Seminar, "Telling Impactful Cybersecurity Stories with Data," Health Information and Management Systems Society (HIMSS), Online. (March 24, 2016).

Seminar, "Distance Education, Online Learning, and Scholarly Publishing: Expanding Your Scholarly Agenda," American Association for Adult and Continuing Education (AAACE). (March 22, 2016).

Seminar, "Transforming Good Ideas into Funded Research: Strategies for New Faculty and New Grant Seekers," Texas State University, San Marcos, TX. (February 25, 2016).

Seminar, "Fulbright All-Discipline Awards: What Are They," Texas State University, San Marcos, TX. (February 24, 2016).

Seminar, "Being a Scholar is More Than Being a Publisher," Texas State University, San Marcos, TX. (February 3, 2016).

Seminar, "Fulbright: A World of Opportunity," Texas State University, San Marcos, TX. (November 18, 2015).

Seminar, "Dean's Seminar," College of Health Professions Dean's Seminar, Round Rock, TX. (November 4, 2015).

Workshop, "Funding Your Research," Texas State University, San Marcos, TX. (September 24, 2015).

Seminar, "Enabling Digital Healthcare with Trusted Identities," Health Information and Management Systems Society (HIMSS), Online. (September 16, 2015).

Workshop, "Building Faculty Credentials and Documentation for Promotion," Texas State University, San Marcos, TX. (September 10, 2015).

Workshop, "Overview of the Research Enhancement Program," Texas State University, San Marcos, TX. (September 2, 2015).

IV. SERVICE

A. Institutional

1. University:

Member, Faculty Handbook Committee. (September 2017 - August 2020).

Member, College Research Enhancement Committee (CREC). (September 2018 - August 2019).

2. College:

Member, CHP Study Abroad and Study in America Committee. (September 2017 - Present).

Member, CHP Interprofessional Education (IPE) Committee. (September 2015 - Present).

Member, CHP Student Scholarship Committee. (September 2015 - Present).

Member, Faculty Search Committee: Radiation Therapy. (July 12, 2018 - August 2018).

3. Department/School:

Coordinator, Interprofessional Education. (September 2017 - Present).

Liaison, American Medical Informatics Association (AMIA). (September 2017 - Present).

Liaison, IEEE Computer Society and EMB Society. (September 2017 - Present).

Coordinator, Health Information and Management Systems Society (HIMSS) programs. (September 2015 - Present).

Member, MHIM Graduate Council. (September 2015 - Present).

Participant, Bobcat Days. (February 16, 2019).

Participant, Bobcat Days. (February 17, 2018).

Participant, AHIMA 2017 recruiting booth. (October 2, 2017 - October 11, 2017).

Participant, HIMSS 2017 recruiting booth. (February 19, 2017 - February 23, 2017).

Participant, AHIMA 2016 recruiting booth. (October 15, 2016 - October 19, 2016).

Participant, Health Professions Career Fair. (September 28, 2016).

Organizer, HIM Department IPE Video. (May 2016).

Participant, HIMSS 2016 recruiting booth. (February 29, 2016 - March 4, 2016).

Participant, Bobcat Days. (October 10, 2015).

Participant, College of Health Professions Scroll Ceremony. (October 3, 2015).

Participant, AHIMA 2015 recruiting booth. (September 26, 2015 - September 30, 2015).

B. Professional:

Reviewer / Referee, American Educational Research Association (AERA) Annual Meeting. (May 31, 2019 - Present).

Member, HIMSS Student and Early Careerists Task Force. (October 2018 - Present).

Reviewer / Referee, HIMSS Global Conference & Exposition. (June 21, 2018 - Present).

Reviewer / Referee, AHIMA Privacy and Security Institute. (January 8, 2018 - Present).

Member, AHIMA CEE HIM Reimagined (HIMR) Workgroup. (March 8, 2017 - Present).

Member, AHIMA Privacy and Security Institute Program Committee. (March 1, 2017 - Present).

Member, American Medical Informatics Association (AMIA) Education Working Group. (February 2017 - Present).

Member, InfraGard Cyber Health Working Group. (June 2016 - Present).

Member, AHIMA Foundation Research Network (AFRN). (September 2015 - Present).

Prepare / Grade Certification Exams, AHIMA Health Informatics Item Writing workgroup, Charleston, SC. (January 11, 2018 - March 10, 2018).

Reviewer / Referee, AHIMA Privacy and Security Institute, Las Vegas, NV. (April 7, 2017 - December 31, 2017).

Member, HIMSS Privacy and Security Committee. (July 1, 2015 - June 30, 2017).

Member, AHIMA Faculty Badge Development Team. (June 2016 - November 2016).

Reviewer / Referee, AHIMA Graduate Health Informatics Competencies Task Force. (August 2016).

Member, AHIMA Global Health Workforce Council - Maturity Model Task Group. (October 2015 - December 2015).

Moderator, HIMSS Virtual Briefing. (September 16, 2015).

C. Community:

Sector Chief, InfraGard Austin Healthcare and Public Health SIG, Austin, TX. (February 2018 - Present).

Member, Northeast Lakeview College, Information Technology Advisory Committee, Universal City, TX. (January 18, 2017 - Present).

Volunteer, Bluebonnet Volunteer Fire Department, Cedar Creek, TX. (April 2002 - May 2015).

Volunteer, Health Volunteers Overseas, Blantyre. (March 2012 - April 2012).

D. Organization Memberships:

American Medical Informatics Association (AMIA). (January 10, 2017 - Present).

American Educational Research Association (AERA). (December 2016 - Present).

InfraGard Cyber Health Working Group (CHWG). (June 2016 - Present).

American Association for Adult and Continuing Education (AAACE). (February 20, 2016 - Present).

National Center for Interprofessional Practice and Education (NCHIPE). (September 2015 - Present).

Texas Health Information Management Association (TxHIMA). (September 2015 - Present).

International Federation of Health Information Management Associations (IFHIMA). (August 2015 - Present).

American Health Information Management Association (AHIMA). (2015 - Present).

Online Learning Consortium (OLC). (2015 - Present).

Health Volunteers Overseas (HVO). (2012 - Present).

Health Information and Management Systems Society (HIMSS). (2007 - Present).

Pi Lambda Theta Honor Society in Education. (2007 - Present).

Association for Computing Machinists (ACM). (1993 - Present).

Institute of Electrical and Electronics Engineers (IEEE). (1993 - Present).

The Honor Society of Phi Kappa Phi. (1988 - Present).

Upsilon Pi Epsilon International Honor Society for the Computing and Information Disciplines. (1988 - Present).

Alpha Lambda Delta National Honor Society for First Year Students. (1985 - Present).

E. Service Honors and Awards:

Award / Honor Nominee: Nomination for Council for Excellence in Education (CEE), AHIMA Council for Excellence in Education (CEE) Nominating Committee.

February 5, 2018

G. Service Professional Development Activities Attended:

Workshop, "Social Media at Texas State," Texas State University, San Marcos, TX. (September 7, 2016).

Tutorial, "HIMSS Virtual Briefing Moderator Training," Health Information and Management Systems Society (HIMSS), Online. (September 9, 2015).

Workshop, "IEEE Central Texas Section Fall Meeting," Institute of Electrical and Electronics Engineers (IEEE), San Marcos, TX. (August 29, 2015).

Self-Study Program, "HIPAA Annual Refresher," Defense Health Agency, San Antonio, TX. (2014).

Seminar, "Agile meets DevOps," Institute of Electrical and Electronics Engineers (IEEE), Austin, TX. (2014).

Conference Attendance, "AFCEA Alamo Ace Conference," Armed Forces Communications and Electronics Association (AFCEA), San Antonio, TX. (October 2014).

Conference Attendance, "Gartner Symposium/ITxpo," Gartner, Orlando, FL. (October 2014).

Conference Attendance, "Defense Health Information Technology Symposium," Defense Health Agency, Orlando, FL. (August 28, 2014 - August 31, 2014).

Conference Attendance, "AFCEA Alamo Ace Conference," Armed Forces Communications and Electronics Association (AFCEA), San Antonio, TX. (2013).

Self-Study Program, "HIPAA Annual Refresher," US Army Medical Command, San Antonio, TX. (2013).

Conference Attendance, "136th State Firemen's and Fire Marshals' Association Annual Training Conference and Convention," Texas State Firemen's and Fire Marshals' Association, Houston, TX. (2012).

Conference Attendance, "AFCEA Alamo Ace Conference," Armed Forces Communications and Electronics Association (AFCEA), San Antonio, TX. (2012).

Conference Attendance, "Tri-Service Medical Information Management Symposium," US Military Health System, Las Vegas, NV. (2012).

Self-Study Program, "HIPAA Annual Refresher," US Army Medical Command, San Antonio, TX. (2012).

Self-Study Program, "HIPAA Annual Refresher," US Army Medical Command, San Antonio, TX. (2011).

Conference Attendance, "AFCEA LandWarNet Conference," Armed Forces Communications and Electronics Association (AFCEA), Tampa, FL. (2010).

Conference Attendance, "DoD Enterprise Architecture Conference," Department of Defense, San Antonio, TX. (2010).

Conference Attendance, "Microsoft Army Symposium," Microsoft / US Army, Redmond, WA. (2010).

Self-Study Program, "HIPAA Annual Refresher," US Army Medical Command, San Antonio, TX. (2010).

Self-Study Program, "HIPAA Annual Refresher," US Army Medical Command, San Antonio, TX. (2009).

Conference Attendance, "AFCEA LandWarNet Conference," Armed Forces Communications and Electronics Association (AFCEA), Ft. Lauderdale, FL. (August 18, 2009 - August 20, 2009).

Conference Attendance, "VMWorld 2007," VMWorld, San Francisco, CA. (2007).

Conference Attendance, "Microsoft Army Symposium," Microsoft / US Army, Redmond, WA. (2006).

Conference Attendance, "US Army Medical Command Technical Working Group Summit," US Army Medical Command, San Antonio, TX. (2006).

Conference Attendance, "Hewlett Packard MVP Gathering of Champions," Hewlett Packard, Orlando, FL. (2005).

Conference Attendance, "US Army Medical Command Technical Working Group Summit," US Army Medical Command, San Antonio, TX. (2005).

Conference Attendance, "US Army Medical Command Technical Working Group Summit," US Army Medical Command, Greenbelt, MD. (2004).

Workshop, "Managing Process Improvement," Software Productivity Consortium, Oak Ridge, TN. (1994).

Workshop, "Uniface Applications Development," Uniface, Oak Ridge, TN. (1993).

Workshop, "Developing Applications in the IDMS Environment," Fisk Consulting Group, Oak Ridge, TN. (1990).

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Paula Stigler Granados

Title: Assistant Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
PhD	2013	University of California, San Diego & San Diego State University	Global Health	Water, Culture and Environmental Health: Understanding Community Based Planning to Improve Health Outcomes in Vulnerable Populations
MSPH	2009	San Diego State University	Environmental Health Sciences	Water Quality as and Environmental Health Indicator
BA	1998	University of Texas at Austin	Geography/ Anthropology	

C. University Experience

Position	University	Dates
Assistant Professor	Texas State University <ul style="list-style-type: none"> • School of Health Administration 	September 2018 - Present
Assistant Professor	University of Texas Health Science Center at Houston - School of Public Health, San Antonio <ul style="list-style-type: none"> • Management, Policy and Community Health Practice 	January 2014-August 2018
Adjunct Assistant Professor	San Diego State University <ul style="list-style-type: none"> • Graduate School of Public Health 	January 2015 - Present
Instructor/Lecturer	San Diego State University <ul style="list-style-type: none"> • Graduate School of Public Health • College of Health and Human Services – Deans Office 	January 2012 – December 2013
Research Associate	San Diego State University	2011-2012
Teaching Assistant	San Diego State University	2009-2011

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Development/Communications Director	Cigarette Butt Pollution Project	2012 - Present
Project Lead - El Salvador Rainwater Capture Project	Engineers Without Borders	2011 - Present
Tribal Liaison and Environment Program Manager	The San Diego Foundation	2007 - 2010
Consultant - Grant Writing and Fund Development	PS Consulting	2007 - 2013
Consultant – Water Engineering	Independent Contractor	2007 - 2009
Project Director – Border Water Infrastructure	Pala Band of Mission Indians	2005 - 2009
Air Quality Specialist	Pala Band of Mission Indians	2005 - 2007
Program Coordinator – Environmental Health and Justice Initiative	The San Diego Foundation	2001 - 2005

E. Other Professional Credentials (licensure, certification, etc.)

Geographical Information Systems (GIS) Certification

II. TEACHING

A. Teaching Honors and Awards:

San Diego State University Presidents Award 2012

B. Courses Taught:

Texas State University:

HA 4305 – Health Services Marketing
HA 4322 – Public Health

UTHealth:

Masters/Doctoral Level
PH 3922 - Economic and Social Determinants of Health
PH 3998L - Community Based Participatory Research and Community Engagement (Doctoral level only)
PH 3998L - Community Based Grant Writing
PH 5612 - Global Health Seminar
PH 3998L - CORE I Community Health Practice (Doctoral level only)
PH 3998L - CORE II Community Health Practice (Doctoral level only)
PH 3998L - CORE III Community Health Practice (Doctoral level only)

San Diego State University:

PH 782 Geographic Information Systems (GIS) and Public Health (Masters/Doctoral level)

HHS 350 Applied International Health and Human Services (Undergraduate Level)

San Diego State University – Teaching Assistant:

PH 661 – Theoretical Foundations of Health Behavior

PH 700 – Migrant Health Issues

PH 666 - Health Promotion Program Planning and Assessment

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Pacheco, G. (2018). *Chagas Disease Awareness among Physicians in Texas.*

- Chair and Supervisor - DrPH in Community Health Practice
- UTHealth – School of Public Health San Antonio

McDaniel, M. (2018). *Examination of the San Antonio Food Environment and Food Insecurity Features Associated with Fresh Food Intake of Overweight and Obese Latino Children.*

- Committee member - DrPH in Community Health Practice
- UTHealth – School of Public Health San Antonio

Elliott, A. (2018). *Water Insecurity and Mental Health: A Mixed Methods Research Study in Meru County, Kenya.*

- Committee member and Supervisor – PhD in Epidemiology
- UTHealth – School of Public Health

D. Courses Prepared and Curriculum Development:

PH 3998L - Community Based Participatory Research (CBPR) and Community Engagement

- Developed new course addressing CBPR principles and practices for doctoral students as a requirement for DrPH degree in Community Health Practice

PH 3998L - Community Based Grant Writing

- Developed a new doctoral level course to teach grant writing for community foundations and CBPR projects

PH 5612 - Global Health Seminar

- New materials and curriculum developed after faculty changes to the course

PH 782 Geographic Information Systems (GIS) and Public Health

- New course developed for masters and doctoral level students to assist with learning spatial epidemiology and basic GIS skills for public health

HHS 350 Applied International Health and Human Services

- New course and program developed as a study abroad requirement for all undergraduates in the College of Health and Human Services.

E. Teaching Grants and Contracts

1. Funded External Teaching Grants and Contracts:
2. Submitted, but not Funded, External Teaching Grants and Contracts:
3. Funded Internal Teaching Grants and Contracts:
4. Submitted, but not Funded, Internal Teaching Grants and Contracts:

F. Other:

G. Teaching Professional Development Activities Attended

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:
 - a. Scholarly Monographs:
 - b. Textbooks:
 - c. Edited Books:
 - d. Chapters in Books:

Stigler Granados, P. (2017). Public Health Concerns and Unconventional Oil and Gas Development. In Schug K and Hildenbrand Z (Eds.), Environmental Issues Concerning Hydraulic Fracturing, Volume 1. Elsevier Publishing

- e. Creative Books:

2. Articles:
 - a. Refereed Journal Articles:

Santos I, Martin M, Reyes M, Carlton D, **Stigler Granados P**, Valerio M, Whitworth K, Hildenbrand Z, Schug K. (2018). Exploring the links between groundwater quality and bacterial communities near unconventional oil and gas extraction activities. *Science of the Total Environment*, 618, 165-173

Martin M, Santos I, Carlton D, **Stigler Granados P**, Hildenbrand Z, Schug K. (2017). Characterization of bacterial diversity in contaminated groundwater using matrix-assisted laser desorption/ ionization time-of-flight mass spectrometry. In Press. *Science of the Total Environment*.

- Javadian, S., **Stigler Granados P**, Curtis, C., Thompson, F., Huber, L., & Novotny, T. E. (2015). Perspectives on Tobacco Product Waste: A Survey of Framework Convention Alliance Members' Knowledge, Attitudes, and Beliefs. *International journal of environmental research and public health*, 12(8), 9683-9691.
- Quintana, P. J., Ganster, P., **Stigler Granados P**, Muñoz-Meléndez, G., Quintero-Núñez, M., & Rodríguez-Ventura, J. G. (2015). Risky Borders: Traffic Pollution and Health Effects at US–Mexican Ports of Entry. *Journal of Borderlands Studies*, 1-21.
- Cuomo R. E., Mackey T. K., & **Stigler P** (2015). The economics of counterfeit Avastin: a geospatial and statistical analysis of demographic correlates to FDA warning letters. *Pharmacoepidemiology and drug safety*.
- Stigler Granados P**, Quintana PJE, Gersberg R, Novotny T, Zúñiga ML. (2014) Comparing health outcomes and point-of-use water quality in two rural indigenous communities of Baja California, Mexico before and after receiving new potable water infrastructure. *Journal of Water, Sanitation and Hygiene for Development*, 04.4.
- Curtis C, Collins S, Cunningham S, **Stigler Granados P**, Novotny T. (2014) Extended Producer Responsibility and Product Stewardship for Tobacco Product Waste. *International Journal of Waste Resources*, 4:3.

b. Non-refereed Articles:

Tobacco and its Environmental Impact: an overview. (2017). World Health Organization. Contributing Author.
<http://apps.who.int/iris/bitstream/10665/255574/1/9789241512497-eng.pdf?ua=1>

Tobacco waste reduction toolkit. (2012). California Department of Public Health.

Current research and issues with air quality due to traffic at US Mexico border crossings. (2012). San Diego State University and Good Neighbor Environmental Advisory Board to the Office of the President of the United States. White Paper.

Improved drinking water infrastructure: management and community health in rural border indigenous communities of Baja California, Mexico. (2007). Environment Federation Technical Environmental Conference. San Diego, CA. White paper.

Community health in the border indigenous communities of Baja California, Mexico. (2006). National Tribal Science Forum. Ocean Shores, WA. White Paper.

3. Conference Proceedings:

a. Refereed Conference Proceedings:

b. Non-refereed:

4. Abstracts:

5. Reports:

6. Book Reviews:

7. Essays:

8. Poems:

9. Short Stories:

10. Other Works in Print:

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

2. Invited Talks, Lectures, and Presentations:

- 2018 *Chagas Disease in Texas*. Online Webinar for Health Care Providers.
- 2017 *Chagas Disease: a One Health Perspective*. American Public Health Association. Atlanta, GA.
- 2017 *Water pollution, fracking and public health*. Shale Science Symposium. Dallas, TX.
- 2017 *Water monitoring near unconventional oil and gas development*. Institute of Integrated Medicine and Sciences Conference. San Antonio, TX.
- 2017 *Chagas Disease and Health Care Provider Awareness*. Texas Public Health Association Conference. Irving, TX.
- 2017 *Chagas Disease in the Americas: who is at risk and what do our health care providers know about the disease*. Houston Global Health Consortium SUSTAIN Conference. Houston, TX.
- 2017 *Update on Chagas Disease Outreach and Education Efforts in Texas*. James Steele in Nature Transmissible to Man Conference. Dallas, TX.
- 2016 *Chagas Disease in the U.S.* Texas Public Health Association Conference. Galveston, TX.
- 2016 *Healthcare Provider Awareness of Neglected Tropical Diseases in the U.S.* International Conference of Entomology. Orlando, FL.
- 2016 *Chagas Disease Education and Outreach for Health Care Providers in the Military*. San Antonio Military Health System & University Research Forum (SURF). San Antonio, TX.
- 2016 *Understanding the prevalence and barriers to treatment of Chagas Disease in the U.S.* American Veterinary Medicine Association. San Antonio, TX.
- 2016 *Chagas Disease in Texas: Building Awareness to Better Understand Prevalence*. James Steele in Nature Transmissible to Man Conference. San Antonio, TX.
- 2015 *Chagas Disease Education and Outreach*. San Antonio Military Health System & University Research Forum (SURF). San Antonio, TX.

- 2013 *Improved drinking water infrastructure in indigenous communities: A framework for inclusion of cultural beliefs and community participation in planning clean water projects.* American Public Health Association Conference. Boston, MA.
- 2013 *Water in La Chiripa.* American Public Health Association Conference. Boston, MA.
- 2013 *Building Healthy Communities.* Engineers Without Borders USA West Coast Regional Conference. San Diego, CA.
- 2012 *Air quality and border crossings.* Health Impacts of Border Crossings Conference. San Ysidro, CA.
- 2008 *Drinking water and environmental health indicators,* American Public Health Association Conference. San Diego, CA.
- 2007 *Improved drinking water infrastructure: management and community health in rural border indigenous communities of Baja California, Mexico.* Environment Federation Technical Environmental Conference. San Diego, CA.
- 2006 *Community health in the border indigenous communities of Baja California, Mexico.* National Tribal Science Forum. Ocean Shores, WA.
- 2006 *Border tribal environmental health priorities.* US EPA Border Environmental Health Working Group. Brownsville, TX.
- 2005 *Baja indigenous community's environmental health issues.* Good Neighbor Environmental Board Meeting. Tucson, AZ.
- 2005 *Cross-border tribal water infrastructure projects.* Annual EPA Region IX Tribal Conference. Chukchansi, CA.

3. Consultancies:

- *Legal Expert Witness Consultant* for Olga Brown Legal Services. Provide expert consulting services on environmental health, water and wastewater cases.
- *Grant Writing Consultant:* Consulted on research projects, grant writing and fund development for various organizations. Assisted non-profit organizations, independent business owners and academics with researching grant opportunities, grant writing, developing donor databases and setting long term fundraising plans. Raised over \$2.1 million in successful grants.
- *Water Engineering Consultant:* Conducted water quality assessments for local San Diego tribal communities, which included field sampling, laboratory analysis and training tribal environmental office employees on sampling techniques and analysis. Completed drinking water Well-head Protection Plans for three local tribes, which were submitted to and successfully accepted by the U.S. Environmental Protection Agency to gain funds for tribal drinking water systems
- Southern California Coastal Water Research Project, San Diego, CA. *Mission Bay Epidemiological Study.* Collected water samples from Mission Bay and assisted with

laboratory analysis. Assisted with development of health surveys, recruitment design and implementation.

4. Workshops:

5. Other Works not in Print:

a. Works "submitted" or "under review":

Stigler-Granados P, Gersberg R, Novotny T, Perez R, Zúñiga ML, Wingard D, Quintana PJE. *Acceptability and cultural barriers of improved drinking water infrastructure: a perspective from rural communities in Mexico*. Manuscript Under Review: Journal of Environmental Management

Hildenbrand Z, Carlton D, Wicker P, Habib S, **Stigler Granados P**, and Schug K. *Characterizing anecdotal claims of groundwater contamination in shale energy basins*. Manuscript under review: Environmental Science and Technology

b. Works "in progress":

Stigler Granados P, Hildenbrand Z, Whitworth K, Mata C, Valerio M, Carlton D, Santos I, Martin M, and Schug K. *Community health survey and water quality monitoring of drinking water wells near unconventional oil and gas development in Frio County, Texas*.

c. Other Works Not in Print:

Posters:

- 2017 *Chagas Disease Education and Outreach for Health Care Providers in the Military*. Military Health System Research Symposium (MHSRS). Orlando, FL.
- 2016 *Chagas Disease Education and Outreach for Health Care Providers in the Military*. San Antonio Military Health System & University Research Forum (SURF). San Antonio, TX.
- 2013 *Identifying and mapping impacts of climate change on vulnerable communities*. American Public Health Association Conference. Boston, MA. Poster presentation.

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

- **Cooperative Agreement** (Principal Investigator - \$544,329) August 2015 - July 2020. *Centers for Disease Control - Reducing the Burden of Neglected Parasitic Infections (NPIS) in the United States through Evidence-Based Prevention and Control Activities. Chagas Disease Awareness among Health Care Providers in Texas*.

- Principal Investigator - \$50,000. May 2015
Institute for Integrated Medicine/University of Texas Health Science Center San Antonio
Assessing groundwater quality impacts of fracking in Frio, County Texas.
- Co-Principal Investigator - \$15,000. July 2013
The San Diego Foundation
Climate Change and Vulnerable Populations in the US Mexico Border Region
- Co-Principal Investigator - \$49,000. July 2012
The San Diego Foundation
Climate Change and Vulnerable Populations in the US Mexico Border Region
- Grant writer - \$50,000. February 2011
Libra Foundation
Sustainable Energy and Green Jobs for Low Income Communities Project
- Principal Investigator - \$250,000. October 2010
Ford Foundation
Research and development for Environmental Justice Initiatives
- Principal Investigator – \$510,000. January 2009
California Endowment
Building Healthy Communities through the Built Environment
- Principal Investigator - \$190,000. July 2009
The California Wellness Foundation
San Diego Tribal Environmental Health Initiative
- Principal Investigator - \$55,000. March 2008
Border 2012 U.S. EPA
Baja California Indigenous Community Solid Waste Management Project
- Principal Investigator - \$118,000. January 2007
Pan American Health Organization
Gastrointestinal Illness as Environmental Indicators in Two Indigenous Communities of Baja California, Mexico
- Principal Investigator - \$200,000. July 2006
The California Wellness Foundation
San Diego Tribal Environmental Health Initiative
- Principal Investigator - \$420,000. January 2006
California Endowment
San Diego Tribal Environmental Health Collaborative Project
- Principal Investigator - \$100,000. May 2006
Border 2012 U.S. EPA

Baja California, Mexico Community Drinking Water Infrastructure Project

- Principal Investigator - \$56,000. May 2006
Border 2012 U.S. EPA
Baja California, Mexico Community Water System Capacity Building Project.
- Co-Principal Investigator - \$15,000. July 2004
The San Diego Foundation
Nitrate Modeling of the San Luis Rey River in the La Jolla Tribal Reservation
- Co-Principal Investigator - \$75,000. July 2003
The San Diego Foundation
Nitrate Modeling of the San Luis Rey River in the La Jolla Tribal Reservation

2. Submitted, but not Funded, External Grants and Contracts:

- Principal Investigator - \$250,000. National Institutes of Health
R21 - Environmental Health Literacy

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Scholarly / Creative Fellowships, Awards, Honors:

- Center for Disease Control, Atlanta GA 2007
Environmental Health Leadership and Disaster Preparedness Fellowship
- John J. Hanlon Award – San Diego State University. May 2009
- Outstanding Occupational and Environmental Health Student Award. May 2009
- U.S. Environmental Protection Agency Region 9 Environmental Award. Apr 2007

E. Scholarly / Creative Professional Development Activities Attended:

F. Media Recognition:

- This Bug Spreads A Disease That Might Not Show Symptoms For Years
KUT-Jul 24, 2018
- A new night stalker: Beware the kissing bug, the stealthy 6-legged ...
MD Linx (press release)-Jul 19, 2018
- Texas Chagas Taskforce Tackles Kissing Bug Disease
Texas Public Radio-Sep 12, 2017

- Deadly kissing bug spreads Chagas disease throughout Texas
Corpus Christi Caller-Times-Jun 25, 2018
- New 'Kissing Bug' Guide Published to Strengthen the Fight Against ...
Infection Control Today-Jun 22, 2018
- New guide published to help battle fatal disease caused by kissing bugs
News-Medical.net-Jun 21, 2018
- How Chagas Disease Is Hidden In Texas
Texas Public Radio-Nov 25, 2015
- Doctors think 'exotic' tropical illness underreported in Valley, Texas
Valley morning Star-Jun 25, 2017
- UTA research finds dangerous bacteria in groundwater near Texas ...
Dallas News (blog)-Jul 12, 2017
- Beware the kissing bug
San Antonio Express-News-Jan 3, 2016
- Woman Bitten by Kissing Bug Reminds North Texans Threat is Here
NBC 5 Dallas-Fort Worth-Feb 22, 2016
- A kiss of death
Scienceline-Nov 19, 2015
- America's War on the Kissing Bug
The New Yorker-Nov 20, 2015
- Kissing Bug Disease: Latin America's Silent Killer Makes US Headlines
NPR-Dec 8, 2015
- Chagas: Kissing Bug Disease, Latin America's Silent Killer
Q Costa Rica News-Dec 13, 2015

IV. SERVICE

A. Institutional

1. University:
 - Faculty Council (Member): January 2017-August 2018
 - UT System-wide Eliminate Tobacco Campaign Steering Committee (Member): January 2017-August 2018

- Delta Omega Honorary Society – Alpha Lota Chapter (Chair): January 2016-present

2. College:

3. Department/School:

- DrPH Preliminary Exam Committee (Chair): January 2016-August 2018
- Scholarship Committee (Member): August 2016- August 2018

B. Professional:

- Scientific Review Panel. *City of San Antonio – Office of Sustainability* Climate Action Plan for the City of San Antonio
- Secretary/Treasurer. Cigarette Butt Pollution Project. 2011-Present Non-profit, volunteer service.
- U.S. and Tribal Co-Chair 2005 - 2014
U.S. Environmental Protection Agency's Border 2012/2020
San Diego-Tijuana Border Air Quality Taskforce.
- Committee Member 2005 - 2010
U.S. Environmental Protection Agency's Border 2012/2020
Tijuana Watershed Water Quality Taskforce

Journal Reviews:

- Journal of Water, Sanitation and Hygiene for Development
- Journal of Water and Health
- Open Water Journal
- PloS ONE
- American Journal of Tropical Medicine & Hygiene
- Journal of Wildlife Diseases
- American Public Health Association
- Texas Public Health Association

C. Community:

- **Volunteer** 2001 – 2008
San Diego Coastkeeper
- Volunteer 2011 – Present
Engineers Without Borders

D. Organization Memberships:

- American Public Health Association
- Infectious Disease Society of America
- Engineers Without Borders

E. Service Honors and Awards:

F. Service Grants and Contracts:

1. Funded External Service Grants and Contracts:

- Engineers Without Borders – Project Funding Awards
\$30,000 (2012-2016)

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

G. Service Professional Development Activities Attended:

TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Lloyd Greene Title: Senior Lecturer

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
EDD	1983	George Washington University	Higher Education	
MA	1971	Kent State University	Education	
BA	1969	Kent State University	Psychology	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
BHA Program Director, School of Health Administration	Texas State University., TX	September 2014 - May 2018
Senior Lecturer, School of Health Administration	Texas State University., TX	September 2005 - May 2018
Adjunct Professor, MBA Program	Condordia University., TX	June 2006 - August 2006
Adjunct Professor, MBA Program	University of Texas-Austin., TX	January 2000 - June 2000
Adjunct Professor, MBA Program	George Mason University., VA	September 1991 - June 1993

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Senior Vice President Human Resources	Virginia Commonwealth University Health System, Richmond, VA	January 2000 - December 2002
Vice President Human Resources	Seton Healthcare, Austin, TX	January 1994 - January 2000
Assistant Administrator Human Resources	Fairfax Hospital System, Falls Church, VA	January 1987 - October 1993
Assistant Adminnistrator	Suburban	January 1982 -

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Human Resources	Hospital, Bethesda, MD	September 1987

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Recipient: Outstanding Clinical Faculty Award, Texas State University College of Health Professions.
 January 1, 1999

B. Courses Taught:

Texas State University:

HA 3324 - SPVSRY MGMT MGRS
 HA 3329 - HR HLTHCARE MGMT
 HA 3341 - TRNG & PR DEV HLTH
 HA 3345 - EMPL LAW HLTHC MGT
 HA 4121 - PROB IN HA
 HA 4121 - PROB IN HC ADMIN
 HA 4221 - PROB IN HA
 HA 5211 - HEALTH ADM TOP
 HA 5300 - HC ORGAN & DELVRY
 HA 5301 - HLTHCARE ADM RSRCH
 HA 5304 - HEALTHCARE FIN THR
 HA 5304 - HLTHCARE ECO & FIN
 HA 5355 - HRM HLTHCARE FAC
 HA 5355 - HSM HLTHCARE FAC
 HA 5362 - HLTH ORG BEHV THEO
 HHR 5111 - INDEPEND STUDY HHR

HHR 5111 - PROB HLTCR HUM RES
HHR 5111 - PROB HLTHCARE HUM
HHR 5211 - PROB HLTCR HUM RES
HHR 5211 - PROB HLTHCARE HUM
HHR 5307 - TRENDS & ISS HHR
HHR 5307 - TRENDS & ISSUES HH
HHR 5311 - INDEPEND STUDY HHR
HHR 5322 - HRD HEALTH SCI
HHR 5328 - ORG DEVELOPMENT HR
HHR 5350 - HUMAN RESOURCE MGT
HHR 5354 - STRAT LEADERSHIP
HHR 5356 - OCCUPATIONAL HEALT
HHR 5358 - HR SYSTEMS & METRI
HHR 5391 - RES METHODS HHR
HHR 5391 - RES METHODS HLTH S
HHR 5440 - INTERNSHIP
HHR 5495 - DIRECTED STUDY HHR
HHR 5640 - ADMIN PRACTICUM
HHR 5840 - ADMIN INTERNSHIP
HP 1310 - HLTH CARE SYSTEMS
HP 2351 - APP COMPUTERS HLT
HR 5301 - INDEPEND STUDY HSR
HR 5331 - EXPERIMENTAL DESIG
US 1100 - UNIVERSITY SEMINAR

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Non-refereed:

Greene, L. (2006). General principles of human resource management. In *Healthcare Human Resource Management*. Boston: Jones & Bartlett.

Greene, L. (1997). General principles of human resource management. In *Emergency Department Management*. New York: Mosby, Inc.

Greene, L. (1997). Transitional leaders and managing in a climate of constant change. In *Emergency department management*. New York: Mosby, Inc.

2. Articles:

b. Non-refereed Articles:

Greene, L., Morrison, E., & Fields, T. (2010). Intragenerational focused mentoring: engaging graduate and undergraduate health administration students in learning. *Journal of Health Administration Education*, 24(4).

Greene, L., & Burke, G. (2007). Artful leadership in healthcare: Encouraging the possible! *Journal of Health Administration Education*, 24(4), 377–389.

Greene, L., & Burke, G. (2007). Beyond self-actualization. *Journal of Health and Human Services Administration*, 30(2), 106–112.

Greene, L., Morrison, G., & Burke, G. (2007). Meaning in motivation: Does your organization need an inner life? *Journal of Health and Human Services Administration*, 30(1), 98–ff.

Greene, L. (2003). Engaging communities in workforce development. *Pulse, The American Society for Healthcare Human Resource Management*. Published.

Greene, L. (1999). Building a Human Resources System to Manage the Risk in Home Care. *Loss Prevention Press*, 3(2).

Greene, L. (1993). An application of the dreyfus model to management development in healthcare. *Journal of Health and Human Resources Administration*, 16(1), 85–95.

Greene, L. (1992). Paradigm shifts, theories, models, and tools. *Hospital Pharmacy Management*, 12(3), 19–27.

Greene, L. (1990). Managing conflict and improving quality. *The Quality Letter*, 2(3).

Greene, L. (1986). An on time, under budget approach to distributed system implementation. *The Proceedings of the 17th Annual Conference of the Health Services Division of the Institute of Industrial Engineers/American Hospital Association*, 171–180.

Greene, L. (1986). Implementing a performance management system. *The Healthcare Supervisor*, 4(2), 64–70.

Greene, L. (1985). Community assessment techniques in alcohol education programming. *NASPA Region II Newsletter*. Published.

Greene, L. (1976). Toward a student oriented health service. *NASPA Journal*, 14(2), 17–21.

Greene, L. (1975). Residence hall living as seen by alumni. *Journal of College and University Housing*, 5(1), 12–Sep.

B. Works Not in Print:

2. Invited Talks, Lectures, and Presentations:

Greene, L., Invited presentation at Seton Family of Hospitals management meeting., "Boundary management skills." (2006).

Greene, L., Invited presentation at Business Leaders Luncheon, San Marcos, Texas., "Post 9/11 implications for human resource management." (2004).

Greene, L., Invited presentation at Chamber of Commerce, Richmond, Virginia, "Regional workforce development in the health services industry." (2002).

Greene, L., Invited presentation at CME emergency room physicians, Austin, Texas., "Sexual discrimination/harassment issues for the emergency physician." (2000).

Greene, L., Invited presentation at Daughters of Charity National Healthcare System National Home Care/Risk Management Conference, Tucson., "A human resource system for home care." (1999).

Greene, L., Invited presentation at Healthcare Forum, University of Texas at Austin, "Mergers and acquisitions in healthcare." (1999).

Greene, L., Invited presentation at Austin Society for Human Resource Management., "Near future roles for human resources." (1998).

Greene, L., Presentation to the State of Texas Invited presentation at Interim Legislative Committee on Funding Higher Education., "Role of public and higher education curriculum in preparing students for employment." (1998).

Greene, L., Invited presentation at Greater Austin Quality Council., "Applying for the malcolm baldridge quality award." (1997).

Greene, L., Invited presentation at DCNHS National Human Resource Conference, Phoenix, Arizona., "Managing compensation strategically." (1997).

Greene, L., Invited presentation at American Society of Quality Control. Austin, Texas., "When quality is not enough." (1996).

Greene, L., Invited presentation at Greater Austin Quality Forum., "When quality is not enough." (1996).

Greene, L., . Invited presentation at Management Conference, Inova Health System, Falls Church, Virginia, "Balancing advocacy and inquiry." (1995).

Greene, L., Invited presentation at the Second Annual Allied Health Conference, Fairfax, Virginia, "Chaos and management." (1993).

Greene, L., Invited presentation at the Washington DC Nurse Recruiters Association, "Human resource issues related to the Americans with disabilities act." (1992).

Greene, L., Invited presentation at the American Guild of Patient Account Management, Richmond, Virginia., "Managing change in a healthcare system." (1991).

D. Scholarly / Creative Fellowships, Awards, Honors:

Award / Honor Recipient: On Negotiation in Human Resources Certificate, Harvard University.

January 1, 1992

E. Scholarly / Creative Professional Development Activities Attended:

Workshop, "Foundations in Online Course Development," Texas State University, San Marcos, TX, United States. (August 2017 - September 2017).

IV. SERVICE

A. Institutional

1. University:

Member, General Education Council. (August 26, 2019 - Present).

Member, University Honors Council. (September 1, 2018 - Present).

2. College:

Member, Faculty Excellence Committee. (September 1, 2014 - May 1, 2020).

3. Department/School:

Chair, Graduate Student Comprehensive Exam Committee. (May 20, 2019 - Present).

Member, Graduate Student Comprehensive Exam Committee. (May 1, 2015 - November 1, 2015).

Chair, Graduate Student Comprehensive Exam Committee. (May 1, 2015).

B. Professional:

Reviewer / Referee, Journal of Health Administration Education. (Review of article Competency Based Curriculum, Outcomes, and Leader Development: Applications to a Graduate Program in Health Administration. (2013).

Reviewer / Referee, Appointed to peer review panel for AUPHA Journal. (2011).

Reviewer / Referee, Healthcare Human Resource Management (Review of the text book proposal: Communication in Healthcare: An Experiential Approach by Dr. Phil Decker). Healthcare Administration Press. (2011).

Reviewer / Referee, Journal of Health Administration Education. (Review of article Preparing Students to Lead Tomorrow's Green Healthcare Organizations). (2010).

Reviewer / Referee, Journal of Health Administration Education. (Review of article Renewal Through Team Development: Experiencing An Emerging Program Design In Interprofessional Education For Healthcare Practitioners). (2010).

Reviewer / Referee, Journal of Health Administration Education. (Review of article The Interdependence of Providing Quality Healthcare and Retention of Professional Nurses). (2010).

Reviewer / Referee, Healthcare Human Resource Management [Review of the text book: Strategic Human Resources Management in Health Service Organization, by R.S. Hernandez]. Delmar, CENGAGE Learning, publishers. (2009).

Reviewer / Referee, Health Administration [Review of the text book: Essentials of Health Services. Stephen J. Williams author]. Delmar, CENGAGE Learning, publishers. (2008).

Reviewer / Referee, Journal of Health Administration Education. [Review of article Teaching Health Care Management via Interactive Simulation: The MGMA VPM.]. (2008).

Reviewer / Referee, Reviewed four articles submitted for the annual meeting of the Academy of Management. (2006).

Facilitator, Austin Human Resource Management Association annual Diversity Day meeting. (2005 - 2006).

C. Community:

Co-Chair, Healthcare Industry Workforce Development Committee, Richmond, VA. (2000).

Member, Capital Area Training Foundation, Austin, TX. (1999 - 2000).

Co-Chair, Healthcare Industry Steering Committee, Austin, TX. (1998 - 2000).

Member, Austin Quality Council. (1997 - 2000).

D. Organization Memberships:

Association of University Programs in Health Administration. (2014 - 2015).

Academy of Management. (1925).

American Society for Healthcare Human Resources Administration. (1925).

Society for Human Resources Management. (1925).

TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Scott Kruse Title: Associate Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
PHD	2013	Virginia Commonwealth University	Health Related Sciences	
MHA	2005	Baylor University	Health Care Administration	
MS	2005	Univ of Texas at San Antonio	Information Technology	
MBA	2004	Univ of Texas at San Antonio	Business	
BS	1991	U.S. Military Academy	Engineering Psychology	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Comments</i>	<i>Dates</i>
Assistant Professor, School of Health Administration	Texas State University. San Marcos, TX	Reappointed 2014 and 2015 AYs	2013 - Present
Adjunct Instructor and Deputy Chief for Technology Innovation Department, Healthcare Administration	Baylor University and Army Medical Command Center and School. Fort Sam, TX, United States	I co-teach two courses annually at Baylor University: Ethics in Film Organizational Ethics	2007 - 2014
Adjunct Professor, Department of Healthcare Administation	The University of the Incarnate Word. san Antonio, TX, United States		2012
Adjunct Instructor, Department of Healthcare Administation	Trinity University., TX		2009 - 2010
2LT, Special Project Officer, Department of Systems Engineering	United States Military Academy. West Point, NY,		1992

<i>Position</i>	<i>University</i>	<i>Comments</i>	<i>Dates</i>
	United States		

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
Principal	Kruse Consulting Services, San Antonio, TX	My consulting business is registered as an LLC under consulting and software development.	January 2011 - Present
MAJ, Chief Security Officer	Intelligence, Security, Commuications, and Computers, 1st Medical Brigade, COSCOM and CENTCOM, Fort Hood TX and Kuwait, TX, Kuwait	Information Security, Personnel Security, Physical Security, and overall Information Operations Officer for a deployable medical brigade home stationed at Fort Hood Texas and deployed to Kuwait. Responsible for the above areas for the entire theater of Kuwait for a combat hospital on five different camps run by the U.S. Navy throughout the country. While in Fort Hood, responsible for the above areas for 2 combat hospitals and a headquarters office. Handled, secured, and transmitted all documents ranging from Unclassified to Top Secret, Secret Compartmentalized Information.	2005 - 2007
Chief Technology Officer	Department of Learning Innovation and		2002 - 2003

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
Special Projects Officer, Technology and Innovation	Technology, Army Medical Department Center and School	Chief of the Medical Service Corps Specific Branch Proponent Office,	2001 - 2002
Deputy CIO and Hospital Company Commander	Command, Fort Sam, TX, United States	McDonald Army Community Hospital, Fort Eustis, VA, United States	1999 - 2001
Headquarters Company Commander and Battalion Operations Officer	704th Main Support Battalion, 4th Infantry Division, Fort Hood, TX	1997 - 1999	
Division Maintenance Officer	Assistant Chief of Staff for Support, 4th Infantry Division, Fort Hood, TX, United States	1995 - 1997	
Shop Officer and Company Executive Officer	502 Forward Support Battalion, Tiger Brigade, 2nd Armored Division, Fort Hood, TX, United States	1994 - 1995	
Platoon Leader	502nd Forward Support Battalion, 2nd Armored Division, Fort Hood, TX, United States	1993 - 1994	
Special Project Officer	Housing Office, 5th Mechanized Infantry Division, III Corps, Fort Hood, TX,	1992 - 1993	

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
Infantryman	United States B Troop, 1/1 Air Cav, 11th Armored Cavalry Regiment, Schwabach, Germany		1985 - 1986

E. Other Professional Credentials (licensure, certification, etc.)

National Defense University (NDU), Federal CIO Certificate (Graduate-level). (April 30, 2010 - Present).

Green Belt in Six Sigma, American Society for Quality. (2007 - Present).

Security +, Computer Technology Industry Association. (June 2006 - Present).

Microsoft Certified Systems Engineer, Microsoft Corporation. (December 1999 - Present).

Certified Professional for Health Information Systems, Health Information Management Systems Society. (January 2003 - December 31, 2020).

Fellow, American College of Health Professionals. (February 2004 - December 28, 2020).

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Nominee: Presidential Award of Merit for teaching, Dean College of Health Professions.

January 2017 - June 2018

Award / Honor Recipient: Favorite Professor, Alfred H. Nolle Chapter of the Alpha Chi National College Honor Society.

January 2016 - December 2016

B. Courses Taught:

Texas State University:

HA 3340 - MGT HLTH INFO SYST

HA 5300 - HC ORGAN & DELVRY

HA 5303 - INFO SYS MGT IN HC

HA 5311 - TRENDS HLTH ADMIN

HA 5325 - PATNT CARE MGT

HA 5356 - POL DEV'L HLTHC ARE

HIM 3380 - QLTY IMPRVMENT HIM

HR 5357 - CLINICAL EPIDEMIOL

HR 5363 - MED INFORMATICS

Baylor University:

HCA 5317 - Health Management Information Systems

HCA 5342 - Health Applications in Networking and Telecommunications

HCA 5355 - The Law and Ethics of War and Terrorism

HCA 5356 - Organizational Ethics

HCA 5392 - Ethics in Film

MBUS 5220 - Organizational Ethics

The University of the Incarnate Word:

HADM 6315 - Healthcare Information Technology

Trinity University:

HCAD 5360 - Seminar in Contemporary Issues: Information Technology

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Supervisor / Chair, Exit Exam, Status: Completed. (2017).

Student(s): Brendon Pesek, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2017). School of Health Administration, Texas State University.

Student(s): Deepthi Pulluri, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2016).

Student(s): Lillian Abanaka, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2016).
Student(s): Megan Ris, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2016).
Student(s): Priyanka Karem, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2015).
Student(s): Blanca Rodriguez, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2015).
Student(s): Lan Tran, Graduate, MHA.

Supervisor / Chair, Exit Exam, Status: Completed. (2015).
Student(s): Nicole Krowski, Graduate.

Member, Master's Thesis, "AN EXPLORATORY STUDY: CONSUMERS PERCEPTIONS OF HEALTH INFORMATION EXCHANGES IN CENTRAL TEXAS", Status: Completed. (January 2014 - December 2014). School of Health Administration, Texas State University.

Student(s): Kimberly Chen, Graduate.

Additional Comments: I served as the subject matter expert on Health Information Exchanges in this research/study.

Supervisor / Chair, Exit Exam, "Case study", Status: Completed. (March 2014 - April 2014). School of Health Administration, Texas State University.
Student(s): Kristina Goetz, Graduate.

Member, Master's Thesis, "History of the Electronic Health Record and the Way Ahead", Status: Completed. (June 2009 - August 2010). US Army-Baylor Masters in Health and Business Administration, Baylor University.
Student(s): Darrin Vicsik, Graduate.

Member, Master's Thesis, "Information management: A departmental strategic analysis, Naval hospital Jacksonville, FL", Status: Completed. (June 2008 - August 2009). US Army-Baylor Masters in Health and Business Administration, Baylor University.
Student(s): Francisco Chavez, Graduate.

Supervisor / Chair, Master's Thesis, Status: Completed. (2004 - 2005).
Student(s): Eric McClung, Graduate.

D. Courses Prepared and Curriculum Development:

HCA5355: Law and Ethics of War and Terrorism, Curriculum Development: 2007 - 2010.

HCA5317: Health Management Information Systems, Curriculum Development, Baylor University: 2007 - 2011.

Health Applications in Networking and Telecommunications, Curriculum Development, Baylor University: 2007 - 2011.

HADM6315: Healthcare Information Technology, Curriculum Development, The University of the Incarnate Word: 2011 - 2012.

HCAD5360: Seminar in Contemporary Issues: Information Technology, Curriculum Development, Trinity University: 2008 - 2010.

Organizational Ethics, Developed and co-taught this course for Baylor University's MHA program, Baylor University. Taught: December 2014 - February 2015.

Ethics in Film, Ethics elective for Baylor University's MHA program, Baylor University. Taught: August 2015 - 2016.

Additional Comments: Because I am no longer affiliated with the Baylor MHA program, it has been difficult to obtain the course evaluations. I will continue to try.

HA 5356 Policy Development in the Healthcare Arena, First Time Course Preparation, Texas State University. Taught: March 2016 - Present.

HA 5325, Patient Care Management and Integrated Delivery Systems, First Time Course Preparation, Texas State University. Taught: June 2015 - Present.

Additional Comments: Core course in the MHA program.

HA 5300 Healthcare Organization and Delivery, First Time Course Preparation, Texas State University. Taught: August 2014 - Present.

Additional Comments: Taught this course the first time in the fall of 2014. I have taught it every semester since then.

HA 3340 Management of Health Information Systems, First Time Course Preparation, Texas State University. Taught: June 2013 - Present.

Additional Comments: I first taught this course in the fall of 2013. I have taught it every semester since then.

HA 5303 Information Systems Management in Healthcare, First Time Course Preparation, Texas State University. Taught: June 2013 - Present.

Additional Comments: I first taught this course in the fall of 2013. I have taught it 2-3 times per year ever since.

HR 5357 Clinical Epidemiology and Outcomes Research, First Time Course Preparation, Texas State University. Taught: November 2013 - August 2015.

Additional Comments: I taught this course as part of the HR curriculum. The first time was the spring of 2014. I taught it three times.

HIM 3380 Quality Improvement Regulations and Procedures for HIM, First Time Course Preparation, Texas State University. Taught: November 2014 - June 2015.

Additional Comments: Taught this course once for the HIM department

HR 5363 Medical Informatics, First Time Course Preparation, Texas State University.
Taught: April 2014 - July 2014.

Additional Comments: Taught this course once for the HR curriculum.

HIM 5350 Legal Aspects of Electronic Health Information, First Time Course Preparation, Texas State University. Taught: October 2013 - April 2014.

Additional Comments: I prepared for this course to be taught in the Spring of 2014, but there was not sufficient enrollment for me to teach it.

F. Other:

2017 Course Critiques. (January 15, 2017 - December 15, 2017).

Grade distribution, 2017. (January 1, 2017 - December 15, 2017).

Peer-Evaluation of Teaching. San Marcos, TX, United States. (March 23, 2017).

Peer-Evaluation of Teaching. (November 12, 2015).

Additional Comments: Dr. Brooks conducted a peer-evaluation of my teaching on 11/12/2015. The average score was 4.75/5. The specifics of his evaluation are attached.

Peer-Evaluation of Teaching. (November 5, 2015).

Additional Comments: Dr. Morrison conducted a peer-evaluation of my teaching on 11/5/2015. The average score was 5/5. The specifics of her evaluation are attached.

Peer-Evaluation of Teaching. (April 23, 2015).

Additional Comments: Dr. Renick conducted a peer-evaluation of my teaching on 4/23/2015. The average score was 5/5. The specifics of the evaluation are attached.

Peer-Evaluation of Teaching. (September 22, 2014).

Additional Comments: Dr. Shambugam conducted a peer-evaluation of my teaching on 9/22/2014. The average score was 5/5. The specifics of his evaluation are attached.

Peer-Evaluation of Teaching. (January 23, 2014).

Additional Comments: Dr. Nowicki conducted a peer-evaluation of my teaching on 1/23/2014. The average score was 4.75/5. The specifics of his evaluation are attached.

Peer-Evaluation of Teaching. (October 2, 2013).

Additional Comments: Dr. Morrison conducted a peer-evaluation of my teaching on 10/2/2013. The average score was 4.6/5. The specifics of her evaluation are attached.

G. Teaching Professional Development Activities Attended

Continuing Education Program, "Advanced Online Course Design and Development," Instructional Technologies Support, San Marcos, TX, United States. (August 2016 - December 2016).

Continuing Education Program, "American College of Healthcare Executives_Healthcare Landscapes." (2016).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Conference Attendance, "2015 ACHE Fall Collaborative for Central and South Texas chapters," American College of Healthcare Executives, San Marcos, TX, United States. (November 15, 2016).

Continuing Education Program, "How to Teach an Online Course and Still Have a Life Panel Discussion," Texas State University, San Marcos, TX, United States. (October 21, 2016).

Conference Attendance, "Introduction to Rubrics," Texas State University, San Marcos, TX, United States. (October 7, 2016).

Workshop, "Economics driving healthcare reform," Texas State University, Round Rock, TX, United States. (September 15, 2016).

Continuing Education Program, "Hybrid Course Teaching Experiences," Texas State University, San Marcos, TX, United States. (September 6, 2016).

Conference Attendance, "Healthcare Landscape 2016," American College of Healthcare Executives, San Antonio, TX, United States. (January 16, 2016).

Additional Comments: 3.0 ACHE face-to-face education credit toward recertification, 4.5 ACHE Qualified Education Credit

Continuing Education Program, "American College of Healthcare Executives_Fall Collaboration." (2015).

Additional Comments: Central and South Texas Chapter, Fall Collaboration

Continuing Education Program, "American College of Healthcare Executives_Healthcare Landscapes." (2015).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "Association of Military Surgeons of the United States." (2015).

Additional Comments: Annual meeting

Continuing Education Program, "American College of Healthcare Executives_Fall collaboration." (2014).

Additional Comments: Central Texas Chapter, fall conference (creating value in your organization)

Continuing Education Program, "American College of Healthcare Executives_Healthcare Landscapes." (2014).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2013).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "College Students with Learning Disabilities: Legal Requirements and Best Practices for Teaching," Texas State University, San Marcos, TX, United States. (September 11, 2013).

"Professional online formal training and experience with the following online learning management systems (LMS)." (August 28, 2013).

- Additional Comments: •TRACS (Sakai)
- Gato (web development)
- Blackboard

Continuing Education Program, "American College of Healthcare Executives." (2012).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2011).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2010).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2009).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2008).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2007).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2005).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

Continuing Education Program, "American College of Healthcare Executives." (2004).

Additional Comments: Central and South Texas Chapter, Healthcare Landscapes

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Refereed:

Kruse, C. S. (2018). Ethics in Health Information Management. In *Health Care Ethics: Critical Issues for the 21st Century* (4th Edition). Burlington, MA, US: Jones & Bartlett Learning.

2. Articles:

a. Refereed Journal Articles:

Kruse, C. S., Guerra, D., Gelillo-Smith, R., Vargas, A., Krishnan, L., & Stigler, P. E. (Accepted / In Press). Leveraging Health Information Technology to Manage Chagas Disease by Tracking Domestic and Sylvatic Animal Hosts as Sentinels: A Systematic Review. *American Journal of Tropical Medicine and Hygiene*.

Kruse, C. S., Betancourt, J. A., Bamrah, I. K., Ortiz, S., Segovia, N., & Valez Luna, S. M. (Accepted / In Press). Defining the Barriers to the Use of mHealth in Improving the Health Outcomes in Developing Countries: A Systematic Review. *Journal of Medical Internet Research*. <https://doi.org/10.2196/13263> JCR IF 4.975

Kruse, C. S., & Lieneck, C. H. (2019). Validating a Competency-Based HIT Curriculum in a BHA/MHA Program Through the Voice of the Customer. *Sage Open*, 9(3), 1–11. <https://doi.org/DOI: 10.1177/2158244019861458> journals.sagepub.com/home/sgo, JCR IF 0.675
Additional Comments: Manuscript ID SO-18-0036.R1

Kruse, C. S., Pesek, B., Anderson, M., Brennan, K., & Comfort, H. (2019). Telemonitoring to Manage Chronic Obstructive Pulmonary Disease: Systematic Literature Review. *JMIR Medical Informatics*, 7(1). <https://doi.org/doi:10.2196/11496> JCR IF 3.188

Kruse, C. S., Stein, A., Thomas, H., & Kaur, H. (2018). The use of Electronic Health Records to Support Population Health. *Journal of Medical Systems*, 42(11), 214. <https://doi.org/10.1007/s10916-018-1075-6> JCR IF 2.415

Kruse, C. S., Marquez, G., Nelson, D., & Palomares, O. (2018). The use of health information exchange in long-term care patient handoffs. *Applied Clinical Informatics*, 9, 752–771. <https://doi.org/https://doi.org/10.1055/s-0038-1670651> JCR IF 1.306

Kruse, C. S., Atkins, J. M., Baker, T. D., Gonzales, E. N., & Paul, J. L. (2018). Factors Influencing the Adoption of Telemedicine Utilization for Treatment of Veterans with PTSD. *Journal of Rehabilitation Medicine*, 50, 385–392. <https://doi.org/10.2340/16501977-2302>

Topinka, J. B., Hewitt, B. A., McLeod, A. J., & Kruse, C. S. (2018). Healthy Students 2020: Analysis of a Self-Reported Health Assessment in a Public Four-Year University. *Texas Public Health Journal*, 70(2), 16–22.

- Adepoju, O. E., Lin, S., Mileski, M., Kruse, C. S., & Mask, A. (2018). Mental health status and healthcare utilization among community dwelling senior adults. *Journal of Mental Health*. Published.
<https://doi.org/10.1080/09638237.2018.1466030>; JCR IF—2.604, 5 year, 2.331; JCR Rank—Q2, 40/130 Psychology, Clinical; Scopus Cite Score—2.03; Scimago SJR—0.776, H-index—58;
 Additional Comments: Listed in Cabell's, JCR, Scimago
- Kruse, C. S., & Bean, A. (2018). Health information technology continues to show positive effects on medical outcomes. *JMIR*, 20(2), e41.
<https://doi.org/10.2196/jmir.8793>
- Mileski, M., Kruse, C. S., Brooks, M. S., Haynes, C., Collingwood, Y., & Rodriguez, R. (2017). Factors Concerning Veterans with Dementia, Their Caregivers, and Coordination of Care: A Systematic Review. *Military Medicine*, 182(11), e1904–e1911.
<https://doi.org/10.7205/MILMED-D-16-00396>; JCR IF—0.853, 5 year, 1.159; JCR Rank—Q3, 120/160 Medicine, General & Internal; Scopus Cite Score—0.74; Scimago SJR—0.357, H-index—60;
- Mileski, M., Kruse, C. S., Catalani, J., & Haderer, T. (2017). Adopting telemedicine for the self-management of hypertension: A systematic review. *JMIR--Medical Informatics*. Published.
<https://doi.org/10.2196/medinform.6603>; JCR IF--3.188, 5 year, N/A; JCR Rank—Q2, 8/26 Medical Informatics;
- Kruse, C. S., Mileski, M., Vijaykumar, A. G., Viswanathan, S., Suskandla, U., & Chidambaram, Y. (2017). Impact of Electronic Health Records in long-term care facilities: Systematic Review. *JMIR Med Inform*, 5(3), 1–16.
<https://doi.org/10.2196/medinform.7958> JCR IF--3.188, 5 year, N/A; JCR Rank—Q2, 8/26 Medical Informatics
- Kruse, C. S., Krowski, N., Rodriguez, B., Tran, L., Vela, J., & Brooks, M. S. (2017). Telehealth and Patient Satisfaction: A Systematic Review and Narrative Analysis. *BMJ Open*, 7(8), 016242.
<https://doi.org/10.1136/bmjopen-2017-016242>
 Additional Comments: According to the publisher, this article has been downloaded 11,192 times in 7 different countries, 2/6/2019.
- Kruse, C. S., Smith, B., Vanderlinden, H., & Nealand, A. (2017). Security Techniques for Electronic Health Records. *Journal of Medical Systems*, 41(127), 1–9. <https://doi.org/10.1007/s10916-017-0778-4>
 Additional Comments: According to the publisher, this article has been downloaded 4.5k times, 2/6/2019.
- Kruse, C. S., Soma, M., Pulluri, D., Nemali, N. T., & Brooks, M. S. (2017). The Effectiveness of Telemedicine in the Management of Chronic Heart Disease-A Systematic Review. *Journal of the Royal Society of Medicine, Open*, 8(3), 1–7. <https://doi.org/10.1177/2054270416681747>

Additional Comments: JRSM-Open is a new journal. The Impact factor for its upper-echelon journal (JRSM) is 2.062 (Thomson Reuter's, 2015). The review process is the same for the two journals. According to the publisher, this article has been downloaded 1,104 times, 2/6/2019.

Kruse, C. S., Goswamy, R., Raval, Y., & Marawi, S. J. (2016). Challenges and Opportunities of Big Data in Healthcare. *J Med Internet Res*, 4(4), 1–17.

<https://doi.org/10.2196/medinform.5359>

Additional Comments: PMCID: 5138448.

Kruse, C. S., Karem, P., Shifflett, K., Vegi, L., Ravi, K., & Brooks, M. S. (2016). Evaluating barriers to adopting telemedicine worldwide. *Journal of Telemedicine and Telecare*, 1–9. <https://doi.org/10.1177/1357633X16674087>

Additional Comments: According to the publisher, this article has been downloaded 7,164 times, 2/6/2019.

Kruse, C. S., Kristof, C., Jones, B., Mitchell, E., & Martinez, A. (2016). Barriers to Electronic Health Record Adoption: A Systematic Literature Review.

Journal of Medical Systems, 40(12).

<https://doi.org/10.1007/s10916-016-0628-9>

Additional Comments: PMID: 27714560. According to the publisher, the article has been viewed 6.7k times, 2/6/2019.

Kruse, C. S., Frederick, B., Jacobson, T., & Kyle, M. D. (2016). Cybersecurity in healthcare: A systematic review of modern threats and trends. *Technol Health Care*, 1–10. <https://doi.org/10.3233/THC-161263>

Additional Comments: This issue of "invited" is nebulous for this journal. The journal only accepts invited articles, but we submitted this manuscript without invitation and it was accepted. PMID: 27689562.

Mileski, M., Kruse, C., Lee, K., & Topinka, J. (2016). Perceptions of the Value of Professional Networking by Undergraduate Students in School of Health Administration: A Pilot Study. *Journal of Health Administration Education*, 33(3), 461–474. <https://doi.org/N/A>; Scimago SJR—0.171, H-index—8;

Additional Comments: Listed in Cabell's

Kruse, C. S., Mileski, M., & Moreno, J. (2016). Mobile health solutions for the aging population: A systematic narrative analysis. *J Telemed Telecare*, (1), 1357633X16649790. <https://doi.org/10.1177/1357633X16649790> JCR

IF—2.229, 5 year, 2.443; JCR Rank—Q2, 47/98 Health Care Sciences & Services; Scopus Cite Score—2.58; Scimago SJR—0.863, H-index—66

Additional Comments: PMID: 27255207, DOI:

<https://doi.org/10.1177/1357633X16649790>. According to the publisher, this article has been downloaded 3,478 times, 2/6/2019.

Kruse, C., Abanaka, L., Anerobi, K., Ates, A., & Kothmann, K. (2016). Adoption factors of the EHR: A Systematic Review. *JMIR Med Inform*, 4(2).

<https://doi.org/0.2196/medinform.5525>

Additional Comments: Impact factor 5.2 for upper-echelon journal JMIR (Thomson Reuters, 2015). PMID: 27251559, DOI: 10.2196/medinform.5525

Cited by 15 (Google Scholar, 4/10/2018). Difficulty of acceptance: Difficult. Contextual Influence (CCI) for Healthcare Administration: Premiere, (Cabells, 2015).

- Kruse, C. S., Bouffard, S., Dougherty, M., & Stewart Parro, J. (2016). Telemedicine Use in Rural Native American Communities in the Era of the ACA: A Systematic Literature Review. *J Med Syst*, 40(6), 1–9. <https://doi.org/10.1007/s10916-016-0503-8>
- Additional Comments: PMID: 27118011, DOI: 10.1007/s10916-016-0503-8. According to the publisher, this article has been downloaded 3.6k times, as of 2/6/2019.

- Mileski, M., McIlwain, A. S., Kruse, C. S., Lieneck, C., & Sokan, A. (2016). The effectiveness and need for facility based nurse aide training competency evaluation programs. *ABNF Journal*, 27(1), 16–19. <https://doi.org/N/A>; PMID: 26930768; Scopus Cite Score—0.58; Scimago SJR—0.239, H-index—18;
- Additional Comments: - Listed in Cabell's

- Luna, R., Myhra, M., Rhine, E., Sullivan, R., & Kruse, C. S. (2016). Cyber Threats to Health Information Systems: A Systematic Review. *Technology and Health Care*, 24(1). <https://doi.org/10.3233/THC-151102>
- Additional Comments: Official journal of the European Society for Engineering and Medicine (Tech Health Care)
- Contextual Influence (CCI) for Healthcare Administration: High, (Cabells, 2015), PMID: 26578272

- Kruse, C. S., Ozoa, N. M., & Smith, J. G. (2015). Patient Portals and the Management of Pediatric Chronic Diseases: A Systematic Literature Review. *Medical Research Archives*, 2(1). <https://doi.org/http://dx.doi.org/10.18103/mra.v0i4.162>.
- Additional Comments: Double-blind peer-review.

- Kruse, C. S., Argueta, D., Lopez, L., & Nair, A. (2015). Patient and Provider Attitudes Toward the Use of Patient Portals for the Management of Chronic Disease: A Systematic Review. *J Med Internet Res*, 17(2). <https://doi.org/10.2196/jmir.3703>
- Additional Comments: Blind peer-review, 3 external reviewers.

- Kruse, C. S., Bolton, K., & Freriks, G. (2015). The Effect of Patient Portals on Quality Outcomes and Its Implications to Meaningful Use: A Systematic Review. *J Med Internet Res*, 17(2). <https://doi.org/10.2196/jmir.3171>
- Additional Comments: Difficulty of acceptance: Difficult. Contextual Influence (CCI) for Healthcare Administration: Premiere, (Cabells, 2015).

Kruse, C. S., & Goetz, K. (2015). Summary and Frequency of Barriers to Adoption of CPOE in the U.S. *Journal of Medical Systems*, 39(2).
<https://doi.org/10.1007/s10916-015-0198-2>
 Additional Comments: Acceptance rate: 50% (Difficult). Contextual Influence (CCI) for Healthcare Administration: High, (Cabells, 2015). According to the publisher, the article had been downloaded 4.3k times (2/6/2019).

Kruse, C. S., Mileski, M., Alaytsev, V., & Carol, E. (2015). Adoption factors associated with electronic health record among longterm care facilities: a systematic review. *BMJ Open*, 2015(5), e006615.
<https://doi.org/10.1136/bmjopen-2014-006615> JCR IF—2.376, 5 year, 2.863; JCR Rank—Q2, 50/160 Medicine, General & Internal; Scopus Cite Score—2.65; Scimago SJR—1.321, H-index—69
 Additional Comments: Acceptance rate: 53% (Difficult).

Kruse, C. S., Reiger, V., & Rheinboldt, K. (2014). Barriers Over Time to Full Implementation of Health Information Exchange in the United States. *JMIR Med Inform*, 16(9). <https://doi.org/10.2196/medinform.3625> JCR IF 3.188
 Additional Comments: Difficulty of acceptance: Difficult. Contextual Influence (CCI) for Healthcare Administration: Premiere, (Cabells, 2015).

Kruse, C. S., DeShazo, J., Kim, F., & Fulton, L. V. (2014). Factors Associated With Adoption of Health Information Technology: A Conceptual Model Based on a Systematic Review. *JMIR Med Inform*, 2(1).
<https://doi.org/10.2196/medinform.3106> JCR IF 3.188
 Additional Comments: Difficulty of acceptance: Difficult. Contextual Influence (CCI) for Healthcare Administration: Premiere, (Cabells, 2015).

3. Conference Proceedings:

a. Refereed Conference Proceedings:

Kruse, C. S. (2018). Knowledge Management in a Government Agency.

4. Abstracts:

Kruse, C. S., Zucker, K. W., & Martin, B. J. (2016). Ethical considerations presented by the movie Bridge on the River Kwai. *ACLM (conference Proceedings)*. Published.
 Additional Comments: Poster is listed in Works not in print

Booth, E., Lavoie, J., LoFranco, K., Tyson, D., Kruse, C. S., Zucker, K. W., & Boyle, M. J. (2014). An update on health care fraud. *Proceedings*. Published.
 Additional Comments: An update on health care fraud.

Kruse, C. S., Zucker, K. W., & Boyle, M. J. (2014). Tarasoff and HIPAA: There is no conflict. Published.
 Additional Comments: Tarasoff and HIPAA: There is no conflict

10. Other Works in Print:

Encyclopedia Entries:

Kruse, C. S. (2018). Telemedicine. In Warf (Ed.), *Encyclopedia of the Internet* (pp. 841–843). London and Thousand Oaks, CA, United States: Sage.
<https://doi.org/http://dx.doi.org/10.4135/9781473960367.n244>

Newspaper Articles:

Kruse, C. S. (2001, June 8). Why I Serve.

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

Mileski, M., Kruse, C. S., CHP Research Forum, "Perceptions of the value in volunteering and internships by undergraduate students in a school of health administration: A pilot study," San Marcos, TX, United States. (2016).

Kruse, C. S., Zucker, K. W., Boyle, M. J., American College of Legal medicine, "Ethical considerations presented by the movie Bridge on the River Kwai.," American College of Legal Medicine, Austin, TX, United States. (December 2015).

Zucker, K. W., Kruse, C. S., Boyle, M. J., 54th Annual Meeting of the American College of Legal Medicine, "Basics of bioethics," American College of Legal Medicine, Dallas, TX, United States. (2014).

Kruse, C. S., Zucker, K. W., Boyle, M. J., 54th Annual Meeting of the American College of Legal Medicine, "Tarasoff and HIPAA: There is no conflict," American College of Legal Medicine, Dallas, TX, United States. (2014).

Kruse, C. S., Zucker, K. W., Boyle, M. J., 23rd European Conference on Philosophy of Medicine and Health Care, "Classic legal cases at the foundation of medical ethics in the USA (the right to refuse care and the right to die).," Tübingen, Germany. (2009).

Additional Comments: Sources and perspectives of bioethics p84-85

Zucker, K. W., Boyle, M. J., Kruse, C. S., 23rd European Conference on Philosophy of Medicine and Health Care, "Film as a tool in teaching medical ethics: Death and dying," Tübingen, Germany. (2009).

Additional Comments: Sources and perspectives of bioethics p85-86

Jefferson, T. C., Kruse, C. S., Zucker, K. W., 17th Annual Meeting of the Association of Applied and Professional Ethics, "Military medical assets and intelligence collection: An exercise in applied ethics," San Antonio, TX, United States. (2008).

Additional Comments: Abstracts 43

2. Invited Talks, Lectures, and Presentations:

Kruse, C. S., ACHE 2018 Fall Collaborative, "The Healthcare Executive's Role in IT Decision Making," American College of Healthcare Executives, Texas State University, San Marcos, TX, United States. (November 9, 2018).

Kruse, C. S., Zucker, K. W., Boyle, M. J., Jefferson, T. C., 18th Annual Meeting of the Association of Practical and Professional Ethics, "A pedagogic demonstration: Cases in military, medical ethics," Cincinnati, OH, United States. (2009).

Zucker, K. W., Boyle, M. J., Kruse, C. S., Swift, G. S., Association of University Programs in Health Administration, "Ethics and edibles –An adjunct to the Army-Baylor curriculum," Portland, OR, United States. (2009).

Jefferson, T. C., Kruse, C. S., Zucker, K. W., 17th Annual Meeting of the Association of Practical and Professional Ethics, "Military medical assets and intelligence collection: An exercise in applied ethics," San Antonio, TX, United States. (2008).

3. Consultancies:

Government, Walter Reed Army Institute of Research, Silver Spring, MD, United States. (May 2017 - Present).

Additional Comments: Knowledge Management consultation to evaluate current workflow/processes, files management, information sharing, and archiving of historical research.

For Profit Organization, ProCial. Strategic products, San Marcos, TX, United States. (March 2015 - October 2015).

Government, United States Air Force Medical Support Agency, San Antonio, TX, United States. (2012 - 2014).

Additional Comments: The development of a new data system to organize medical-related research and its associated intellectual property

For Profit Organization, Aptis Inc, University of Texas at San Antonio, San Antonio, TX, United States. (2005).

For Profit Organization, University of Texas at San Antonio, San Antonio, TX, United States. (2003).

4. Workshops:

Kruse, C., Student Workshop at the Round Rock campus location, "The Quality Movement: How quality is all around us, and why your boss wants you to lead the charge," Texas State University, Round Rock, TX, United States. (September 10, 2015).

5. Other Works not in Print:

a. Works "submitted" or "under review":

Journal Articles:

Kruse, C. S., Larson, B., Wilkinson, R., Samson, R., & Castillo, T. (Submitted / Under Review). Leveraging Technology in Detection of Alzheimer's Disease: A Systematic Review. *Journal of Medical Internet Research*.
Additional Comments: Manuscript number

Kruse, C. S., Lee, K. A., Watson, J., Lobo, L., Stoppelmoor, A., & Oyibo, S. (Submitted / Under Review). The effect of telemedicine adoption in the management of alcohol abuse, addiction, and rehabilitation-A systematic review. *Journal of Medical Internet Research*.

Kruse, C. S., Soma, S., Brown, T., & Blakley, K. (Submitted / Under Review). Big Data and Health Information Technology's Role on Health Outcomes-A Systematic Review. *Health Policy and Technology*.

b. Works "in progress":

Journal Articles:

Kruse, C. S., Batey, M., Bonnin, K., Fuentes, D., & Massoodi, H. (In Preparation; Not Yet Submitted). The use of health information exchanges (HIE) in long-term care: A Systematic Review. *International Journal of Medical Informatics*.
Additional Comments: 5-yr impact factor 2.927 (Thomson Reuters, 2015).

c. Other Works Not in Print:

Creative Works Cited in Conference Papers / Presentations:

Zucker, K. W., Boyle, M. J., Kruse, C. S., 23rd European Conference on Philosophy of Medicine and Health Care, "A non-academic way of teaching medical ethics," Tübingen, Germany. (2009).
Additional Comments: Sources and perspectives of bioethics 83-84

Posters:

Blakley, K., Brown, T., Smith, I., Soma, S., Kruse, C. S., 10th Annual International Research Conference, "Big Data and HIT's Role on Health Outcomes," The Graduate College, LBJ Ballroom, San Marcos, TX, United States. (November 13, 2018).

Bamrah, I. K., Ortiz, S., Segovia, N., Valdes, S. M., Kruse, C. S., 10th Annual International Research Conference, "Defining the Barriers to the Use of mHealth in Improving the Preventative Health Outcomes in Developing Countries," The Graduate College, LBJ Ballroom, San Marcos, TX, United States. (November 13, 2018).

Syal, R., MacNeil, L., Chabaria, E., Basch, C., Kruse, C. S., Mileski, M., 10th Annual International Research Conference, "Evaluating the relationship between HIT and safer-prescribing in the LTC setting," The Graduate College, LBJ Ballroom, San Marcos, TX, United States. (November 13, 2018).

Watson, J., Lobo, L., Oyibo, S., Stopplemoor, A., Kruse, C. S., 10th Annual International Research Conference, "The Effect of Telemedicine Adoption in the Management of Alcohol Abuse, Addiction, and Rehabilitation," The Graduate College, LBJ Ballroom, San Marcos, TX, United States. (November 13, 2018).

Larson, B., Wilkinson, R., Samson, R., Castillo, T., Kruse, C. S., 10th Annual International Research Conference, "Use of Technology in the Detection of Alzheimer's Disease – A Systematic Review," The Graduate College, LBJ Ballroom, San Marcos, TX, United States. (November 13, 2018).

Krishnan, L., Gelilo-Smith, R., Vargas, A., Guerra, D., Kruse, C. S., Stigler, P. E., 10th Annual International Research Conference, "Utilizing Domestic and Sylvatic Animal Hosts as Health Information Technology Sentinels to Track Chagas Disease in the southern United States," The Graduate College, LBJ Ballroom, San Marcos, TX, United States. (November 13, 2018).

Hewitt, B. A., Topinka, J. B., McLeod, A. J., Kruse, C. S., 2018 Health Scholars Showcase, "Healthy Students 2020: A Self-Reported Assessment of the Texas State Student Population's Health, Based on Leading Health Indicators from Healthy People 2020," The Translational Health Team, Texas State Performing Arts Center, San Marcos, TX USA. (February 23, 2018).

Kruse, C. S., Lieneck, C. H., CHP Research Forum, "Health Information Technology Course in a BHA_MHA Curriculum," College of Health Professions, san marcos, TX, United States. (April 12, 2017).

Kruse, C. S., Soma, M., Pulluri, D., Nemali, N., Brooks, M. S., CHP Research Forum, "Using Telemedicine to Manage Chronic Heart Disease," College of Health Professions, san marcos, TX, United States. (April 12, 2017).

Additional Comments: Took second place (among 70 posters)

Kruse, C. S., Karem, P., Shifflett, K., Lokesh, V., Ravi, K., Brooks, M. S., Annual meeting of the American College of Legal Medicine, "Barriers to the Adoption of Telemedicine Worldwide," American College of Legal Medicine, Las Vegas, NV, United States. (February 24, 2017).

Additional Comments: This is a poster to discuss what was published under the same title.

Kruse, C. S., Annual meeting of the American College of Legal Medicine, "The Computer Id, Ego, and Superego," American College of Legal Medicine, Las Vegas, NV, United States. (January 2017).

Kruse, C. S. (Co author), Pesek, B. (Co author), Anderson, M. (Co author), Comfort, H. (Co author), 2018 Health Scholar Showcase, "Facilitators and Barriers to the Adoption of Telemonitoring to Manage COPD," Texas State University, Texas State University Performing Arts Center, San Marcos, TX, United States. (February 23, 2018).

Cardenas, A., Fitton, A., Thomlinson, S., Kruse, C. S., CHP Research Forum, "Association of the Electronic Health Record with the Management of Diabetes: A Systematic Literature Review," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (2016).

Kruse, C. S., Mileski, M., CHP Research Forum, "Conducting a Systematic Literature Review for Publication," Texas State University, CHP building, San Marcos, TX, United States. (2016).

Additional Comments: This poster took third place (out of 75) in the 2016 CHP Research Forum.

Topinka, J., Kruse, C. S., McLeod, A., Hewitt, B., CHP Research Forum, "Healthy Students 2020: A Self-Reported Assessment of the Texas State Student Population's Health, Based On Focus Areas from Healthy People 2020," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (2016).

Mileski, M., Kruse, C. S., Lee, K. A., Topinka, J. B., CHP Research Forum, "Perceptions of the Value of Professional Networking by Undergraduate Students in a School of Health Administration: A Pilot Study," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (2016).

Luna, R., Myhra, M., Rhine, E., Sullivan, R., Kruse, C. S., CHP Research Forum, "Security and the Electronic Health Record," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (2016).

Kruse, C. S., Mileski, M., Moreno, J., CHP Research Forum, "Mobile Health Solutions for the Aging Population," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (February 16, 2016).

Kruse, C. S., Zucker, K. W., Boyle, M. J., 55th Annual Meeting of the American College of Legal Medicine, "Ethical considerations presented by the movie Bridge on the River Kwai," American College of Legal Medicine, San Antonio, TX, United States. (January 2016).

Moore, M., Ruiz, I., Lux, B., Boyle, M. J., Kruse, C. S., Brooks, T., Zucker, K. W., Association of Military Surgeons of the United States (AMSUS) annual meeting, "Adjusting for Risks Under P4P Measures for Socioeconomic Factors," Association of Military Surgeons of the United States (AMSUS), San Antonio, TX, United States. (2015).

Additional Comments: One of six posters presented at the AMSUS Annual Meeting Poster Session

Thomas, J., Kang, S., Wyatt, C., Zucker, K. W., Boyle, M. J., Brooks, T., Kruse, C., Association of Military Surgeons of the United States (AMSUS) annual meeting, "The Genetic Information Nondiscrimination Act (GINA) of 2008, Applying the Army-Baylor Organizational Decision-Making Model," Association of Military Surgeons of the United States (AMSUS), San Antonio, TX, United States. (2015).

Additional Comments: One of six posters presented at the AMSUS Annual Meeting Poster Session

Ryan, L., Marc, O., Bob, P., Karin, Z., Kruse, C. S., Annual meeting of the Association of Military Surgeons of the United States, "The Player, The Doctor, The Business: Medical Ethics in Professional Football," Association of Military Surgeons of the United States (AMSUS), San Antonio, TX, United States. (2015).

Zucker, K. W., Boyle, M. J., Kruse, C. S., Association of Military Surgeons of the United States (AMSUS) annual meeting, "A Non-Academic Way of Approaching Medical Ethics," Association of Military Surgeons of the United States (AMSUS), San Antonio, TX, United States. (December 15, 2015).

Additional Comments: One of six posters presented at the AMSUS Annual Meeting Poster Session

Karin, Z. W., Kruse, C. S., Martin, B., Douglas, S., Annual meeting of the Association of Military Surgeons of the United States, "Clinical Ethics and Organizational Ethics: How The Basics Differ," Association of Military Surgeons of the United States (AMSUS), San Antonio, TX. (December 15, 2015).

Additional Comments: We plan to develop this concept into a paper for publication.

Gilbert, J. P., Tansey, K. A., Taylor, G. K., Kruse, C. S., Zucker, K. W., Boyle, M. J., Association of Military Surgeons of the United States (AMSUS) annual meeting, "Exploring the Ethical Considerations of the Army Assignment Policy for Soldiers Who Are HIV-Positive," Association of Military Surgeons of the United States (AMSUS), San Antonio, TX, United States. (December 15, 2015).

Additional Comments: One of six posters presented at the AMSUS Annual Meeting Poster Session

Booth, E., Lavoie, J., LoFranco, K., Tyson, D., Kruse, C. S., Zucker, K., Boyle, J., Brooks, T., 54th Annual Meeting of the American College of Legal Medicine, "An update on health care fraud," Dallas, TX, United States. (2014).

Brown, J., Deeter, J., Jones, M., Boyle, M., Brooks, T., Kruse, C. S., Zucker, K., 119th Annual Meeting of the Association of Military Surgeons of the United States, "Federal healthcare gift policies: A comparison," Washington, DC, United States. (2014).

Wood, R., Bravo, V., Zucker, K., Boyle, M., Kruse, C. S., Brooks, T., 119th Annual Meeting of the Association of Military Surgeons of the United States, "The ethics of using children in clinical research," Washington, DC, United States. (2014).

Slitzer, A., Zucker, K., Swift, D., Boyle, M., Kruse, C. S., 53rd Annual Meeting of the American College of Legal Medicine, "Ethics in film: End of life decision-making," Las Vegas, NV, United States. (2013).

Fandre, M., Henry, M., McKenna, C., Kruse, C. S., Zucker, K., Boyle, M., Swift, D., 53rd Annual Meeting of the American College of Legal Medicine, "Organizational ethics in the graduate academic setting," American College of Legal Medicine, Las Vegas, NV, United States. (2013).

Slamen, R., Yarbrough, M., McKay, J., Zucker, K., Swift, D., Boyle, M., Kruse, C. S., 53rd Annual Meeting of the American College of Legal Medicine, "Provisions of the patient protection and affordable care act examined using an ethical continuum tool," Las Vegas, NV, United States. (2013).

Zucker, K., Swift, D., Kruse, C. S., Boyle, M., 53rd Annual Meeting of the American College of Legal Medicine, "The basics of bioethics," Las Vegas, NV, United States. (2013).

Gomez, R. H., Smith, M. B., Vargas, A. L., Swift, D. C., Zucker, K. W., Boyle, M. J., Kruse, C. S., 52nd Annual Meeting of the American College of Legal Medicine, "Codes of ethics across the medical professions," New Orleans, LA, United States. (2012).

Zucker, K. W., Swift, D. C., Jefferson, T. C., Kruse, C. S., Joint DoD/MEDCOM Health Care Law Conference, "Current issues in medical ethics," San Antonio, TX, United States. (2012).

Zucker, K. W., Swift, D. C., Kruse, C. S., Boyle, M. J., The Annual Meeting of the Center for Bioethics and Human Dignity, "Film as a tool for teaching medical ethics," Trinity International University, Deerfield, IL, United States. (2012).

Zucker, K. W., Swift, D. C., Kruse, C. S., Boyle, M. J., 52nd Annual Meeting of the American College of Legal Medicine, "Film as a tool for teaching medical, organizational ethics," New Orleans, LA, United States. (2012).

Additional Comments: Program Book 96-97

Zucker, K. W., Swift, D. C., Kruse, C. S., Boyle, M. J., 52nd Annual Meeting of the American College of Legal Medicine, "Moments in medical-legal history: The Great Starvation Experiment," New Orleans, LA, United States. (2012).

Allen, B., Bentley, S., Bessler, C., Gomez, R., Smith, M., Vargas, A., Zucker, K., Swift, D., Kruse, C. S., Boyle, M., 52nd Annual Meeting of the American College of Legal Medicine, "Professional codes of associations of medical administrators," New Orleans, LA, United States. (2012).

Additional Comments: Program Book 55-56

Swift, D. C., Zucker, K. W., Kruse, C. S., Boyle, M. J., The Annual Meeting of the Center for Bioethics and Human Dignity, "The Great Starvation Experiment: Pacifism and patriotism," Trinity International University, Deerfield, IL, United States. (2012).

Chabalko, E., Lindsay, S., Thomas, M., Mangelsdorff, D., Zucker, K., Swift, D., Kruse, C. S., 52nd Annual Meeting of the American College of Legal Medicine, "US Military use of psychotropic medications and psychotherapy," New Orleans, LA, United States. (2012).

Additional Comments: Program Book 65-66

Post, M. A., Sloan, C., Swift, D. C., Kruse, C. S., Zucker, K. W., 51st Annual Meeting of the American College of Legal Medicine, "Codes of ethics in the behavioral health professions," Las Vegas, NV, United States. (2011).

Additional Comments: Program Book 95 - 96, Abstract published

Kruse, C. S., Swift, D. C., Boyle, M. J., Zucker, K. W., 51st Annual Meeting of the American College of Legal Medicine, "Film as a tool for teaching clinical ethics," Las Vegas, NV, United States. (2011).

Blanchard, J., Campbell, R., Bly, R., Swift, D. C., Kruse, C. S., Zucker, K. W., 51st Annual Meeting of the American College of Legal Medicine, "Healthcare organizational ethics: An umbrella approach," Las Vegas, NV, United States. (2011).

Zucker, K. W., Kruse, C. S., Boyle, M. J., 50th Annual Meeting of the American College of Legal Medicine, "Film for teaching medical ethics," Orlando, FL, United States. (2010).

Zucker, K. W., Boyle, M. J., Kruse, C. S., Jefferson, T. C., 50th Annual Meeting of the American College of Legal Medicine, "The Army - Baylor Ethical Decision-Making models: And, now, there are three," Orlando, FL, United States. (2010).

Additional Comments: Program Book 95 - 95

Zucker, K. W., Boyle, M. J., Kruse, C. S., 50th Annual Meeting of the American College of Legal Medicine, "The right to refuse care and the right to die: Classic legal cases at the foundation of medical ethics," Orlando, FL, United States. (2010).

Additional Comments: Program Book 93 - 94

Zucker, K. W., Boyle, M. J., Kruse, C. S., 49th Annual Meeting of the American College of Legal Medicine, "A non-academic approach to teaching medical ethics," Las Vegas, NV, United States. (2009).

Kruse, C. S., Zucker, K. W., Boyle, M. J., Jefferson, T. C., 18th Annual Meeting of the Association of Applied and Professional Ethics, "A pedagogical demonstration: Cases in military, medical ethics," Cincinnati, OH, United States. (2009).

Additional Comments: Abstracts 54

Mangelsdorff, A. D., Bewley, L., Fulton, L., Broom, K., Kruse, C. S., Beauvais, B., Brezinski, P., Childress, C., Jeffries, J., Wood, S., Zucker, K., Annual Meeting of the Association of University Programs in Health Administration, "Educational transformations and outcomes: the Army - Baylor University MHA/MBA program," Chicago, IL, United States. (2009).

Zucker, K. W., Boyle, M. J., Kruse, C. S., Jefferson, T. C., Jeffries, J. R., 48th Annual Meeting of the American College of Legal Medicine, "A proposed method for medical-ethical decision-making on the battlefield," Houston, TX, United States. (2008).

Zucker, K. W., Boyle, M. J., Kruse, C. S., Jefferson, T. C., Jeffries, J. R., 16th Annual Poster Session of the Association of Medical Service Corps Officers of the Navy in conjunction with the 114th Annual Meeting of the Association of Military Surgeons of the United States, "A proposed model for battlefield medical-ethical decision-making," San Antonio, TX, United States. (2008).

Zucker, K. W., Jefferson, T. C., Boyle, M. J., Jeffries, J. R., Kruse, C. S., 17th World Congress on Medical Law, "Ethics committees in US hospitals: Why, where, who, and how," Beijing, China. (2008).

Additional Comments: Book of Abstracts 206

Kruse, C. S., Zucker, K. W., Boyle, M. J., Jeffries, J. R., Jefferson, T. C., 11th Annual Force Health Protection Conference, "Preparing for conflict: The Law and Ethics of War and Terrorism --An elective in the Army - Baylor Graduate Program in Health and Business Administration," Albuquerque, NM, United States. (2008).

Zucker, K. W., Jefferson, T. C., Jeffries, J. R., Kruse, C. S., Newland, E., 15th Annual Poster Session of the Association of Medical Service Corps Officers of the Navy in conjunction with the 113th Annual Meeting of the Association of Military Surgeons of the United States, "Teaching the Law and Ethics of War and Terrorism," Salt Lake City, UT, United States. (2007).

C. Scholarly / Creative Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

Kruse, Clemens Scott. FOA: PA15-147 -- Interest in Innovative Methods Research to Increase the Utility of Systematic Reviews, NIH, Federal, \$100,000.00. (Submitted: July 15, 2018, Funded: April 1, 2019 - July 31, 2020). Grant.

Kruse, Clemens S (Principal), Percent Contribution: 70%, Mileski, Michael (Co-Principal), Percent Contribution: 30%. Health Information Technology Security Awareness A Mobile Package to Take to Seniors, Patient-Centered Outcomes Research Institute, Private / Foundation / Corporate, \$74,444.00. (Submitted: May 26, 2016). Grant.

Kruse, Clemens Scott (Principal), Percent Contribution: 70%, Mileski, Michael (Co-Principal), Percent Contribution: 30%. Patient satisfaction of students of Texas State University that use the student clinic, Patient-Centered Outcomes Research Institute, Private / Foundation / Corporate, \$26,952.00. (Submitted: August 24, 2015). Grant.

4. Submitted, but not Funded, Internal Grants and Contracts:

Kruse, Clemens Scott, Topinka, Joseph Baar. Funding of conference attendance, Office of Sponsored Research, Texas State University, \$16,000.00. (Submitted: October 25, 2017). Grant.

Topinka, Joseph B (Principal), Percent Contribution: 60%, Kruse, Clemens S. (Co-Principal), Percent Contribution: 40%. Passive Population Surveillance of Body Temperature During Flu Season and its Effect on Personal Health Practices, Texas Statue University, Texas State University, \$9,900.00. (Submitted: October 11, 2016). Grant.

Kruse, Clemens Scott (Co-Principal), Percent Contribution: 50%, Topinka, Joseph Baar (Principal), Percent Contribution: 50%. Passive population surveillance of body temperature during flu season, Texas State University Research Enhancement Program (REP), Texas State University, \$16,000.00. (Submitted: October 10, 2016). Grant.

Kruse, Clemens Scott (Principal), Percent Contribution: 80%, Brooks, Matthew S (Co-Principal), Percent Contribution: 20%. Conference Support for MHA

Students, Patient-Centered Outcomes Research Institute, Private / Foundation / Corporate, \$47,000.00. (Submitted: May 27, 2016). Grant.

Kruse, Clemens Scott (Co-Principal), Percent Contribution: 50%, Topinka, Joseph Baar (Principal), Percent Contribution: 50%. Healthy Students 2020, Public health awareness survey of students at Texas State University, Texas State University Research Enhancement Program (REP), Other, \$16,000.00. (Submitted: October 5, 2015). Grant.

Kruse, Clemens S (Principal), Percent Contribution: 50%, Mileski, Michael (Co-Principal), Percent Contribution: 50%. Establishing a benchmark for patient satisfaction in a university setting, Patient-Centered Outcomes Research Institute, Private / Foundation / Corporate, \$60,000.00. (Submitted: October 1, 2015). Grant.

Topinka, Joseph (Principal), Percent Contribution: 50%, Kruse, Clemens (Co-Principal), Percent Contribution: 50%. Healthy students 2020, Texas State University, Institutional (Higher Ed), \$15,517.00. (Submitted: October 1, 2015). Grant.

Additional Comments: No feedback provided to help improve our products for the future

Kruse, Clemens Scott (Principal), Percent Contribution: 90%, Fulton, Lawrence (Co-Principal), Percent Contribution: 10%. Passive population surveillance of body temperature during flu season and its effect on personal health practices, Texas State University Research Enhancement Program (REP), Texas State University, \$16,000.00. (Submitted: October 5, 2013). Grant.

D. Scholarly / Creative Fellowships, Awards, Honors:

Award / Honor Nominee: Presidential Academic Excellence Award for Scholarly/Creative Activity, Texas State University.

January 1, 2018 - January 1, 2019

Award / Honor Recipient: 2018 College Achievement Award for Excellence in Scholarly / Creative Activities, Dean College of Health Professions.

January 2017 - June 2018

Award / Honor Recipient: Excellence in Scholarship Award, Assistant Professor, College of Health Professions.

January 1, 2017 - December 31, 2017

Award / Honor Nominee: 2017 Presidential Distinction Award for Excellence in Scholarly / Creative Activities at the Assistant Professor Level, University President.

February 2017 - August 2017

Award / Honor Recipient: 2nd Place in the 2017 CHP Research Forum, College of Health Professions.

April 12, 2017

Award / Honor Recipient: Second place award recipient for poster in the 2017 CHP Research Forum, College of Health Professions.

March 31, 2017 - April 10, 2017

Award / Honor Nominee: Presidential Award of Excellence in Scholarly / Creative Activities at the Assistant Professor Level, President of the university.

February 2016 - August 2016

Additional Comments: I was awarded the College of Health Professions 2016 Presidential Distinction Award for Scholarly/Creative Activities

Award / Honor Recipient: Third place award recipient for poster in the 2016 CHP Research Forum, Texas State University.

April 2016

Additional Comments: Second Place: Dr. Michael Mileski, [co-author Dr. Clemens Scott Kruse] Perceptions of the Value in Volunteerism and Internships by Undergraduate Students in a School of Health Administration: A Pilot Study (Health Administration)

Third Place: Dr. Clemens Scott Kruse, Dr. Michael Mileski, Writing a Systematic Literature Review for Publication (Health Administration)

Award / Honor Recipient: 2016 Presidential Distinction Award for Excellence in Scholarly / Creative Activities at the Assistant Professor Level, Dean of College of Health Professions.

February 2015 - February 2016

Additional Comments: I was nominated for the Presidential Award. I received the College of Health Professions 2016 Presidential Distinction Award for Scholarly/Creative Activities

Award / Honor Recipient: Faculty Excellence Award for Outstanding Scholarship, College of Health Professions.

January 2014 - December 2014

Award / Honor Nominee: National Register, Who's Who in Executives and Professionals.

2005 - 2012

Award / Honor Recipient: Continental, Who's Who in America.

2007 - 2011

Award / Honor Nominee: Kiplinger's Who's Who in Leading Business Professionals.

2008

Award / Honor Recipient: Member, Upsilon Phi Delta National Honor Society in Health Administration Upsilon Phi Delta Honor Society, AUPHA.

2008

E. Scholarly / Creative Professional Development Activities Attended:

Workshop, "SharePoint Designer Course," San Antonio, TX, United States. (October 27, 2017 - October 28, 2017).

Workshop, "Where to Publish? Navigating the Journal Jungle and Avoiding Predators," Texas State University, San Marcos, TX, United States. (March 2, 2017).

Conference Attendance, "American College of Legal Medicine 57th Annual Meeting," American College of Legal Medicine, Las Vegas, NV, United States. (February 23, 2017 - February 25, 2017).

"Fulbright: A World of Opportunity," Texas State University, San Marcos, TX, United States. (November 15, 2016).

Additional Comments: Fulbright: A World of Opportunity

Workshop, "Overview of the Research Enhancement Program (REP)," Texas State University, San Marcos, TX, United States. (September 15, 2016 - September 21, 2016).

Additional Comments: In preparation for the submission of a proposal for the REP, I attended this workshop. I learned about the mission of the REP, the submission guidelines, the online application process, the review process, and the post-award expectations.

Workshop, "Transforming Good Ideas into Funded Research: Strategies for New Faculty and New Grant Seekers," Texas State University, San Marcos, TX, United States. (February 16, 2016).

Continuing Education Program, "Building Faculty Credentials and Documentation for Promotion," Texas State University, San Marcos, TX, United States. (September 12, 2013).

F. Media Recognition:

Who's Who Among Executives and Professionals, Cambridge. (January 2, 2008).

Who's Who in America, Marquis Publication Board. (October 15, 2017).

IV. SERVICE

A. Institutional

1. University:

Member, Faculty Qualifications Committee. (January 2018 - Present).

Member, University Intellectual Property Committee. (December 2015 - 2018).

Member, University Academic Computing Committee. (August 2014 - 2017).

Additional Comments: This committee is more intensive in the spring than the fall.

Sep -- 2 meetings, 1.5 hrs ea + .5 hrs prep = 6

Oct -- 1 meeting, 1.5 hrs ea + .5 prep = 2

Dec & Jan I help proposers prepare their proposals, and I familiarize myself

with the proposals enough to defend them, 2 hrs per proposal ~= 10 hrs

Feb -- 4 meetings, 3 hrs ea + 2 hrs prep time = 20 hrs

Mar -- 1 meeting, 1.5 hrs ea + .5 prep = 2

Fall is only about 3-5 hrs

Spring is well over 35 hrs

University Research Panel. (2016).

Additional Comments: Linking research and commercialization, Texas State University

Member, Academic Development and Assessment. (April 2016).

Additional Comments: Panel member for a university professional development session.

Adjunct/Co-instructor, Organizational Ethics, US Army Baylor Graduate Program in Health and Business Administration. (2013 - 2015).

Additional Comments: Baylor University

Chief Information Officer, Army-Baylor Alumni Association. (2008 - 2011).

Additional Comments: Baylor University

Chief Technology Officer, Army-Baylor Alumni Association. (2007 - 2008).

2. College:

Member, CHP Faculty/Student Research Forum Committee. (September 2015 - Present).

Volunteer, HIM3380 for HIM. (2015).

Volunteer, HIM5350 for HIM. (2014).

3. Department/School:

Organizer, Electronic Bulletin Board for Department. (December 2016 - Present).

Webmaster, School web content and design. (June 2015 - Present).

Organizer, Learning assessments for all undergrad and graduate courses. (January 1, 2015 - Present).

Assisted in development, APA writing tips. (2013 - 2015).

Designer, QR code for the back of faculty business cards. (2013 - 2015).

B. Professional:

Reviewer / Referee, American Journal of Health-System Pharmacy, Bethesda, MD, United States. (January 2017 - Present).

Additional Comments: In 2017 I reviewed one manuscript for the editor of the journal.

Reviewer / Referee, PLOS One, Lugano, Switzerland. (December 2016 - Present).

Additional Comments: In 2016 I reviewed one manuscript for the editor of the journal.

Reviewer / Referee, Project Hope (Health Affairs Journal). (January 1, 2016 - Present).

Additional Comments: In 2016 I reviewed one manuscript for the editor of the journal.

Reviewer / Referee, Applied Clinical Informatics journal. (December 2015 - Present).

Additional Comments: In 2016 I provided a primary and secondary review for one manuscript for the editor of this journal.

Reviewer / Referee, Clinical Medicine Insights. (October 2015 - Present).

Additional Comments: In 2015 I provided one manuscript review for the editor of this journal. In 2016 it was selected for publication.

Reviewer / Referee, New England Journal of Medicine. (September 2015 - Present).

Additional Comments: Reviewer for the editor of the New England Journal of Medicine. In 2015 I reviewed 1 manuscript for the editor of this journal.

Reviewer / Referee, Libertas Academica. (July 2015 - Present).

Additional Comments: Reviewer for manuscripts submitted to Clinical Medicine Insights: Therapeutics, published by Libertas Academica.

The publisher asked that I not include the title of the manuscript so that it can protect its double-blind review process. In 2015 I reviewed 2 manuscripts, and, at least in part, the journal accepted this manuscript for publication because of the comments/corrections that I made/suggested.

Reviewer / Referee, Journal Family Practice. (2015 - Present).

Additional Comments: Reviewer for manuscripts submitted to Journal of Family Practice, published by Oxford University Press.

In 2015 I reviewed 1 manuscript, and, at least in part, the journal accepted this manuscript for publication because of the comments/corrections that I made/suggested.

Reviewer / Referee, Journal of Diabetic Medicine. (2015 - Present).

Additional Comments: Reviewer for manuscripts submitted to the Journal of Diabetic Medicine, published by Wiley.

In 2015 I reviewed 1 manuscript, and at least in part, the journal accepted one of the manuscripts for publication because of the comments/corrections that I made/suggested.

Reviewer / Referee, Journal of Family Medicine and Disease Prevention. (2015 - Present).

Additional Comments: Reviewer for manuscripts submitted to Journal of Family Medicine and Disease Prevention. In both 2015 and 2016 I reviewed 1 manuscript for the editor of this journal.

Reviewer / Referee, Journal of Medical Systems. (2015 - Present).

Reviewer / Referee, Medical Research Archives. (January 2015 - Present).

Reviewer / Referee, Journal of the American Medical Informatics Association. (March 2014 - Present).

Additional Comments: Reviewer for the Journal of the American Medical Informatics Association (x3).

Reviewer / Referee, Journal of Medical Internet Research. (January 2013 - Present).

Additional Comments: Reviewer for the Journal of Medical Internet Research. I receive about one manuscript to review every 60 days. I am not able to serve in this capacity for all of the manuscripts, but I have provided manuscripts for the editor of this journal 11 times in 2015, 8 times in 2016, 2 times in 2017, and eight manuscripts have been selected for publication.

C. Community:

Merit Badge Counselor, Boy Scouts of America. (2003 - Present).

Scoutmaster, Troop 90, Boy Scouts of America. (2014 - 2017).

Additional Comments: Serving in this capacity requires an annual dedication of close to 1,000 hours.

Scoutmaster, Troop 475, Boy Scouts of America. (2010 - 2014).

Training Staff, Diamondback District, Alamo Area Council, Boy Scouts of America. (2009 - 2012).

Assistant Scoutmaster, Troop 475, Boy Scouts of America. (2010 - 2011).

Cubmaster, Pack 500, Boy Scouts of America. (2008 - 2010).

Assistant Cubmaster, Pack 500, Boy Scouts of America. (2007).

Assistant Scoutmaster, Troop 117, Boy Scouts of America. (2001 - 2007).

D. Organization Memberships:

American Society for Quality (ASQ). (2007 - Present).

Additional Comments: I am a senior member of the American Society for Quality, and I am certified as a Green Belt in Six Sigma.

Computer Technology Industry Association (CTIA). (2006 - Present).

Additional Comments: I am a member of the Computer Technology Industry Association, and I am certified at the Security Plus level in computer security.

Upsilon Phi Delta National Honor Society in Health Administration. (2005 - Present).

American College of Healthcare Executives (ACHE). (2004 - Present).

Additional Comments: I am a member of ACHE, and I am certified as a Fellow in the college (FACHE).

Health Information Management Systems Society (HIMSS). (2004 - Present).

Additional Comments: I am a member of HIMSS, and I am a certified professional in the organization (CPHIMSS).

E. Service Honors and Awards:

Award / Honor Recipient: Gold Medal of Merit, Boy Scouts of America.

January 2011 - April 2018

Additional Comments: This award was granted for establishing a youth program that included at least 30% youth with disabilities.

Award / Honor Recipient: Service award research, American College of Healthcare Executives.

January 1, 2016 - January 1, 2018

Award / Honor Recipient: BSA Scoutmaster's Key, Boy Scouts of America.

2016

Award / Honor Nominee: Faculty Excellence Award, Service, College of Health Professions, Texas State University.

March 2016 - May 2016

Additional Comments: Nominated for award

Award / Honor Recipient: BSA, Distinguished Unit Leader Award, Boy Scouts of America.

2014

Additional Comments: SM

Award / Honor Recipient: Distinguished Faculty Award, Texas State University, College of Health Professions.

2014

Award / Honor Recipient: National Register, Who's Who in Executives and Professionals.

2005 - 2012

Award / Honor Recipient: Meritorious Service Medal, US Army.

2011

2006

2001

1999

Award / Honor Recipient: BSA, District Award of Merit, Boy Scouts of America.

2010

Award / Honor Recipient: BSA, District Soaring Eagle Award, Boy Scouts of America.

2009

Award / Honor Recipient: Defense Outstanding Volunteer Service Medal, Department of Defense.

2009

Award / Honor Recipient: Army Achievement Medal, US Army.

2007

1998

1997

1992

1986

Award / Honor Recipient: Army Commendation Medal, US Army.

2007

Award / Honor Recipient: Global War on Terrorism Expeditionary Medal, US Army.

2006

Award / Honor Recipient: Global War on Terrorism Service Medal, US Army.

2003

Award / Honor Recipient: Meritorious Service Medal, US Army.

2003

Award / Honor Recipient: National Defense Service Medal, US Army.

2003

2001

Award / Honor Recipient: Army Commendation Medal, US Army.

2001

1997

Award / Honor Recipient: U.S. Army Letter of Appreciation.

2001

1996

Award / Honor Recipient: Expert Field Medical Badge, US Army.

2000

Award / Honor Recipient: U.S. Army, 4th Infantry Division, Certificate of Achievement.
1998

Award / Honor Recipient: U.S. Army Certificate of Achievement.
1995

Award / Honor Recipient: Eugene Videl Award, most innovative idea to improve quality of life for Cadets, USMA.
1991

Award / Honor Recipient: West Point Certificate of Achievement.
1991

Award / Honor Recipient: Army Good Conduct Medal, US Army.
1987

Award / Honor Recipient: Offer of Admission to the United States Military Academy.
1987

Award / Honor Recipient: Eagle Scout.
1981

G. Service Professional Development Activities Attended:

Continuing Education Program, "Fall Collaborative," American College of Healthcare Executives, South Texas Chapter, San Marcos, TX, United States. (November 9, 2018).

Continuing Education Program, "Healthcare Landscape 2018," American College of Healthcare Executives, South Texas Chapter, San Antonio, TX, United States. (February 23, 2018).

Continuing Education Program, "Recruiting and Mentoring Graduate Students," Texas State University, San Marcos, TX, United States. (January 29, 2018).

Workshop, "Digital Sign Training," Texas State University, San Marcos, TX, United States. (January 11, 2018).

Continuing Education Program, "ACHE Fall Collaborative," American College of Healthcare Executives, Central Texas Chapter, San Marcos, TX, United States. (November 3, 2017).

Continuing Education Program, "Reframing the Future: Revising Student Outcomes and Assessment," Texas State University, San Marcos, TX, United States. (April 19, 2016).

Conference Attendance, "Healthcare Landscape 2015," American College of Healthcare Executives, San Antonio, TX, United States. (January 15, 2015).

Additional Comments: Worked with Dr. Brooks to promote our BHA and MHA programs to both the Central and South Texas Chapters of the American College of Healthcare Executives.

Workshop, "Flip your site," Texas State University, San Marcos, TX, United States. (January 15, 2015).

TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Kim Lee Title: Assistant Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
PHD	2014	Univ of the Incarnate Word	Education	
MSHP	1994	Texas State University	Health Professions	
BSPT	1989	Texas State University	Physical Therapy	
BA	1986	Texas Lutheran University	Biology	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Assistant Professor, School of Health Administration	Texas State University	August 26, 2019 - Present
Lecturer, School of Health Administration	Texas State University	August 1, 2017 – August 23, 2019
Assistant Professor, School of Health Admin	Texas State University	2015 - July 31, 2017
Lecturer, School of Health Admin	Texas State University	2014
Adjunct Faculty, Dept. of Physical Therapy	Texas State University	2000 - 2013

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
President of Leadership Development Institute	Harden Healthcare	2007 - 2013
President of MBS Rehab	Harden Healthcare	2003 - 2007
National Director of Clinical Training	Mariner Health Care	1994 - 2003

E. Other Professional Credentials (licensure, certification, etc.)

Physical Therapist in Texas. (1989 - Present). License Number: 1061174.

Fellow, American College of Healthcare Executives. (March 27, 2017 - Present). License Number: 902797.

Myers-Briggs Instructor, CPP, Inc. (2010 - Present).

True Colors Instructor/Facilitator, True Colors, Inc. (2015 - Present).

Change Essentials, Red Tree Leadership. (2012-2014).

Leading with Speed of Trust, Franklin-Covey. (2012-2014).

II. TEACHING

A. Teaching Honors and Awards:

Recognition by Graduating Student in MHA Program (Sneha Viswanathan Vishnampet) as a “faculty member who positively contributed to her success and academic career” in Spring 2019 (Letter dated 7/3/2019).

Award / Honor Nominee: Excellence in Teaching Award.

2015

Award / Honor Recipient: Selected by Tiara Alderman, BHA Student & Award Recipient to attend Health Professions Student Award Recognition Luncheon as faculty member.

April 24, 2015

Award / Honor Recipient: “Favorite Professor”, Alpha Chi National College Honor Society.

April 20, 2015

B. Courses Taught:

Texas State University:

HA 3324 - SPVSRY MGMT MGRS

HA 4325 - HLTHCARE STRAT MGT

HA 5191 - FIELD EXPER ORIENT

HA 5300 - HC ORGAN & DELVRY

HA 5346 - HLTHCARE STRAT MGT

HA 5362 - HLTH ORG BEHV THEO

HA 5399A - THESIS

HA 5399B - THESIS

LTCA 5322 - ENV MGT LTCA

PT 3315 - PATIENT CARE & EVAL

PT 4120 - DIR CLINICAL EXP PT

PT 4316 - CARDIO-PULMONARY MGT

PT 4615 - PHYS THER PROCED&EVAL

PT 5313 - PHYSICAL AGENTS

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Supervisor / Chair, "MHA Comprehensive Exit Exam", Status: Completed. (January 2019 – May, 2019). School of Health Administration, Texas State University.

Student(s): Ashton Stopelmoor, Graduate, MHA.
Anoop Matthews, Graduate, MHA.

Supervisor / Chair, "MHA Comprehensive Exit Exam", Status: Completed. (January 2018 - December 2018). School of Health Administration, Texas State University.

Student(s): Amber Parma, Graduate, MHA.
Taylor Castillo, Graduate, MHA.
Aarthy Palani, Graduate, MHA.

Supervisor / Chair, "MHA Comprehensive Exit Exam", Status: Completed. (2017).

School of Health Administration, Texas State University.
Student(s): Megan Anderson, Graduate, MHA.
Jamie Flynn, Graduate, MHA.

Supervisor / Chair, Master's Thesis, "A Survey of Health Administration Attitudes Towards Plurality & Diversity Through a Feminist Lens", Status: Completed. (August 2015 - May 2016). School of Health Administration, Texas State University.
Student(s): Jenna Stewart, Graduate, MHA.

D. Courses Prepared and Curriculum Development:

Online MHA Orientation Modules, Curriculum Development, Texas State University.
Taught: August 2016 - Present.

HA 5346, HA 5191, and LTCA 5322, First Time Instruction, Texas State University.
Taught: August 2015 - December 2015.

HA 4325, First-Time Instruction and Preparation, Texas State University. Taught:
January 2015 - May 2015.

LTCA 5322, Revise Existing Course, Texas State University. Approved: January 2017 - Present.

E. Teaching Grants and Contracts

1. Funded External Teaching Grants and Contracts:

Lee, Kimberly Ann. Funding Education of Physical Therapists for Underserved Areas of Texas. (Funded: 1992 - 1994). Grant.

F. Other:

Adjunct Faculty for PT 7165, Texas State University. San Marcos. 40. (January 1, 2013 - May 15, 2013).

Full-Time Outpatient Clinic Director and Instructor (Clinical Assessment and Neurological Rehabilitation), Texas State University. San Marcos. 30. (1992 - 1994).

Guest Lecture, TSU DPT Program. San Marcos, United States. 40. (May 2017 - June 2017).

Invited Guest Lectures (10 Hours Over 1-2 Weeks) for PT 7474, Texas State University. San Marcos. 40. (June 1, 2010 - June 1, 2016).

Teaching Overload to Support Department, Texas State University. San Marcos. (August 1, 2015 - May 15, 2016).

Student Accomplishments:

Award:

Mentor, College of Health Administration Outstanding Undergraduate Student. College of Health Professions Award Recognition Luncheon Sponsored by Dean Welborn, Texas State University LBJ Center. (April 24, 2015).
Student(s): Tiara Alderman, Undergraduate, BHA.

MHA Case Competition:

Mentor, Team prepared and competed in national competition for first-year MHA students. MHA Case Competition, Ohio State University. Status: Completed. (March 28-29, 2019). School of Health Administration, Texas State University.
Student(s): Eva Nunez-Paitlan, Graduate, MHA.
Joanna Fohn, Graduate, MHA.
Stephanie Zipp, Graduate, MHA.

Mentor, Team prepared and competed in national competition. MHA Case Competition, University of Alabama in Birmingham. Status: Completed.

(February 27 – March 1, 2019). School of Health Administration, Texas State University.

Student(s): Lorraine Lobo, Graduate, MHA.
Roger Samson, Graduate, MHA.
Britney Larson, Graduate, MHA.

Mentor, Team prepared and competed in state competition. MHA Case Competition, North Texas ACHE Case Competition. Status: Completed. (September-October, 2018). School of Health Administration, Texas State University.

Student(s): Lorraine Lobo, Graduate, MHA.
Roger Samson, Graduate, MHA.
Britney Larson, Graduate, MHA.
Reagan Wilkinson, Graduate, MHA.

Mentor, Team prepared and competed in national competition. MHA Case Competition, University of Alabama in Birmingham. Status: Completed. (March 2, 2018). School of Health Administration, Texas State University.

Student(s): Jeffrey Pagonis, Graduate, MHA.
Lorraine Lobo, Graduate, MHA.
Kerriana Floyd, Graduate, MHA.

Mentor, Team Advanced to Semi-Finals. Healthcare Case Competition, University of Alabama. Status: Completed. (February 24, 2017). School of Health Administration.

Student(s): Josef Hobdy, Graduate, MHA.
Megan Anderson, Graduate, MHA.
Andy Mask, Graduate, MHA.

G. Teaching Professional Development Activities Attended

Continuing Education Program, "Service-Line Development - ACHE F2F Panel," Texas Hospital Association and American College of Healthcare Executives (Central Texas Chapter), Austin. (January 25, 2017).

Workshop, "Foundations of Online Course Design and Development," Instructional Technologies Support Dept at Texas State University, San Marcos. (July 11, 2016 - July 22, 2016).

Continuing Education Program, "New Tenure Track Program for Excellence in Teaching and Learning at Texas State University," Texas State University, San Marcos, United States. (August 2015 - May 2016).

"Tech Smith Relay ITAC Session at Texas State University." (November 13, 2015).

Continuing Education Program, "True Colors Certification Course," True Colors, Austin. (June 17, 2015 - June 19, 2015).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

2. Articles:

a. Refereed Journal Articles:

Mileski, M., Lee, K. A., Bourquard, C., Cavazos, B., Dusek, K., Kimbrough, K., ... McClay, R. (Accepted / In Press). Preventing the abuse of elderly residents with dementia or Alzheimer's Disease in the long-term care setting: A systematic literature review. *Clinical Interventions in Aging*.

Mileski, M., Lee, K. A., Maung, S., Nelson, D., Palomares, O., & Paredes, N. (2018). Prevention of Methicillin-Resistant Staphylococcus Aureus in Neonatal Intensive Care Units: A Systematic Review. *ABNF Journal*, 29(2), 46–53. <https://doi.org/N/A>; Scopus Cite Score—0.58; Scimago SJR—0.239, H-index—18;

Mileski, M., Topinka, J. B., Lee, K. A., Brooks, M. S., McNeil, C., & Jackson, J. (2017). An investigation of quality improvement initiatives in decreasing the rate of avoidable 30-day, SNF-to-hospital readmissions: A systematic review. *Clinical Interventions in Aging*, 12, 213–222. <https://doi.org/10.2147/CIA.S123362>; JCR IF—2.585, 5 year, 3.195; JCR Rank—Q3, 31/53 Geriatrics & Gerontology; Scopus Cite Score—2.77; Scimago SJR—1.001, H-index—59;

Topinka, J. B., Turner, L. R., Lee, K. A., & Brown, J. (2016). An Expression of Change: Breastfeeding in the Military. *United States Army Medical Department Journal, October-December 2016*, 70–74. Retrieved from <http://www.cs.amedd.army.mil/borden/Portlet.aspx?id=fe14cb8d-6216-4df3-911f-4d15a26babf3>

Mileski, M., Kruse, C., Lee, K., & Topinka, J. (2016). Perceptions of the Value of Professional Networking by Undergraduate Students in School of Health Administration: A Pilot Study. *Journal of Health Administration Education*, 33(3), 461–474. <https://doi.org/N/A>; Scimago SJR—0.171, H-index—8;

10. Other Works in Print:

Dissertations:

Lee-Layton, K. A. (2014). *Correlating coworker relations, employee involvement, and leadership with associate commitment in select health care companies using a mixed sequential explanatory design*. ProQuest Dissertations & Theses Global. Retrieved from <http://search.proquest.com/docview/1661796393?accountid=5683>

B. Works Not in Print:

2. Invited Talks, Lectures, and Presentations:

Lee, K. A., Stewart, J., The Women and Gender Research Collaborative for the symposium, "Bridging through Stories: Families, Work and Gendered Migration across the Global Village," "Perceptions of the Work Family from a Team Leadership and Feminist Perspective in our Healthcare Environment: The Crucible of the Global Village," Texas State University, LBJ Ballroom, San Marcos. (March 25, 2016).

Lee, K. A. (Faculty), LTCA Program Fall Conference, "Being an Engaging and Engaged Leader through Feedback," Texas State University, Brookfield Lakeway, Lakeway, TX, United States. (October 19, 2018).

Lee, K. A. (Faculty), "Being an Engaging and Engaged Leader through Feedback," Texas State University, Brookfield Lakeway, Lakeway, TX, United States. (October 27, 2017).

Lee, K. A. (Presenter), Long Term Care Fall Networking Event, "Being an Engaging and Engaged Leader through Feedback," Texas State University, San Marcos. (October 21, 2016).

Lee, K. A., Spring Annual Texas State University HIM Conference Presentation, "Engaging Leaders Engaging Teams: Using the Power of Feedback as a Leadership Tool." (April 21, 2016).

Lee, K. A., "Developing a Leadership Culture: Presentation made for Tom Waugh Leadership Development Program," Texas Physical Therapy Association, Webinar. (January 20, 2016).

Lee, K. A., Long Term Care Fall Networking Event, "Being an Engaging and Engaged Leader through Feedback," Texas State University, San Marcos. (October 30, 2015).

Layton, K., Texas Health Care Association (THCA) Fall Conference, "Measurement and Engagement for Success in Healthcare," Texas Health Care Association (THCA). (October 2014).

Lee, K. A., Texas Health Care Association (THCA) Fall Conference, "Transformation of Culture through Leadership Development," Texas Health Care Association (THCA). (October 2008).

Lee, K. A., Texas Physical Therapy Association (PTPA) Conference in Austin, TX and Geriatric Conference in Cambridge, MA, "Prospective Payment Systems and Reimbursement Changes." (1999).

3. Consultancies:

Founded and operate Treeline Leadership, LLC in 2013 and continues to operate (prior to Texas State University employment) offering organizational assessments, management and leadership development seminars, organizational design and

strategic management consultation, and individual client consulting and executive coaching. (2013 - Present).

5. Other Works not in Print:

a. Works "submitted" or "under review":

Journal Articles:

Kruse, C. S., Lee, K. A., Watson, J., Lobo, L., Stoppelmoor, A., & Oyibo, S. (Submitted / Under Review). The effect of telemedicine adoption in the management of alcohol abuse, addiction, and rehabilitation-A systematic review. *Journal of Medical Internet Research*.

c. Other Works Not in Print:

Abstract submitted and Poster presenteds:

Mileski, M., Lee, K. A., Garza, L., Joseph, C., Klose, K., 2017 Texas State University Undergraduate Research Forum, "Preventing Falls Among the Diabetic Elderly: A Systematic Review," San Marcos, TX. (April 21, 2017).

Mileski, M., Lee, K. A., Garza, L., Joseph, C., Klose, K., CHP Research Forum, "Preventing Falls Among the Diabetic Elderly: A Systematic Review," San Marcos, TX. (April 14, 2017).

Departmental Coordination and Co-Development of Conferences:

Lee, K. A. (Facilitated and coordinated), Spring Annual SOHA Conference, Embassy Suites Conference Center, San Marcos, TX. (April 17, 2015).

Posters:

Mileski, M., Kruse, C. S., Lee, K. A., Topinka, J. B., CHP Research Forum, "Perceptions of the Value of Professional Networking by Undergraduate Students in a School of Health Administration: A Pilot Study," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (2016).

Lee, K. A., College of Health Professions Research Forum, "Perceptions of the Value of Professional Networking by Undergraduate Students in a School of Health Administration: A Pilot Study," Texas State University, Health Professions Building, San Marcos. (March 2016).

Responsibility for Development, Planning, Facilitation, and Execution of Company-Wide Leadership Conferences:

Lee, K. A. (Responsible for creating curriculum for and facilitating leadership conferences (100 participants) as well as small, concentrated developmental work shops (25-30 participants) with peer review and securement of CE's for interprofessionals including physicians, nurses, and other allied health disciplines from the Post Graduate Institute of Medicine (PIM), Healthcare. (2017, 2018, & 2019).

Lee, K. A. (Responsible for creating curriculum for and facilitating large leadership conferences (400 participants) as well as small, concentrated developmental work shops (25-30 participants) with peer review and securement of CE's from National Association of LTC Administration Boards (NAB) and Texas Physical Therapy Association (TPTA) – PT and OT Board of Examiners), Harden Healthcare Leadership Institute, Harden Healthcare. (2013).

C. Scholarly / Creative Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

Lee, Kimberly Ann (Other). Building a Workplace Culture of Health in Academic Settings, Robert Wood Johnson Foundation, Federal. (Submitted: October 18, 2016). Grant.

E. Scholarly / Creative Professional Development Activities Attended:

New Tenure-Track Orientation and Initial Research Development Meetings, Texas State University, San Marcos, Texas (August 21-23, 2019).

Continuing Education Program, "Diet Revolution: Impact on Rehab" – 6 Hour-Program for Clinicians, Embassy Suites, San Marcos, Texas (June 17, 2019).

Continuing Education Program, "ACHE South and Central Collaborative CE Event," American College of Healthcare Executives, San Marcos, United States. (November 9, 2018).

Continuing Education Program, "ACHE South and Central Collaborative CE Event," American College of Healthcare Executives, San Marcos, United States. (November 3, 2017).

Continuing Education Program, "APTA Combined Sections National Conference and Continuing Education Program," American Physical Therapy Association, San Antonio, TX, United States. (February 17, 2017 - February 18, 2017).

Conference Attendance, "Health Scholar Showcase: Translational Health Research," Texas State University, San Marcos, United States. (February 10, 2017).

Continuing Education Program, "ACHE Panel on Service Line Development," Texas Hospital Association, Austin, TX, United States. (January 27, 2017).

Conference Attendance, "Fall 2016 ACHE Collaborative," South and Central Texas Chapters of American College of Healthcare Executives, San Marcos. (November 4, 2016).

Continuing Education Program, "Board of Governors' Examination Review Course," American College of Healthcare Executives, Scottsdale, AZ. (October 17, 2016 - October 19, 2016).

Seminar, "Tenure and Promotion by Dr. Bourgeois and Dr. Opheim," Texas State University, San Marcos. (September 20, 2016).

Webinar, "ACHE Advancement Information," American College of Healthcare Executives. (August 11, 2016).

IV. SERVICE

A. Institutional

1. University:

Member, Texas State University Alumni Association. (2016 - Present).

Participant, Family Campaign Participant. (2016 - 2017).

Member, Graduate College Council. (2015 - May 2017).

2. College:

Prepared, facilitated, and presented curriculum/lectures (6-12 hours) for PT 7474 and PT 7364 in the DPT Program in the topics of Organizational Culture, Organizational Structure, Communication, Leadership, & Management (2010 – Present).

Attended/participated as Faculty, Scroll Ceremony (September, 2016 & 2018)

Participant, Round Rock Campus Chamber Event for CHP. (February 19, 2017).

Invited and participated, DPT Interviews for Department of Physical Therapy. (November 2015 - November 2016).

Invited and represented College, CTMC Gala, San Marcos, Texas. (October 2015 - October 2016).

Participant, Alumni Association Distinguished Alumni Gala. (October 21, 2016).

Graduate Advisor, College of Health Professions. (September 28, 2016).

Dean's Seminar Attendance. (November, 2015-2016, & 2018).

3. Department/School:

MHA Program Case Competition Advisor (2016-Present).

MHA Admission Committee Member (2018-Present).

Faculty Member, LTC Program Fall Networking Day and LTC Program Capitol Visitation Day. (2015 - Present).

Represented School, Graduation. (2015 – May, 2019).

MHA Comprehensive Exam Coordinator, School of Health Administration. (January 2015 - May 2018).

Represented School of Health Administration, Graduate College Orientation. (August 2015 - August 2017).

Serving as MHA Program Advisor and Director including recruitment and advising of potential and current MHA students, coordinating and administering MHA comprehensive exam, interviewing and coordinating selection of hire of GIA, and other requests. (January 2015 - July 2017).

Graduate Advisor, LTC Program Capitol Visitation Day. (March 2015 - March 31, 2017).

Graduate Advisor, Graduate and Professional School Fair sponsored by Graduate College. (February 16, 2015 - February 13, 2017).

Assumed course overload for Department/School to support departmental operations. (August 2015 - May 2016).

Facilitated and coordinated, Annual Spring Conference. (April 17, 2015).

B. Professional:

Member, American College of Healthcare Executives (ACHE). (2013 - Present).

Member, American Physical Therapy Association (APTA). (1998 - Present).

Member, Texas Physical Therapy Association. (1998 - Present).

Business Member, Texas Healthcare Association (THCA). (2013 - 2017).

Member, Chief Learning Officer Organization. (2010 - 2012).

Member, White House Business Council. (2011).

Centers for Medicare and Medicaid (CMS) Technical Advisory Panel on Approaches to Improving Medicare Payment for SNF's. (2004).

Advisory Panel on Practice, American Physical Therapy Association (APTA). (2002 - 2004).

Liaison, Joint Commission of Accreditation of Hospital Organizations (JCAHO). (2001).

Member, American College of Healthcare Executives (ACHE). (1991 - 1995).

C. Community:

Hays Highschool Band Boosters Active Member, Volunteer, and Donor (August, 2017-Present).

Hays Highschool Band Boosters - Community Kyle Adopt-A-Street Liaison (August, 2018 – May, 2019).

Active Member & Leader, Real Life Community Church. (2014 – August, 2019).
Member, Buda Chamber of Commerce, Buda, TX. (May 10, 2017 – May, 2018).

Participant, Buda City Council - Focus Group on Aging in Buda, Buda, TX. (January 25, 2017).

Speaker, Dahlstrom Middle School - Hays County, Buda, TX. (February 15, 2017 – May, 2017).

Volunteer, Dahlstrom Middle School PTA, Buda. (August, 2014 – May, 2017).

Participant, San Marcos 5K Stampede, San Marcos. (February 20, 2016 - February 2017).

Volunteer, Dahlstrom Middle School in Hays County ISD, Buda. (November 30, 2016).

Volunteer, Garlic Creek Neighborhood Association and Night Out, Buda. (October 2016).

Volunteered in San Marcos for Flood Clean Up, Samaritan Purse. (May 2015).

Active Member & Leader, Gateway Community Church. (2009 - 2014).

D. Organization Memberships:

American College of Health Executives. (2013 - Present).

American Physical Therapy Association. (1998 - Present).

Texas Healthcare Association. (2013 - 2017).

White House Business Council. (2011).

Centers for Medicare and Medicaid Technical Advisory Panel. (2004).

American Physical Therapy Association Advisory Panel on Practice. (2002 - 2004).

Joint Commission of Accreditation of Hospital Organizations Liaison. (2001).

E. Service Honors and Awards:

Award/Honor Recipient: "Dr. Barbara Sanders Service Award," Department of Physical Therapy at Texas State University (In recognition of superior service, dedication, and support of the Department of Physical Therapy and its students).

April 25, 2019

Award / Honor Recipient: "Outstanding Alumna," Department of Physical Therapy at Texas State University.

April 28, 2015

Award / Honor Recipient: "Top 20 Women Who Have Changed the Face of Medicine," Austin by Austin MD Magazine.

May 2014

Award / Honor Recipient: "Top 20 Central Texas Women of Influence", Austin by Austin Business Journal.

August 2013

G. Service Professional Development Activities Attended:

Seminar, "WellCHPS Program Stand Up for Good Health by DPT Students," Texas State University, San Marcos. (February 12, 2016).

**Texas State Vita
as of August 1, 2018**

I. Academic/Professional Background

A. Name: Cristian H. Lieneck

Title: Associate Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
PhD	2011	Texas State University	Adult, Community, and Professional Education	An Examination of Individual Competencies among Students Matriculating through an Undergraduate Healthcare Administration Program
MHA	2006	Texas State University	Healthcare Administration	
BS	2000	Xavier University	Natural Science	
EMT-Intermediate, coursework (2 semesters)	1996-1997	University of Alabama-Birmingham, Huntsville Program	Emergency Medical Technician (EMT-I)	
EMT-Basic (NREMT)	1995	University of Alabama-Birmingham, Huntsville Program	Emergency Medical Technician (EMT-B)	

C. University Experience

Position	University	Dates
Associate Professor	Texas State University <ul style="list-style-type: none"> • School of Health Administration (MHA and BHA) program 	2016-present
Tenure Awarded	Texas State University	2016
Assistant Professor	Texas State University <ul style="list-style-type: none"> • School of Health Administration (MHA and BHA) program 	2010-2016
Adjunct Professor	Concordia University-Texas <ul style="list-style-type: none"> • Master of Business Administration (MBA) program <ul style="list-style-type: none"> • Austin Campus • Online Center 	2017-present

Adjunct Professor	<p>Southern Illinois University – Carbondale</p> <ul style="list-style-type: none"> • Master of Healthcare Administration (MHA) degree program • Master of Health Informatics (MHI) degree program 	2016-present
Adjunct Professor	<p>New England College of Business and Finance</p> <ul style="list-style-type: none"> • Master of Healthcare Management (MHM) degree program 	2014-present
Adjunct Professor	<p>Concordia University-Texas</p> <ul style="list-style-type: none"> • Health Care Administration (BA) program <ul style="list-style-type: none"> • Austin Campus • Online Center • San Antonio Campus 	2012-present
Graduate Teaching Assistant	<p>Texas State University</p> <ul style="list-style-type: none"> • School of Health Administration (BHA) program 	2009

D. Relevant Professional Experience

Position	Entity	Dates
Principal Consultant	MedGroup Management, LLC	2010-present
Medical Group Practice Administrator	Pain Care Physicians, Austin, Texas	2007-2010
Business Office Manager, Medical Claims/Billing (Managed Care and Government Payers) & Accounts Receivable Departments	Austin Radiological Association, Austin, Texas	2006-2007
MHA Administrative Internship	Seton Southwest Hospital, Austin, Texas	2006
Program Director	Caregivers Home Health, Texas Department of Aging and Disability Services (DADS) Medicaid-Waiver/Demonstration Program, Austin, Texas	2004-2006
Dental Activity Executive Officer and Dental Company Commander	US Army Medical Service Corps, Fort Carson Dental Activity, Fort Carson, Colorado	2002-2004

Medical Clinic Manager & Field Evacuation Officer	US Army Medical Service Corps, 3 rd Armored Cavalry Regiment, Fort Carson, Colorado	2000-2002
Emergency Medical Technician	Medic-One Emergency Ambulance, Cincinnati, Ohio.	1995-2000
Emergency Medical Technician-First Responder	Huntsville Emergency Medical Services, Inc., Huntsville, Alabama	1995-1998
Emergency Room Administrative Assistant	Huntsville Hospital – Main, Huntsville, Alabama	1997

E. Other Professional Credentials (licensure, certification, etc.)

Healthcare Information and Management Systems Society (HIMSS), Certified Professional in Healthcare Information and Management Systems (CPHIMS) designation, recertified on March 1, 2018.

American College of Healthcare Executives, Fellow and Board Certified in Healthcare Management (FACHE), recertified on March 1, 2017.

Medical Group Management Association/American College of Medical Practice Executives Fellow and Board Certified in Medical Group Practice Management (FACMPE), recertified on December 31, 2016.

Academy for Healthcare Management (America's Health Insurance Plans (AHIP) and Blue Cross and Blue Shield (BCBS) Association), Professional (PAHM) and Fellow (FAHM) designations (2011).

II. Teaching

A. Teaching Honors and Awards:

Favorite Undergraduate Professor: Alfred H. Nolle Chapter of the Alpha Chi National College Honor Society, Texas State University.	2017
Service Learning Fellow. Texas State University.	2017
Faculty Excellence Award Nominee – Teaching Texas State University School of Health Administration	2015
Alpha Delta Pi Sorority Favorite Professor and Scholarship Banquet Texas State University.	2015
Faculty Excellence Award Nominee – Teaching Texas State University School of Health Administration	2013
Favorite Graduate Professor: Alfred H. Nolle Chapter of the Alpha Chi National College Honor Society, Texas State University.	2013
Faculty Excellence Award Nominee – Teaching Texas State University School of Health Administration	2012

B. Courses Taught:

Teaching Format Legend	
1	Traditional course, taught in-person.
2	Online course development, meeting institution pedagogical requirements.
3	Online course, taught 100% in online format.
4	Significant course revision.

Texas State University

AUPHA-Certified Bachelor of Health Care Administration Program:

- HA 3308¹ – Healthcare Organization and Delivery
- HA 3375^{1,2,4} – Principles of Accounting for Healthcare Managers
- HA 4141^{1,4} – Healthcare Comprehensive Exam and Review
- HA 4305^{1,4} (MP) – Health Services Marketing
- HA 4315¹ – Health Services Problem Solving and Decision Making

CAHME-Accredited Master of Health Care Administration Program:

- HA 5303^{1,4} – Information Systems Management in Healthcare
- HA 5304^{2,3,4} – Healthcare Economics and Financial Theory
 - Course revision also completed for Nursing LAN Program integration

- HA 5316¹ – Healthcare Financial Management

HA 5325^{1,4} – Advanced Patient Care Management and Quality Improvement in
HA 5362¹ – Healthcare Organizational Behavior/Theory
HA 5371^{1,4} – Marketing of Health Services
HA 5375^{1,4} – Accounting for Healthcare Managers (stacked w/HA 3375 course)
HIM 5380¹ – Quality Improvement in Healthcare
HA 5399A¹ – MHA Thesis
HA 5399B¹ – MHA Thesis

Health Services course designation courses:

HS 3374^{2,4} – Principles of Accounting for Healthcare Managers (MHA-leveling
online course)
HS 5315² – Principles of Finance for Clinical Managers (MSRC program online
course)

University College:

US 1100¹ – University Seminar

Southern Illinois University-Carbondale

Online Accelerated Master of Healthcare Administration and Master of Health
Informatics Degree Programs:

MHA/MHI 566^{2,3} – Managing Health Information
MHA 575^{2,3} – Current Events Seminar in Healthcare
MHA 593^{2,3} – Individual Research
MHI 515^{2,3} – Systems and Databases

Concordia University-Texas

Online Center Accelerated Bachelor of Healthcare Administration Degree Program:

HCA 3312^{1,2,3,4} – Management Essentials of Healthcare Organizations
HCA 3315^{1,4} – Quality Management in Healthcare
HCA 3360^{1,2,3,4} – Principles of Healthcare Finance
HCA 4307² – Healthcare Economics
HCA 4365^{1,2,3,4} – Managing the Healthcare Organization

Concordia University-Texas

Austin Accelerated Bachelor of Healthcare Administration Degree Program:

HCA 3330^{1,2,3,4} – Healthcare Information Technology
HCA 3360^{1,2,3,4} – Principles of Healthcare Finance
HCA 4360^{1,2,3,4} – Healthcare Finance Issues

Concordia University-Texas

San Antonio Accelerated Bachelor Healthcare Administration Degree Program:

- HCA 3311¹ – Consumer Issues in Healthcare Administration
- HCA 3315^{1,4} – Quality Management in Healthcare
- HCA 3360^{1,2,3,4} – Principles of Healthcare Finance
- HCA 4360^{1,2,3,4} – Healthcare Finance Issues

Concordia University-Texas

Austin Master of Business Administration (MBA) Degree Program:

- MBA 5350^{2,3} – Healthcare Strategic Management
- MBA 5354^{2,3} – Policy Trends for Healthcare Managers

New England College of Business and Finance

Accelerated Master of Healthcare Management (MHM) Program:

- MHM 502^{2,3} – Quantitative Methods and Metrics in Healthcare
- MHM 600^{2,3} – Strategic Planning in Healthcare (MHM Program Capstone)
- MHM 525³ – Healthcare Finance and Reimbursement
- MHM 520³ – Managerial Accounting for Healthcare Professionals

**C. Graduate Theses/Dissertation, Honors Theses or Exit Committees:
(if supervisor, please indicate)**

Weaver, E. (2016). *Quantitative analysis of advanced electronic health record use in hospitals associated with lower rate of hospital acquired infections.*

- Thesis Committee Member: Doctor of Health Administration (DHA) degree.
- Medical University of South Carolina College of Health Professions Information Systems Program.

Chen, K. (2015). *An exploratory study of health information exchanges in Central Texas.*

- Thesis Committee Chair: Master of Health Administration (MHA) degree.
- Texas State University School of Health Administration.

Bodewig, G. (2014). *Understanding El Salvador's sports medicine services for elite amateur athletes through a quality assessment model.*

- Thesis Committee Member: Master of Science (MS) degree.
- Texas State University Department of Health and Human Performance.

Van Oort, M. (2011). *The use of additional revenue streams in outpatient physical therapy: A forecast and model approach.*

- Thesis Committee Member: Master of Health Administration (MHA) degree.
- Texas State University School of Health Administration.

Comprehensive Exam (Program Exit) Committee Chair (student selected): Master of Health Administration (MHA) degree:

Brenna Smith, Fall 2016
Emily Rhine, Fall 2015
Whitley Brock, Fall 2015
Lauren Balon, Spring 2015
Aaron Velasquez, Fall 2014
Christina Luna, Fall 2014
Vyacheslav Alaytsev, Spring 2014
Verna Regier, Spring 2014
Kelsey Wood, Spring 2014
Shareef Hamad, Spring 2014
Bethany Miller, Fall 2013
Brooke Jones, Spring 2013
Evan Johnson, Spring 2013
Amber Rankin, Spring 2013
Drew Fisher, Fall 2012
Jacalyn Priegel, Fall 2012
Maria Gongora, Fall 2012
Matt Balthazar, Fall 2012
Shane Littleton, Fall 2012
Bryan Thompson, Spring 2012
Matthew Gammon, Fall 2011

D. Courses Prepared and Curriculum Development:

HA 5371: Marketing of Health Services 2017

- Implemented a service learning initiative to include:
 - Ongoing collaboration with the National Volunteer Caregiving Network (NVCN) organization to assist with industry research and program marketing initiatives.
 - Ongoing external healthcare organization relationships to infuse health service marketing initiatives while also assisting these external organizations with marketing perspectives and strategic analysis.

HA 3375: Principles of Accounting for Healthcare Managers 2016

- Online course development (HS 3374)

- | | |
|--|------|
| HA 4305: Health Services Marketing | 2014 |
| <ul style="list-style-type: none">• Implemented an ongoing personal branding workshop that included:<ul style="list-style-type: none">○ A professional LinkedIn website development exercise in association with the School of Health Administration program's LinkedIn group website.○ A personal elevator speech exercise which involved videotaping a 30-45 second personal goals statement for use by the HA 4848 Healthcare Administrative Residency Placement Director, prior to site assignment.• Applied the ongoing use of the Institute for Healthcare Improvement (IHI) Open School for Health Professions – Basic Certification online training program.<ul style="list-style-type: none">○ Provides students with 23.5 continuing education credit hour certificate, demonstrating additional (optional) training in healthcare quality improvement and marketing initiatives• Introduced an ongoing "Respect for the Deceased" educational session in collaboration with Dr. David Greathouse, PT (Texas State University Physical Therapy Department faculty member).<ul style="list-style-type: none">○ Covers body donor program responsibilities for a healthcare facility.○ Provides an experiential learning experience for leading in an environment that involves a tour of the College of Health Professions' Anatomy/Cadaver Laboratory tour (as suggested by residency/internship preceptors).• Implemented the ongoing use of an extensive virtual reality (online) learning simulation program/game to apply course marketing concepts "in-theatre." | |
| HA 5371: Marketing of Health Services | 2014 |
| <ul style="list-style-type: none">• Implemented an ongoing personal branding workshop that included:<ul style="list-style-type: none">○ A professional LinkedIn website development exercise in association with the School of Health Administration program's LinkedIn group website.○ A personal elevator speech exercise which involved videotaping a 30-45 second personal goals statement for use by the HA 5840/5841 Healthcare Administrative Internship/Residency Placement Director, prior to site assignment.• Applied the ongoing use of the Institute for Healthcare Improvement (IHI) Open School for Health Professions – Basic Certification online training program.<ul style="list-style-type: none">○ Provides students with 23.5 continuing education credit hour certificate, demonstrating additional (optional) training in healthcare quality improvement and marketing initiatives• Introduced an ongoing "Respect for the Deceased" educational session in collaboration with Dr. David Greathouse, PT (Texas State University Physical Therapy Department faculty member).<ul style="list-style-type: none">○ Covers body donor program responsibilities for a healthcare facility.○ Provides an experiential learning experience for leading in an environment that involves a tour of the College of Health Professions' Anatomy/Cadaver Laboratory tour (as suggested by residency/internship preceptors).• Implemented the ongoing use of an extensive virtual reality (online) learning simulation program/game to apply course marketing concepts "in-theatre." | |

- HA 3375: Principles of Accounting for Health Service Managers 2014

 - Major course revision, to include new instructor materials and the infusion of QuickBooks accounting software into the course.
 - Utilized course royalties from a previous required course pack for purchase and installation of QuickBooks 2013 software in the College of Health Professions student computer lab.
 - Provide an ongoing opportunity for students to sit for the QuickBooks Certified User (QBCU) Credentialing Examination (optional) upon completion of the course.

HA 4141: Healthcare Comprehensive Exam and Review 2013

 - Adopted the Exit Exam and Review Course (1 credit hour) and revised the course activity plans to include:
 - Multiple Texas State University Career Services professional development sessions.
 - Initiated a student panel session on “How I passed the BHA Exit Exam” using previous HA 4141 students.
 - Created new course instructor materials.

HA 4305: Health Services Marketing 2013

 - New textbook adoption and new instructor materials developed upon senior faculty retirement.

HA 4305: Health Services Marketing 2013

 - Completed the Texas State University Multicultural Curriculum Transformation and Research Institute (MCTI) and successfully transformed the course to include the review and approval of the Texas State University Multicultural Perspectives (MP) designation (HA 4305-MP), ongoing.
 - Large health services marketing group project initiated with a global marketing perspective.
 - Initiative includes both a written report and group presentation of strategic marketing plan, utilizing marketing concepts typically applied in the United States healthcare industry; follow-on comparison of marketplace characteristics.

HA 4315: Health Services Problem Solving and Decision Making 2011

 - New textbook adoption and new instructor materials developed upon senior faculty retirement.

E. Funded External Teaching Grants and Contracts:

External Curriculum Development Grant (external grant, national): 12/08/2011
Health Information Management Systems Technology and Analysis (HIMSTA) Program: Data and Information Course Series (3 modules). Association of University Programs in Health Administration (AUPHA) and Health Information Management Systems Society (HIMSS). Total award = \$5,000.

F. Submitted, but not Funded, External Teaching Grants and Contracts:

External Curriculum Development Grant (external grant, national): 4/11/2018
Lieneck, C. & Hardy, R. (2018). Bridging Medical Practice Management and Hospital Administration Gaps in a Dynamic Multigenerational Leadership Environment. American College of Healthcare Executives (ACHE) 2018 Healthcare Management Education Development Grant Proposal. Not funded.

G. Funded Internal Teaching Grants and Contracts:**H. Submitted, but not Funded, Internal Teaching Grants and Contracts:****I. Other**

Graduate faculty reappointment. Texas State University. 2016-present

Graduate faculty reappointment. Texas State University. 2011-2016

Adjunct graduate faculty member appointment for master's committees and to teach HA 5375 – Healthcare Accounting, Texas State University. 2010-2011

- Prior to completion of dissertation (ABD).

Texas State University, School of Health Administration Field Internship Preceptor:

- Medical Group Practice Field Preceptor of Texas State University School of Health Administration Residency/Internships placements (prior to being hired as faculty).
 - BHA Students observed:
 - D. Zaijeck, 2009
 - M. Duncan, 2009
 - J. Schienost, 2008

Continuing Professional Education (most recent year):

Medical Group Management Association (MGMA) State Leaders Summit 1/25/2018-
 (10 contact hours). Denver, Colorado. 1/27/2018

Trends in Scholarship and Research. University Lectures Series 2/01/2018
 Sponsored Event (2.5 contact hours). San Marcos, Texas.

Promotion to Full Professor: Advice for Associate Professors 2/07/2018
 (2 contact hours). San Marcos, Texas.

Active Shooter: Civilian Preparation and Response (2 contact hours). 2/15/2018
 City of Austin Continuing Education. Austin, Texas.

American College of Healthcare Executives (ACHE) Healthcare Landscape (5 contact hours). San Antonio, Texas. 2/23/2018

Funded Research at Texas State: Transitioning from ERU to R1 (2 contact hours). San Marcos, Texas.	2/28/2018
Texas Medical Group Management Association Annual Meeting (10 contact hours). San Antonio, Texas.	4/04/2018- 4/06/2018
Choose Your Own Adventure: Generation Z. US 1100 Training (1.5 contact hours). San Marcos, Texas.	4/06/2018
College of Health Professions Inter-Professional Education (IPE) Event (3 contact hours). San Marcos, Texas.	5/01/2018
Texas State University Health & GIS Conference 2018: Place Matters (3 contact hours). Round Rock, Texas.	5/17/2018
Capital City Medical Group Management Association (CCMGMA) Meeting (1 contact hour). Austin, Texas.	7/17/2018

III. Scholarly/Creative**A. Works in Print (including works accepted, forthcoming, in press)****1. Books (if not refereed, please indicate)****a. Scholarly Monographs:****b. Textbooks:****c. Edited Books:****d. Chapters in Books:**

Lieneck, C. (2019). Medical and health information technology: Blessing or ethics nightmare? In Morrison, E. & Furlong, B. (Eds.), *Health care ethics: Critical issues for the 21st century* (4th ed.). Sudbury, MA: Jones & Bartlett Learning.

Lieneck, C. (2014). Medical and health information technology: Blessing or ethics nightmare? In Morrison, E. & Furlong, B. (Eds.), *Health care ethics: Critical issues for the 21st century* (3rd ed.). Sudbury, MA: Jones & Bartlett Learning.

e. Creative Books:**2. Articles****a. Refereed Journal Articles:**

Lieneck, C. & Esparza, S. (2018). Collaboration or collusion?: The new era of commercial online resources for students in the digital age: An opinion piece. *The Internet Journal of Allied Health Sciences and Practice*, 16(3), Article 7.

Lieneck, C., Collins, S., McKinnes, R., & Watts, S. (2017). Hospital Chief Executive Officer perspectives on healthcare administration academic preparations. *The Health Care Manager*, 36(1), 21-28.

Collins, S. McKinnes, R., Lieneck, C. & Watts, S. (2016). A trend analysis of succession planning in healthcare as perceived by Chief Executive Officers in US Hospitals. *The Health Care Manager*, 35(4), 333-339.

McKinnes, Collins, S., Watts, S. & Lieneck, C. (2016). Employee incentives in healthcare: An eight year comparison. *Radiology Management*, 38(5), 43-48.

Lieneck, C. & Mileski, M. (2016). Measuring for success: Continuity of care systems that incorporate patient responsibility. *Medical Group Management Association (MGMA) Connection*, 16(1), 37-39.

- Mileski, M., McIlwain, A., Kruse, C., Lieneck, C. & Sowan, A. (2016). Effectiveness and need for facility based nurse aide training competency evaluation. *The American Black Nursing Faculty (ABNF) Journal*, 27(1), 16-19.
- Lieneck, C. (2015). Taking “selfies” for academic credit: Two methods for teaching personal branding to early careerist healthcare administration professionals. *Journal of Health Administration Education*, 33(1), 191-199.
- Lieneck, C. & Morrison, E. (2015). Exploratory analysis of personality type and residency performance in the undergraduate health administration student. Is success inherent? *Journal of Health Administration Education* 32(3), 271-295.
- Lieneck, C. & Nowicki, M. (2015). Healthcare finance executive personalities revisited: A 10-year follow-up study. *Health Care Manager* 34(3), 187-191.
- Lieneck, C. (2015). Breaking the bean-counter stereotype: Member research assesses personality traits for healthcare financial managers. *Medical Group Management Association (MGMA) Connection*, 15(6), 32-33.
- Lieneck, C. & Greathouse, D. (2015). Use of experiential learning activities to teach implicit communication in healthcare services marketing. *Journal of Health Administration Education*, 32(1), 149-156.
- Lieneck, C. (2015). Accounting with “LIFO” vs. “FIFO”: The devil is in the details. *Medical Group Management Association (MGMA) Connection*, 15(3), 26-29.
- Lieneck, C. (2014). Member perspectives on the ACA insurance exchange grace period. *Medical Group Management Association (MGMA) Connection*, 14(5), 45-48, 60.
- Lieneck, C., Morrison, E., & Price, L. (2013). Criterion-referenced exit examinations: An institution’s internal process for psychometric analysis. *Current Issues in Education*, 16(2), 1-15.
- Lieneck, C. (2013). Assessing the other “R” in RHIOs. *Medical Group Management Association (MGMA) Connection*, 13(8), 42-43.
- Lieneck, C. & Weaver, E. (2013). Capital questions: Balance sheets and leasing changes. *Medical Group Management Association (MGMA) Connexion*, 13(2), 44-45.
- Lieneck, C. (2012). Service scripts, pay for performance, and practice liability: Learn how to manage what will be measured. *Medical Group Management Association (MGMA) Virtual Connexion*, 12(8), 61-63.

Lieneck, C. (2012). Avoiding pitfalls: Integration survival techniques for the practice manager. *Medical Group Management Association (MGMA) Connexion*, 12(7), 40-43.

b. Non-Refereed Journal Articles:

Lieneck, C. (1997). On campus EMS: Students as first responders. (guest editorial). *Emergency – Journal of Emergency Medical Services* 29(9), 6.

3. Conference Proceedings

a. Refereed Conference Proceedings:

b. Non-Refereed Conference Proceedings:

4. Abstracts:

5. Reports:

6. Book Reviews:

Manuscript Review for Health Administration Press (HAP) 2016
Textbook: *Managing the Medical Practice in a New Era* (all chapters)

Manuscript Review for the Ashford University Health Administration Program 2013
and Bridgeport Publishing (online course: HCA 305):
Textbook: *The U.S. Health Care System*.

Independent Chapters Reviewed:

- 1 – Introduction to the U.S. Healthcare System
- 2 – A Brief History of Healthcare Reform in the United States
- 3 – Financing and Reimbursement
- 4 – Providers and Personnel
- 5 – Hospitals, Clinics, Offices, and Other Points of Delivery
- 9 – Healthcare Research
- 10 – Healthcare and Technology
- 11 – International Systems in Healthcare
- 12 – Future of U.S. Healthcare

Manuscript Review for the Ashford University Health Administration Program 2013
and Bridgeport Publishing (online course: HCA 375).
Textbook: *Principles of Health Care Quality*.

Independent Chapters Reviewed:

- 1 – Introduction to Quality Improvement and Accreditation
- 2 – Quality Improvement in the Health Care Industry

- 3 – Accreditation, Regulation, and Agencies of Health Care Quality
- 4 – Data Resources
- 5 – Measuring Performance
- 6 – Statistical Analysis
- 7 – Six Sigma
- 8 – Lean Theory
- 9 – Real World Aspects of Quality Improvement

7. Other Works in Print:

Peer-Reviewed Case Studies:

Lieneck, C. (2011). *Investigation into the use of a third party medical lien program by the medical group practice.*

- Accepted peer-reviewed case study required for the appointment to Fellow in the American College of Medical Practice Executives/Medical Group Management Association.
- Blind Peer Review, 3+ external reviewers (MGMA Professional Papers Committee).
- MGMA member-only website access:

<http://www.mgma.com/practice-resources/articles/fellow-papers/2011/investigation-into-the-use-of-a-third-party-medical-lien-program-by-the-medical-group-practice-acm>

Lieneck, C. (2007). *The financial and operational impact for a large radiology practice created by the Texas Medicaid program's new radiology preauthorization requirement.*

- Accepted peer-reviewed case study required for the appointment to Fellow in the American College of Medical Practice Executives/Medical Group Management Association.
- Blind Peer Review, 3+ external reviewers (MGMA Professional Papers Committee).
- MGMA member-only website access:

<http://www.mgma.com/practice-resources/articles/fellow-papers/2011/the-financial-and-operational-impact-for-a-large-radiology-practice-created-by-the-texas-medicaid-pr>

Lieneck, C. (2006). *Preparation for JCAHO audit measures in affiliated ambulatory healthcare facilities.*

- Accepted peer-reviewed case study required for the appointment to Fellow in the American College of Medical Practice Executives/Medical Group Management Association.
- Blind Peer Review, 3+ external reviewers (MGMA Professional Papers Committee).
- MGMA member-only website access:

<http://www.mgma.com/practice-resources/articles/fellow-papers/2011/preparation-for-jcaho-audit-measures-in-affiliated-ambulatory-healthcare-facilities-acmpe-fellow-p>

Peer-Reviewed Teaching Module Materials:

Lieneck, C. & Weaver, E. (2012). *Module 1b: Data and information, component 1: Introduction to data and information and the sources and origins of data and data collection*. Association of University Programs in Health Administration (AUPHA) and Health Information Management Systems Society (HIMSS) teaching grant product.

- Peer-reviewed course and instructor materials accepted for the Health Information Management Systems Technology and Analysis (HIMSTA) beta-testing initiative.
- Teaching grant for course development funded by AUPHA, CAHME, and Siemens.
- Professionally narrated PowerPoint slide set, syllabus, instructor's guide, and final exam.
- AUPHA member-only website access:

<http://network.aupha.org/himsta>

Lieneck, C. & Weaver, E. (2012). *Module 1b: Data and information, component 2: The patient (legal) medical record*. Association of University Programs in Health Administration (AUPHA) and Health Information Management Systems Society (HIMSS) teaching grant product.

- Peer-reviewed course and instructor materials accepted for the Health Information Management Systems Technology and Analysis (HIMSTA) beta-testing initiative.
- Teaching grant for course development funded by AUPHA, CAHME, and Siemens.
- Professionally narrated PowerPoint slide set, syllabus, instructor's guide, and final exam.
- AUPHA member-only website access:

<http://network.aupha.org/himsta>

Lieneck, C. & Weaver, E. (2012). *Module 1b: Data and information, component 3: Data as a complex asset, databases, and data sharing*. Association of University Programs in Health Administration (AUPHA) and Health Information Management Systems Society (HIMSS) teaching grant product.

- Peer-reviewed course and instructor materials accepted for the Health Information Management Systems Technology and Analysis (HIMSTA) beta-testing initiative.
- Teaching grant for course development funded by AUPHA, CAHME, and Siemens.
- Professionally narrated PowerPoint slide set, syllabus, instructor's guide, and final exam.
- AUPHA member-only website access:

<http://network.aupha.org/himsta>

Lieneck, C. (2018, February). Changes Coming to CMPE Certification and FACMPE Credentials. *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2018, May). ACMPE Information. *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2017, December). ACMPE Information. *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2017, November). ACMPE Information. *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2017, May). What are you doing this summer? *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2016, July). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2015, December). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2015, August). Healthcare administration internships and residencies – an often untapped, yet remarkable organizational resource. *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2015, July). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2015, April). What healthcare can learn from Super Bowl XLIX. *Central Texas Chapter – American College of Healthcare Executives (CT-ACHE) 1st Quarter Newsletter*.

Lieneck, C. (2015, March). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2015, January). If you don't manage your career – someone else will. *Central Texas Chapter – American College of Healthcare Executives (CT-ACHE) 4th Quarter Newsletter*.

Lieneck, C. (2015, January). A new year – Same opportunities... Is this year going to be it? *Texas Medical Group Management (TxMGMA) Texas Insider eNewsletter*.

Lieneck, C. (2014, June). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2014, March). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2013, October). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2013, June). Medical Group Management Association (MGMA) State Forum Representative Newsletter. *Texas Medical Group Management Association (TxMGMA)*.

Lieneck, C. (2013, April). *Certified Medical Practice Executive (CMPE) Mock Exam*.

- MGMA Body of Knowledge Examination prepared for the Texas Medical Group Management Association Fall and Spring Conference Sessions (multiple choice and essay).

Lieneck, C. (2012, August). How are you a glocal? *US 1100 faculty submission and accepted blog post for the 2012 Common Experience Theme*.

<http://whereamiwearing.com/2012/08/how-are-you-a-glocal/>

Weaver, E. & Lieneck, C. (2011). Generation next: The evolving influence of the millennials on the healthcare industry. *Central Texas Chapter – American College of Healthcare Executives (CT-ACHE) 4th Quarter Newsletter*, p. 5.

Contributing reviewer for the new printing of *HFMA's Introduction to Hospital Accounting*, 5th ed., 2011 Coursepack.

Contributing reviewer for the new printing of *HFMA's Introduction to Hospital Accounting*, 5th ed., 2010.

Lieneck, C. (2010). *An examination of individual competencies among students matriculating through an undergraduate healthcare administration program*.

- Dissertation completed for the Texas State University PhD in Adult, Professional, and Community Education Program.
- Dissertation Chair: Larry Price, PhD.
- Final defense completed and published upon completion of year one of the tenure-track faculty position (ABD) in the School of Health Administration at Texas State University.
- Texas State University Alkek Library permalink:
<http://libproxy.txstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ir00015a&AN=txst.10877.4569&site=eds-live&scope=site>

B. Works not in Print**1. Papers Presented at Professional Meetings:**

Lieneck, C. (2017, October). *Service Learning via Distance Learning*. Orlando, Florida.

- Accepted peer-reviewed presentation proposal (national conference).
- Presented at the Association of University Programs in Health Administration Undergraduate Workshop.

Lieneck, C. (2017, June). *Collaboration or collusion? Today's students share everything – for a price*. Long Beach, California.

- Accepted peer-reviewed presentation proposal (national conference).
- Presented at the Association of University Programs in Health Administration Annual Conference.

Lieneck, C. (2015, November). *Infusing global perspectives into curriculum: Now, a road well-traveled*. Miami, Florida.

- Accepted peer-reviewed presentation proposal (national conference).
- Presented at the Association of University Programs in Health Administration Undergraduate Workshop.

Lieneck, C., Collins, S., & Stephens, J. (2015, November). *The Veterans Affairs Health System: Allegations, investigations, and leadership changes*. Carbondale, Illinois.

- Accepted peer-reviewed poster presentation proposal (local conference).
- Presented at the Applied Sciences and Arts Multidisciplinary Research Symposium at Southern Illinois University-Carbondale.

Lieneck, C., Collins, S., & Stephens, J. (2015, June). *Exploratory review of terminated Veterans Affairs health system and medical center executives*. Miami, Florida.

- Accepted peer-reviewed poster presentation proposal (national conference).
- Presented at the Association of University Programs in Health Administration (AUPHA) Annual Conference & Global Symposium.

Lieneck, C. (2015, April). *Texas MGMA Annual Pre-Conference Session: ACMPE prep course & mock exam*. Galveston, Texas.

- Accepted peer-reviewed presentation proposal (state conference).
- Presented at the Texas Medical Group Management Association Annual Conference.

Lieneck, C., Sowan, A., McIlwain, A., McGowan, M., & Esparza, S. (2014, June). *Reality bytes: A collaborative discussion on the infusion of virtual reality teaching tools*. San Antonio, Texas.

- Accepted peer-reviewed presentation proposal (national conference).
- Presented at the Association of University Programs in Health Administration (AUPHA) Annual Conference & Global Symposium.

Lieneck, C. (2014, April). *Got credentials? MGMA certification and fellowship and how Texas MGMA can help*. Houston, Texas.

- Accepted peer-reviewed presentation proposal (state conference).
- Presented at the Texas Medical Group Management Association Annual Conference.

Lieneck, C. & Nowicki, M. (2013, June). *How are you “accounting” for their prerequisite? Graduate student healthcare finance success*. Monterey, California.

- Accepted peer-reviewed poster presentation proposal (national conference).
- Presented at the University Programs in Healthcare Administration (AUPHA) Annual Meeting & Global Symposium.

Lieneck, C. (2013, April). *PPACA and the post-election – now what?* Dallas, Texas.

- Accepted peer-reviewed presentation proposal (state conference).
- Presented at the Texas Medical Group Management Association Annual Conference.

Lieneck, C. (2013, April). *Preparing students for a global marketplace: Multiculturalism and career readiness*. San Marcos, Texas.

- Accepted peer-reviewed poster presentation proposal (state conference).
- Presented at the Texas National Association for Multicultural Education (NAME) 2013 Annual Conference.

Lieneck, C. & Weaver, E. (2013, April). *The process and benefits of ACMPE board certification and fellowship: Your time is now!* Dallas, Texas.

- Accepted peer-reviewed presentation proposal (state conference).
- Presented at the Texas Medical Group Management Association Annual Conference.

Lampman, D., Lieneck, C., Weaver, E., & Timon, L. (2013, March). *Health information exchange and meaningful use*. San Antonio, Texas.

- Accepted peer-reviewed presentation proposal (state conference).
- Presented at the Texas Public Health Association Annual Education Conference.

Lieneck, C. (2012, May). *Inherent success? Understanding personality and core competencies in healthcare administration undergraduate students*. Minneapolis, Minnesota.

- Accepted peer-reviewed poster presentation proposal (national conference).
- Presented at the Association of University Programs in Health Administration (AUPHA) 2012 Annual Meeting & Global Symposium.

Lieneck, C. (2011, November). *Mandatory fun: In-class exercise to demonstrate healthcare quality reform*. Birmingham, Alabama.

- Accepted peer-reviewed presentation proposal (national conference).
- Association of University Programs in Health Administration Undergraduate Workshop.

Reardon, R., Lieneck, C., Hollis, M., & Wadenda, P. (2009, June). *Measuring the safety culture of chemical manufacturing employees*. San Antonio, Texas.

- Accepted peer-reviewed presentation proposal (national conference).
- Presented to the American Society of Safety Engineers, Safety Annual Conference.

2. Invited Talks, Lectures, and Presentations:

Lobo, L. & Lieneck, C. (2018, April). Do ACO Models Work?: An Exploratory Comparative Analysis of Pioneer and Next Generation Models. San Marcos, Texas.

- Accepted poster proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.

Lieneck, C. (2018, April). ACMPE – Your Time is Now! San Antonio, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) 2018 Annual Meeting. (state forum).

Lieneck, C. (2018, April). How to Represent the STAR Brand. San Antonio, Texas.

- Invited presentation for the STAR Anesthesiology Medical Group Strategic Planning Conference. (local forum).

Lieneck, C. (2018, May). ACMPE – Your Time is Now! San Antonio, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) San Antonio Chapter. (local forum).

Lieneck, C. (2018, August). Faculty Development Honor Code Series: Reviewing Policy and Starting the Semester Off Right.

- Invited (recorded) presentation for the Texas State University Faculty Development continuing education initiative (local forum).

Lieneck, C. (2018, August). Faculty Development Honor Code Series: Collaboration or Collusion? Today's Students Share Everything – for a Price.

- Invited (recorded) presentation for the Texas State University Faculty Development continuing education initiative (local forum).

Lieneck, C. (2017, September). ACMPE prep course & mock exam. Houston, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) 2017 Fall Conference (state forum).

Selvi, T. & Lieneck, C. (2017, April). What payment model to you prefer? San Marcos, Texas.

- Accepted poster proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.

Kruse, C.S. & Lieneck, C. (2017, April). Health Information Technology Course in a BHA/MHA Curriculum. San Marcos, Texas.

- Accepted poster proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.

Lieneck, C. (2017, April). ACMPE prep course & mock exam. Corpus Christi, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) 2017 Annual Meeting (state forum).

Gee, P., Lieneck, C., & Mikula, D. (2017, January). Marketing and money: Linking new products, services, and ROI.

- Invited presentation for the Texas Hospital Association (THA) 2017 Annual Conference & Expo.

Lieneck, C. (2016, March). ACMPE prep course & mock exam. Houston, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) 2016 Annual Meeting (state forum).

Selvi, T. & Lieneck, C. (2016, April). Exploring U.S GAAP and IFRS Convergence: Effects on Healthcare Financial Statements and Proposed Implementation Solutions. San Marcos, Texas.

- Accepted poster proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.

Lieneck, C. (2016, September). ACMPE prep course & mock exam. Houston, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) 2016 Fall Conference (state forum).

Lieneck, C. (2015, October). *Capital financing for healthcare providers*. San Marcos, Texas.

- Invited lecture for the Texas State University School of Health Administration graduate Healthcare Financial Management (HA 5316) course (local forum).

Lieneck, C. (2015, September). ACMPE prep course & mock exam. San Antonio, Texas.

- Invited presentation for the Texas Medical Group Management Association (TxMGMA) 2015 Fall Conference (state forum).

Karem, P., Shabadi, K., & Lieneck, C. (2015, April). *Exploring U.S. GAAP and IFRS convergence: Financial statement impacts for the healthcare organization*. San Marcos, Texas.

- Accepted poster and presentation proposal (local forum).
- College of Health Professions Faculty and Student Research Forum.

Lieneck, C. (2015, February). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Medical Group Management Association (MGMA) Southern Section Certified Medical Practice Executive (CMPE) Review Course (national forum).

Lieneck, C. (2014, December). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Idaho State CMPE Study group (state forum).

Lieneck, C., Duncan, L., Hardy, R., Hoeth, R., & Wiederhold, J. (2014, December). *Effective ways to advance your career in healthcare management*. Austin, Texas.

- Invited talk (moderator) for the Central Texas American College of Healthcare Executives (ACHE) Healthcare Executive Network forum (local forum).

Lieneck, C. (2014, November). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Medical Group Management Association (MGMA) Southern Section Certified Medical Practice Executive (CMPE) Review Course (national forum).

Lieneck, C. (2014, August). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Medical Group Management Association (MGMA) Southern Section Certified Medical Practice Executive (CMPE) Review Course (national forum).

Lieneck, C. (2014, July). *The healthcare administration profession in the midst of healthcare reform*. Online webinar.

- Invited lecture and talk for the Concordia University-Texas Healthcare Administration Program's prospective students (local forum).

Lieneck, C. (2014, June). *Incident-to billing procedures for the pediatric medical office*. Austin, Texas.

- Invited talk and consultation for the Chisholm Trail Pediatrics medical group (local forum).

Lieneck, C. (2014, May). *Review of risk management best practices for the medical office*. Austin, Texas.

- Invited talk and consultation for the Eye Physicians of Austin medical group (local forum).

Lieneck, C., Hardy, R., Hilsabeck, J., Hoeth, R., & Wiederhold, J. (2014, May). *Effective ways to advance your career in healthcare management*. Austin, Texas.

- Invited talk (moderator) for the Central Texas American College of Healthcare Executives (ACHE) Healthcare Executive Network forum (local forum).

Lieneck, C., Nowicki, M., & Fields, T. (2014, January). *Professional healthcare administration associations and special interest groups – The Medical Group Management Association (MGMA)*. San Marcos, Texas.

- Invited talk for the Texas State University School of Health Administration, Healthcare Leadership Coalition (local forum).

Lieneck, C. (2013, November). *Managing healthcare business strategy: Strategic Financial Management*. San Marcos, Texas.

- Invited lecture for the Texas State University School of Health Administration Undergraduate Capstone Strategic Management (HA 4325) course (local forum).

Lieneck, C. (2013, November). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Medical Group Management Association (MGMA) Southern Section United States Certified Medical Practice Executive (CMPE) Review Course (national forum).

Lieneck, C. (2013, September). *Managing healthcare business strategy: External environmental assessment – Market and customers*. San Marcos, Texas.

- Invited lecture for the Texas State University School of Health Administration Undergraduate Capstone Strategic Management (HA 4325) course (local forum).

Lieneck, C., Pope, J., & Sexton, C. (2013, August). *Sustaining a financially vibrant healthcare organization*. Austin, Texas.

- Invited talk (moderator) and discussion for the South Texas Healthcare Financial Management Association (HFMA) and Central Texas American College of Healthcare Executives (ACHE) Joint Summer Summit Educational Conference (local forum).

Lieneck, C. (2013, August). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Medical Group Management Association (MGMA) Southern Section United States Certified Medical Practice Executive (CMPE) Review Course (national forum).

Lieneck, C. (2013, July). *Healthcare finance body of knowledge for the medical practice administrator*. Online webinar.

- Invited lecture for the Medical Group Management Association (MGMA) Southern Section United States Certified Medical Practice Executive (CMPE) Review Course (national forum).

Lieneck, C., Nowicki, M., & Nauert, R. (2012, September). *Professional healthcare administration associations and special interest groups – The Medical Group Management Association (MGMA)*. San Marcos, Texas.

- Invited talk for the Texas State University School of Health Administration, Healthcare Leadership Coalition (local forum).

Nowicki, M., Lieneck, C., & Chenven, N. (2012, August). *Accountability for the care we provide*. Austin, Texas.

- Invited talk for the American College of Healthcare Executives-Central Texas Chapter and the Healthcare Financial Management Association-South Texas Chapter Annual Summer Institute, 2012 (local forum).

Lieneck, C., Nowicki, M., Hooper, T., Hofer, K., & Kens, P. (2012, March). *Pi Sigma Alpha faculty panel on health care*. San Marcos, Texas.

- Invited talk for the Texas State University Public Administration Department (local forum).

Lieneck, C., Weaver, E., Nauert, R., & Timon, L. (2011, October). *ACO part II panel*. San Marcos, Texas.

- Invited talk (moderator) for the American College of Healthcare Executives-Central Texas Chapter and International ACHE Chapters (national and international forum).

Lieneck, C., Weaver, E., & Timon, L. (2011, June). *Apples and oranges: Accountable care integration challenges between the hospital and medical group practices*. Austin, Texas.

- Presentation to the Healthcare Information and Management Systems Society (HIMSS), Austin chapter (local forum).

Miller, T.R., Hardaway, B., Rohack, J.J., Weaver, E., Lieneck, C., & Timon, L. (2011, July). *Accountable care: Organizational transition toward prevention*. Austin, Texas.

- Invited talk for the American College of Healthcare Executives-Central Texas Chapter 2011 Summer Satellite Series (national and international forum).

Lieneck, C. (2010, November). *IT governance and management's role in major IT initiatives*. San Marcos, Texas.

- Guest lecture presented at Texas State University-San Marcos for the Health Information Management graduate certificate program (local forum).

Lieneck, C. & Weaver, E. (2009, November). *The medical group practice administrator*. San Marcos, Texas.

- Presentation to the Texas State University-San Marcos School of Health Administration Healthcare Leadership Coalition (local forum).

3. Consultancies:

Business Consultant: Yogapeutics, LLC. South Austin therapeutic aerial yoga and specialty pediatric sensory processing practice. Administrative and studio management support. Austin, Texas.	2012- present
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Practice Consultant: 2010
Pain Care Physicians, PA. Central Texas Physical Medicine and Rehabilitation (PM&R) medical group practice. Administrative and practice management support. Austin, Texas.

4. Workshops:

5. Other Works not in Print:

a. Works “submitted” or “under review”:

b. Works “in progress”:

Lieneck, C. Is bigger better? Hospitals and ‘Merger Mania.’ In McConnell, C.R. (Ed.), *Hospitals and Health Systems*. Sudbury, MA: Jones & Bartlett Learning; under review.

Lieneck, C. & Young, N. Healthgrades and other physician rating sources. In Antoci, V. & Eltorai, A. (Eds.), *Your healthcare: What you must know*. New Brunswick, NJ: Rutgers University Press; under review.

Lieneck, C. & Young, N. The web and your doctor’s information. In Antoci, V. & Eltorai, A. (Eds.), *Your healthcare: What you must know*. New Brunswick, NJ: Rutgers University Press; under review.

Kruse, S. & Lieneck, C. A competency-based HIT curriculum in a BHA/MHA program. Article submitted to the Journal of Health Administration Education; under review.

c. Other Works not in Print:

C. Grants and Contracts

1. Funded External Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

3. Funded Internal Grants and Contracts:

Texas State University 2014 Research Enhancement Program (REP): 12/05/2013
The evolving role of the healthcare CFO: A 10-year follow-up study to determine senior financial executive group differences. Total award = \$550.

Texas State University 2012 Library Research Grant: 1/04/2012
The journey towards accountable care. Texas State University-San Marcos Library Research Grant (Application #03-308-516). Total award = \$2,805.

4. Submitted, but not Funded, Internal Grants and Contracts:

Moczygembba, J., Abdouch-Murphy, K. & Lieneck, C. National Institute for Health Care Management (NIHCM) Foundation: Patient access to health information: Provider practices in engaging patients to use a patient portal. LOI submitted 7/10/2017, not funded).

Texas State University 2015 Research Enhancement Program (REP): Health administration curriculum development: Health information technology Stakeholder analysis (Proposal #1593). Submitted 10/05/2015, not funded.

Texas State University 2015 Library Research Grant: The journey towards accountable care, Part II. Texas State University Library Research Grant (Application #04-008-512). Submitted 10/06/2015, not funded (contractual issues with vendor).

Texas State University 2013 Grant for Instructional Technology (GIT): Healthcare marketing simulation: The customer care interactive experience analysis. Submitted 10/01/2013, not funded.

Texas State University 2013 Research Enhancement Program (REP): The evolving role of the healthcare CFO: A 10-year follow-up study to determine senior financial executive group differences. Submitted 10/30/2012, not funded.

D. Fellowships, Awards, Honors:

Selvi, T. & Lieneck, C. (2017, April). What Payment Model Do You Prefer? San Marcos, Texas.

- Accepted poster and presentation proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.
- ***First Place – Faculty/Student Research Category.***

Selvi, T. & Lieneck, C. (2016, April). Exploring U.S GAAP and IFRS Convergence: Effects on Healthcare Financial Statements and Proposed Implementation Solutions. San Marcos, Texas.

- Accepted poster and presentation proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.
- ***First Place – Faculty/Student Research Category.***

Karem, P., Shabadi, K., & Lieneck, C. (2015, April). Exploring U.S. GAAP and IFRS Convergence: Financial Statement Impacts for the Healthcare Organization. San Marcos, Texas.

- Accepted poster proposal.
- Texas State University College of Health Professions Faculty and Student Research Forum.
- ***First Place – Faculty/Student Research Category.***

IV. Service

A. Institutional:

1. University:

The University Honor Code and Honor Code Council – Professional Ethics. Presentation for a Business Ethics course in the McCoy College of Business.	4/09/2018
Marketable Skills Committee Member. Texas State University	3/01/2018-present
Marketable Skills Master Class Presentation/Panel Member (Teamwork and Collaboration topic). Texas State University Career Services. San Marcos, Texas.	2/21/2018
Assistant Vice President for Academic Services (AVPAS) Candidate Interview Committee Member. Texas State University.	11/27/2017 11/28/2017
Invited Presentation: Texas State University Honor Code Policy and Process (with Ms. Holly Tipton). New Faculty Orientation. Texas State University.	9/01/2017
Invited Presentation: Texas State University Board of Regents video presenter/contributor. Texas State University.	4/05/2017
Honor Code Council TRACS site developer.	7/01/2017
Invited Presentation: University Seminar Faculty Development Workshop: Pecha Kucha presentation format. Texas State University.	5/02/2017
Invited Presentation: University Seminar Faculty Development Workshop: Colleague-to-colleague Discussion (with Lindley Alyea). Texas State University.	5/02/2017
Career Services Employer Day, faculty participant. Texas State University	5/19/2017
Faculty Judge, Bachelor of General Studies Poster Presentation. Texas State University.	4/27/2018 8/08/2018 8/10/2017
Invited presentation: University Seminar Faculty Development Workshop: In More Detail: The New Career Exploration Assignments. Texas State University.	8/18/2017
Invited presentation: University Seminar 101 – A quick start guide to	1/25/2017

teaching US 1100. Program for New US 1100 Instructor Training. Texas State University.	1/27/2017
Invited talk: Lieneck, C., Hanks, E., Collins, K. & Pliley, J. <i>Annual Review and Tenure Process</i> . Program for Excellence in Teaching and Learning. Texas State University.	11/18/2017
Chair, University Honor Code Council.	2017-present
University Seminar (US 1100) Faculty Mentoring Group.	2016-present
University Curriculum Committee Member. Texas State University Honor Code Council, Faculty Member.	2016-2017 2014-2016
Texas State University, University College/University Seminar Faculty Internship Preceptor.	2014
Texas State University, University College/University Seminar PACE-MAC Peer Mentor Preceptor.	2014-present
Texas State University Veterans Initiative Mentor – Bobcat Bond. Retention Management and Planning Office.	2013- 2014
Texas State University Information Technology Support (ITS) 2013 Adobe Connect 9 Pilot Study Participant.	2013

Texas State University Student Health Center Advisory Committee Member.	2013 2012 2011
• 2 year regular term, extended an additional third year due to electronic medical record implementation and initiation of managed care/third party payer contract negotiations.	

2. College:

Search Committee Chair: School of Health Administration Search Committee, Open-Rank positions, ongoing: 20170025FAC – successful search 20170082FAC – closed, no hire 20180017FAC – successful search 20180018FAC – successful search 20180046FAC – successful search	5/31/2017-present
College of Health Professions Curriculum Committee Member.	2016-2017
IPE breakout session faculty leader: College of Health Professions Inter-professional education event (last minute volunteer/substitute).	9/17/2016

Interviewed/featured in Texas State University's bi-annual magazine: Festa, A. (2015). Health administration finds valuable links in online networking. <i>Hillviews</i> , 46(1), 30-31.	Spring 2015
Search Committee Member: Department of Health Information Management Search Committee, Open-Rank (position #2015-55 unsuccessful; position #2015-67 successful/search complete – 2 faculty hired).	11/01/2014- 5/31/2015
Search Committee Chair: Department of Health Information Management Search Committee, Open-Rank (position #2015-36; successful search/complete).	2/17/2014- 1/31/2015
College of Health Professions Summer 2014 Commencement Ceremony Marshall.	2014
Search Committee Chair: Department of Health Information Management Assistant Professor Search Committee (position #2014-80; successful search/complete – 2 candidates hired).	2/17/2014- 7/01/2014
Texas State University Bobcat Days Representative for the School of Health Administration primary faculty representative.	2012- 2016
<ul style="list-style-type: none"> • Responsible for representing the School of Health Administration and the College of Health Professions two Saturday mornings each fall/spring semester and marketing the BHA program to prospective high school students and their parents. • Initiated a rotation schedule that involves current BHA seniors to attend and assist with marketing the BHA program, while also improving their professional networking skills. 	
Dates attended:	
	4/16/2016
	2/13/2016
	11/14/2015
	10/10/2015
	4/11/2015
	2/28/2015
	11/15/2014
	10/18/2014
	4/05/2014
	2/15/2014
	11/16/2013
	10/12/2013
	3/02/2013
	11/10/2012
	2/25/2012
	11/19/2011
	11/13/2010

College of Health Professions Fall 2012 Commencement Ceremony
Marshall 2012

College of Health Professions 2013 Common Experience Committee Representative. 2012-present

Annual College of Health Professions Common Experience events coordinated:

- Rodriguez, J. (2016). A Generational Latino Journey from Texas to Ohio and Back.
- Strelitz, P. (2015). Balancing strength and warmth: Diversity and leadership in health care.
- The Hogg Foundation (2013). The future of mental health recovery: How can I help?

3. Departmental/School:

Invited talk: School of Health Administration Healthcare Leadership Coalition (HLC) meeting: Professional Branding and Alumni Thoughts. Texas State University. 2/21/2017

Inter-Professional Education Committee (IPEC) video developer for the School of Health Administration. 2016

Chair: School of Health Administration Policy Review Task Force. 8/01/2014-10/15/2014

School of Health Administration Director Search Committee Member. 8/28/2013-2/25/2014

Program Coordinator: Central and South Texas American College of Healthcare Executives (ACHE) Fall Collaborative/Joint Meeting. 2016 2015

- Program leader responsible for coordination of networking and education sessions held each year at Texas State University. 2014 2013
- Event brings 75+ professionals to the Texas State University campus, highlighting the School of Health Administration.
- Coordination with various University resources to include the McCoy College of Business, Campus Police, Moves & Events, and ITAC.
- An ongoing event based upon successful attendee feedback.
- Currently planning for next event: scheduled November 2015.

School of Health Administration Upsilon Phi Delta (Health Administration Honor Society) Faculty Representative/Advisor. 2013-present

Texas State University School of Health Administration Healthcare Coalition (HLC) student organization Faculty Advisor. 2012-2016

Medical Group Management Association-American College of Medical Practice Executives (MGMA-ACMPE) Student Chapter Liaison for the Texas State University School of Health Administration Healthcare Leadership Coalition (HLC).	2012-present
Texas State University School of Health Administration Student TRACS Site development coordinator and site maintainer.	2011-2016
Texas State University School of Health Administration LinkedIn Alumni website maintainer.	2011-present
Texas State University School of Health Administration Texas Medical Group Management Association (TxMGMA) liaison.	2010-present
Texas State University School of Health Administration Central Texas ACHE liaison.	2010-present
Texas State University School of Health Administration AUPHA-Recertification/Approval Task Force.	2010-present
School of Health Administration Long-Term Care Program TRACS Site Orientation Briefing.	8/30/2013 1/18/2013
School of Health Administration Tenure and Promotion Policy Review Task Force.	2012
Requirements successfully completed to secure Veteran Friendly Office (VFO) Certification for the School of Health Administration (application Approved by the U.S. Office of Veterans Affairs and posted in SOHA office).	2012
School of Health Administration Representative: Medical Group Management Association (MGMA) 2012 Annual Conference. San Antonio, Texas.	10/21/2012- 10/24/2012
School of Health Administration Representative: Texas Medical Group Management Association 2012 Annual Meeting. Bastrop, Texas.	4/11/2012- 4/13/2012
School of Health Administration Representative: Texas Hospital Association Annual Conference and Expo. Austin, Texas.	2/01/2012- 2/02/2012
Texas State University School of Health Administration Facebook/LinkedIn website research coordinator.	2011
School of Health Administration Representative: Healthcare Landscape 2011, South Texas Annual Joint Healthcare Conference. San Antonio, Texas.	01/28/2011

B. Professional:

Certification Standardization Task Force. Association of University Programs in Healthcare Administration (AUPHA).	8/01/2017-12/15/2017
Invited Talk: ImPowerQ Associates Heroes to Healthcare Summit. value of military medical veteran' experience and crosswalk to professional healthcare management competencies. Dallas, Texas.	11/15/2017
Special Edition Guest Editor. <i>Healthcare: Population Health Management</i> MDPI publication (ISSN 2227-9032).	2017-2018
Certification Review Committee Member, Association of University Programs in Health Administration.	2016-2021
Advisory Board Committee Member, MHM online program. New England College of Business.	2015-present
External Advisory Board (EAB) committee member. Southern Illinois University-Carbondale online MHA program.	2016-present
New York Times telephone interview (referred by the Medical Group Management Association, MGMA) for an article on higher cost-sharing and deductibles with physician group practices.	3/09/2015
Association of University Programs in Health Administration (AUPHA) Undergraduate Workshop Programming Committee member.	2015-present
Association of University Programs in Health Administration (AUPHA) Undergraduate Program Review Committee member. <ul style="list-style-type: none"> • Weber State University, 2015 • University of Nevada Las Vegas, 2017 	2014-present
American College of Healthcare Executives (ACHE) Regent's Advisory Council member (Central and South Texas Chapters).	2014-2018
Association of University Programs in Health Administration (AUPHA) and Health Administration Press (HAP) Editorial Board for Undergraduate Studies member. <ul style="list-style-type: none"> • HAP book proposal reviewer (10+ reviews completed to-date). • Committee Chair: 2016-2017. 	2014-2017
Medical Group Management Association (MGMA)-American College of Medical Practice Executives (ACMPE) Professional Papers Committee Member. <ul style="list-style-type: none"> • 10+ ACMPE Fellowship outlines and/or professional papers/case studies reviewed to-date. 	2014-2016

Journal of Health Administration Education Peer-Reviewer. Association of University Programs in Health Administration (AUPHA).	2013-present
<ul style="list-style-type: none"> • 2017: 1 article reviewed. • 2016: 1 article reviewed. • 2015: 1 article reviewed. • 2014: 1 article reviewed. • 2013: 1 article reviewed. 	
Journal of Healthcare Management Peer-Reviewer. American College of Healthcare Executives (ACHE).	2012-present
<ul style="list-style-type: none"> • 2014: 1 article reviewed. • 2013: 1 article reviewed. 	
Medical Group Management Association-American College of Medical Practice Executives (MGMA-ACMPE) State Forum Representative (Texas).	2012-present
Medical Group Management Association (MGMA)-American College of Medical Practice Executives (ACMPE) Board Certification Essay Exam Grader.	2012-2016
<ul style="list-style-type: none"> • 20+ ACMPE board certification essays reviewed to-date. 	
American College of Healthcare Executives-Central Texas Chapter Education Committee Member.	2011-present
Texas Medical Group Management Association Student Committee Member.	2010-Present
Texas Medical Group Management Association Education Committee Member.	2013-present
American College of Healthcare Executives-Central Texas Chapter Healthcare Executive Network (HEN) Program Committee Member.	2010-present
<ul style="list-style-type: none"> • Appointed to forum leader in 2014, ongoing. 	
American College of Healthcare Executives Executive Career Network (ECN) and Leadership Mentoring Network (LMN) Volunteer.	2010-present
Medical Group Management Association-American College of Medical Practice Executives (MGMA-ACMPE) Executive Connexion spotlight.	2012
Association of University Programs in Health Administration Medical Group Management/Ambulatory Care Faculty Network & Special Interest Group Chair.	2014 2013 2012
Medical Group Management-American College of Medical Practice Executives University Relations Advisory Committee Reappointment.	2012

Lieneck, Cristian H. 36

Capital City Medical Group Administrators (CCMGA), President. 2013
2012

Medical Group Management Association-American College of Medical Practice Executives (MGMA-ACMPE) "Make your mark, become an ACMPE Fellow" spotlight. 2/22/2012

Association for University Programs in Health Administration (AUPHA) Sub-Committee Chairman for the Medical Practice Management Content Area. Ambulatory Care/Medical Group Practice Faculty Network's Body of Knowledge (BOK) submission in Medical Practice Management. 2012

Association of University Programs in Health Administration Medical Group Management/Ambulatory Care Faculty Network & Special Interest Group Chair-Elect. 2011

Medical Group Management Association-American College of Medical Practice Executives University Relations Advisory Committee Appointment. 2011

Capital City Medical Group Administrators (CCMGA), Vice President. 2011
2010
2009

Academy of Healthcare Professions, Advisory Board Member. 2011
2010
2009
2008

American College of Medical Practice Executives eView Spotlight Fellow. 04/07/2011

TrailBlazer Healthcare, LLC, Texas Medicare Part B Administrator Provider Outreach Education Advisory Group (POE-AG). 2008
2007

C. Community:

i9 Organization Sports Team Coach. Austin, Texas. 2017-present
• Soccer
• Basketball

Meridian Homeowners Association (HOA) Elected Board Member. 2017-2018
Austin, Texas.

Meridian Homeowners Association (HOA) Website Coordinator. 2013-
2015

Block Captain, Meridian Homeowners Association (HOA) Neighborhood Watch Initiative. Austin, Texas. 2012-2015

Meridian Homeowners Association (HOA) Appointed Advisory Committee Member, Austin, Texas. 2011-2016

D. Services, Honors and Awards:

American College of Healthcare Executives (ACHE) Regent Award (Senior Level). 2017

American College of Healthcare Executives (ACHE) Service Award. 2015

Texas State University School of Health Administration Faculty Excellence Award nominee for service. 2013

Austin Runners Club: Distance Challenge (half-track) finisher. 2016
2015

LinkedIn website: "Top 5% most viewed LinkedIn profiles for 2012." 2013
Texas State University School of Health Administration Faculty Excellence Award nominee for service. 2011

United States Army, Honorable Discharge (O-3, Captain). 2008
Successful completion of ROTC scholarship military service obligation.

Texas State University School of Health Administration Student Essay Contest Winner for the American College of Healthcare Executives (ACHE) Hill-Rom Student Essay Contest.

- Texas State University School of Health Administration MHA student.

Disabled American Veterans (DAV), Life Member. 2004-present

United States Army, Medical Service Corps Award of Excellence Nomination. 2002

United States Army Expert Field Medical Badge (EFMB) recipient. 6/22/2001

E. Service Grants and Contracts

1. Funded External Service Grants and Contracts:

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Dr. Michael Mileski

Title: Assistant Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
MHA	2015	Kaplan University		
MS	2013	Kaplan University		
MPH	2011	Kaplan University		
DC	1998	Texas Chiropractic College		
BA	1994	University of South Florida		

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Assistant Professor, School of Health Administration	Texas State University., TX	January 2013 - Present

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Operations Consultant	Self-Employed	February 2006 - Present
Regional Business Office	Autumn Care Retirement Centers	March 2009 - December 2010
Consultant and Business Development Specialist		
Administrator	Preferred Care Partners Management Group	February 2007 - November 2008
Administrator	Centers for Long Term Care	April 2004 - February 2006
Vice President	Lawrence Street Healthcare Center	May 2003 - April 2004
Executive Director	Hermann Park Manor	August 2001 - May 2003
Administrator	Allenbrook Health Care Center	April 2001 - August 2001
Administrator	Heart of Texas Healthcare Centers	July 2000 - April 2001
Director/Owner	Accent Chiropractic Centers	June 1998 - July 2000
Director/Owner	Geriatric Consultants	May 1994 - August 1997

E. Other Professional Credentials (licensure, certification, etc.)

Nursing Facility Administrator Preceptor, Texas Department of Aging and Disability Services. (August 2006 - Present).

Nursing Facility Administrator, Texas Department of Aging and Disability Services.
(December 1, 2000 - Present).

Chiropractor, Texas Board of Chiropractic Examiners. (June 1, 1998 - Present).

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Nominee: Faculty Excellence Award, Texas State University.
2016

Award / Honor Nominee: Nomination, Faculty Excellence Award, Teaching, Texas State University.

April 1, 2014

April 1, 2013

Award / Honor Recipient: Reappointment to Graduate Faculty, Texas State University.
June 1, 2013

Award / Honor Recipient: Appointment to Graduate Faculty, Texas State University.
January 1, 2013

B. Courses Taught:

Texas State University:

HA 3324 - SPVSRY MGMT MGRS

HA 3344 - PATIENT CARE MGMT

HA 5304 - HLTHCARE ECO & FIN

HA 5325 - PATNT CARE MGT

LTCA 5322 - ENV MGT LTCA

LTCA 5324 - PERS MGT LTCA

LTCA 5325 - RES CARE MGT LTCA

LTCA 5335 - FIN MGT LTCA

US 1100 - UNIVERSITY SEMINAR

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Member, Status: Completed. (December 2016).

Student(s): Beau Jones, Graduate, Master of Health Administration.

Member, Status: Completed. (December 2016).

Student(s): Danilea Fuentes, Graduate, Master of Health Administration.

Member, Status: Completed. (December 2016).

Student(s): David Monticone, Graduate, Master of Health Administration.

Supervisor / Chair, Status: Completed. (December 2016).

Student(s): Megan Batey, Graduate, Master of Health Administration.

Supervisor / Chair, Status: Completed. (2016). Texas State University.

Student(s): Arnetrice Ates, Graduate, Master of Health Administration.

Supervisor / Chair, Status: Completed. (2016). Texas State University.

Student(s): Lokesh Vegi, Graduate, Master of Health Administration.

Supervisor / Chair, Status: Completed. (2016). Texas State University.

Student(s): Nicole Mari Varisco, Graduate, Master of Health Administration.

Supervisor / Chair, Exit Exam, Status: Completed. (August 1, 2015 - December 1, 2015).

School of Health Administration, Texas State University.

Student(s): Jane Crane, Graduate.

Greg Freriks, Graduate.

Nathan Rotramel, Graduate.

Member, Exit Exam, Status: Completed. (August 1, 2015 - December 1, 2015). School of Health Administration, Texas State University.

Student(s): Margarita Lopez-Gonzales, Graduate.

Supervisor / Chair, Exit Exam, Status: Completed. (January 1, 2015 - May 1, 2015).

School of Health Administration, Texas State University.

Student(s): Megan Taylor, Graduate.

Darko Kostovski, Graduate.

Lynsey Lopez, Graduate.

Member, Exit Exam, Status: Completed. (August 1, 2014 - December 1, 2014). School of Health Administration, Texas State University.

Student(s): Sarah Marawi, Graduate.

Elizabeth Carol, Graduate.

Lindsey Kopycinski, Graduate.

Supervisor / Chair, Exit Exam, Status: Completed. (January 1, 2014 - May 1, 2014).

School of Health Administration, Texas State University.

Student(s): Aaron Hochstetler, Graduate.

Dacey Doehrman, Graduate.

Member, Exit Exam, Status: Completed. (August 1, 2013 - December 1, 2013). School of Health Administration, Texas State University.

Student(s): Kimberly Chen, Graduate.

Supervisor / Chair, Exit Exam, Status: Completed. (August 1, 2013 - December 1, 2013).

School of Health Administration, Texas State University.

Student(s): Stacy Foremski, Graduate.

Member, Exit Exam, Status: Completed. (January 1, 2013 - May 1, 2013). School of Health Administration, Texas State University.

Student(s): Ryan Soisson, Graduate.

Jeffrey Nwabeke, Graduate.

D. Courses Prepared and Curriculum Development:

LTCA 5324 Personnel Management of Long Term Healthcare Facilities, Course overhauled, Texas State University. Approved: August 2016.

LTCA 5325 Resident Care Management in Long Term Care, Course overhauled, Texas State University. Approved: August 2016.

HA 3344 Patient Care Management and Quality in Health Care, Course overhauled, Texas State University. Taught: August 2014 - December 2014.

HA 5325 Patient Care Management and Integrated Delivery Systems, Course overhauled, Texas State University. Taught: August 2014 - December 2014.

LTCA 5335 Financial Management in Long Term Care, First Time Course Preparation, Texas State University. Taught: May 2015 - July 2015.

HA 5325 Patient Care Management and Integrated Delivery Systems, First Time Course Preparation, Texas State University. Taught: August 2013 - December 2013.

LTCA 5325 Resident Care Management in Long Term Care, First Time Course Preparation, Texas State University. Taught: June 2013 - August 2013.

HA 3344 Patient Care Management and Quality in Health Care, First Time Course Preparation, Texas State University. Taught: January 2013 - May 2013.

HA3324 Supervisory Management for Healthcare Managers, First Time Course Preparation, Texas State University. Taught: January 2013 - May 2013.

LTCA 5324 Personnel Management of Long Term Healthcare Facilities, First Time Course Preparation, Texas State University. Taught: January 2013 - May 2013.

F. Other:

Peer Perceptions of Classroom Performance--Dr. Brooks. (September 1, 2015).

Additional Comments: Rating 4.25

Peer Perceptions of Classroom Performance--Dr. Morrison. (September 1, 2015).

Additional Comments: Rating 4.5

Peer Perceptions of Classroom Performance--Dr. Renick. (March 1, 2015).

Additional Comments: Rating 4.9

Peer Perceptions of Classroom Performance--Dr. Shanmugam. (September 1, 2015).

Additional Comments: Rating 4.25

G. Teaching Professional Development Activities Attended

Conference Attendance, "The Relationship of Social Networking and Higher Education," TCC Ohana Annual Conference. (April 20, 2017 - Present).

Conference Attendance, "Wearable Experience for Knowledge Intensive Training: Learning Methodology and Technology Design," TCC Ohana Annual Conference. (April 20, 2017 - Present).

Continuing Education Program, "Sustaining Community in an Online Graduate Program," TCC Ohana Annual Conference. (April 20, 2017 - Present).

Conference Attendance, "Best Practices for Teaching Research Methods in an Online Learning Environment," TCC Ohana Annual Conference. (April 19, 2017 - Present).

Conference Attendance, "Increasing Student Satisfaction with team projects in the virtual classroom," TCC Ohana Annual Conference. (April 19, 2017 - Present).

Conference Attendance, "MOOCs and Potentials for Personalized Learning Paths," TCC Ohana Annual Conference. (April 19, 2017 - Present).

Conference Attendance, "Online Discussion Boards: "Humanizing" the Classroom," TCC Ohana Annual Conference. (April 19, 2017 - Present).

Conference Attendance, "Reaching the TOPP in Six Weeks: Help Your Faculty to Build An Online Course," TCC Ohana Annual Conference. (April 19, 2017 - Present).

Conference Attendance, "What Instructors and Instructional Designers Could Learn from Pokemon Go: Quest for Mixed Reality, Pervasive Games and Geolocation," TCC Ohana Annual Conference. (April 19, 2017 - Present).

Conference Attendance, "Distracting Distracted Digital Learners," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "EdSim Design: Reflections on Simulation and Game Design," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "How Change Management Can Support Academic Transformation," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "How good is the classroom instruction?," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "Retain! Motivate! Engage! Students! Just a Mouse click away!," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "STEMS^2, Social Presence and Sense of Place in a Hybrid Distance Education Program," tcc. (April 18, 2017 - Present).

Conference Attendance, "Teaching with Mindfulness in the 21st Century," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "Using Google Drive to share video in a online language course," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Conference Attendance, "Using the CRAP Test to Identify False News, Misinformation, and Alternative Facts Online," TCC Ohana Annual Conference. (April 18, 2017 - Present).

Continuing Education Program, "Smiles for Life--National Oral Health Curriculum." (December 22, 2016).

Continuing Education Program, "Approaches to preventing incontinence-associated skin damage in long-term care residents." (June 23, 2016).

Continuing Education Program, "QUALITY TRACK: Engaging staff in reducing readmissions to improve quality4/1/20161." (April 1, 2016).

Continuing Education Program, "CAPITAL TRACK: The state of capital availability3/30/20161." (March 30, 2016).

Continuing Education Program, "PAYMENT TRACK: MDS 3.0 Update: Get ready for more changes3/29/20161." (March 29, 2016).

Continuing Education Program, "TECHNOLOGY TRACK: Technology trends and best practices3/29/20161." (March 29, 2016).

Continuing Education Program, "WOUND CARE TRACK: Deep tissues injuries — recognition, strategies and risk3/29/20161." (March 29, 2016).

Continuing Education Program, "Foundations for Student Success: How Today's Students Are Different, and Why It Matters2/26/20161." (February 26, 2016).

Continuing Education Program, "Inside the Minds of Today's Learners - Data Driven Teaching and Learning2/26/20161." (February 26, 2016).

Continuing Education Program, "Student Perspectives - How Digital Shapes Their Potential2/26/20161." (February 26, 2016).

Continuing Education Program, "Teaching and Learning with Digital Tools: How to Overcome Challenges and Engage Students Outside of Class2/26/20161." (February 26, 2016).

Continuing Education Program, "Transforming Good Ideas into Funded Research: Strategies for New Faculty and New Grant Seekers 2/25/20161.5." (February 25, 2016).

Continuing Education Program, "Letting them go with style1/11/20161." (January 11, 2016).

Continuing Education Program, "CITI Training Refresher." (October 12, 2015).

Continuing Education Program, "Assessing the impact of technology on quality in nursing homes9/9/20151." (September 9, 2015).

Continuing Education Program, "The new face of Medicare reimbursement9/9/20151." (September 9, 2015).

Continuing Education Program, "Quality Track: Nursing practices to reduce hospitalizations and attract provider partners." (March 26, 2015).

Continuing Education Program, "Technology Track: Using technology to track resident preferences and activities to drive quality3/26/20151." (March 26, 2015).

Continuing Education Program, "Capital Track: 2015 seniors housing capital market trends and influencing factors3/25/20151." (March 25, 2015).

Continuing Education Program, "Payment Track: MDS 3.0 update: Know the new requirements, or else3/25/20151." (March 25, 2015).

Continuing Education Program, "Wound Care Track: The current science of pressure ulcer prevention3/25/20151." (March 25, 2015).

Continuing Education Program, "Can Video Feedback have a Positive Impact on Students' Learning to Promote Continuous Learning Engagement ?!." (March 19, 2015).

Continuing Education Program, "Distance Education: Yesterday, Today and Tomorrow3/19/20151." (March 19, 2015).

Continuing Education Program, "External Factors that Impact Online Instructor Performance3/19/20151." (March 19, 2015).

Continuing Education Program, "HOT Classroom: Iterations on Equipping a Here-or-There Instructional Space3/19/20150.5." (March 19, 2015).

Continuing Education Program, "Keynote Session – Social Media, Co-learning, and Peeragogy3/19/20151." (March 19, 2015).

Continuing Education Program, "Measurement instruments in randomized clinical trials (RCTs) of e-learning of healthcare professionals: A systematic review protocol." (March 19, 2015).

Continuing Education Program, "Regional Session – Information and Communication Technology use for active learning in Japan." (March 19, 2015).

Continuing Education Program, "Collaborative Peer Learning Supports Cognitive Affordances of Technologies3/18/20150.5." (March 18, 2015).

Continuing Education Program, "International eLearning Issues on Steroids: 2005-2013 Taking the class on a 10,000+ mile Journey." (March 18, 2015).

Continuing Education Program, "Keynote Session – Using Technology to Close the Gaps—Beyond Enrollment: Targeting Retention & Completion." (March 18, 2015).

Continuing Education Program, "Keynote Session – What Web?." (March 18, 2015).

Continuing Education Program, "Quantum Teaming: Framework/ Infrastructure." (March 18, 2015).

Continuing Education Program, "Tech Tools for the Classroom." (March 18, 2015).

Continuing Education Program, "The Future is Now! Implementing the Online Learning Consortium “Quality Scorecard”." (March 18, 2015).

Continuing Education Program, "No Easy Job: Teaching Online." (March 17, 2015).

Continuing Education Program, "Putting yourself in your students shoes and the key to solid online course facilitation." (March 17, 2015).

Conference Attendance, "Can Video Feedback have a Positive Impact on Students' Learning to Promote Continuous Learning Engagement?," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Collaborative Peer Learning Supports Cognitive Affordances of Technologies," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Distance Education: Yesterday, Today, and Tomorrow," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "External Factors that Impact Online Instructor Performance," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "HOT Classroom: Iterations on equipping a here-or-there instructional space," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "International eLearning Issues on Steroids: 2005-2013 Taking the Class on a 10,000+ Mile Journey," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Keynote Session--Social Media, Co-learning, and Peeragogy," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Keynote Session--Using Technology to Close the Gaps--Beyond Enrollment: Targeting Retention and Completion," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Keynote Session--What Web?," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Measurement instruments in randomized clinical trials (RCTs) of e-learning of healthcare professionals: A systematic review protocol," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "No Easy Job: Teaching Online," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Putting yourself in your students shoes and the key to solid online course facilitation," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Quantum, Teaming: Framework/Infrastructure," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Regional Session--Information and Communication Technology Use for Active Learning in Japan," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Tech Tools for the Classroom," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "The Future is Now! Implementing the Online Learning Consortium "Quality Scorecard"," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Conference Attendance, "Transforming a Traditional Inquiry-Based Science Unit into a STEM Unit for Elementary Pre-Service Teachers: A View From the Trenches," TCC Worldwide 2015 Online Conference. (March 15, 2015).

Continuing Education Program, "Joint Commission--Infection Control Strategies for Nursing Care Centers." (March 12, 2015).

Continuing Education Program, "EEO and Title IX Online Course." (March 2, 2015).

Conference Attendance, "Creating Exciting Announcements Using Technology," KU Village Annual Educators Conference. (October 9, 2014).

Conference Attendance, "Inspiring Faculty to Pursue Excellence in Online Instruction," KU Village Annual Educators Conference. (October 9, 2014).

Conference Attendance, "Making the Most of the Introductory Discussion Board: Activities for Engaging Online Learners," KU Village Annual Educators Conference. (October 9, 2014).

Conference Attendance, "Navigating Assumption: Proactive Approaches for Supporting Academic Writing," KU Village Annual Educators Conference. (October 9, 2014).

Conference Attendance, "Online Instructional Practices: What Faculty Consider Reasonable in Relation to What Online Students Expect," Keynote Session--Social Media, Co-learning, and Peeragogy. (October 9, 2014).

Conference Attendance, "Portfolio Planning for the Professional Academic," KU Village Annual Educators Conference. (October 9, 2014).

Conference Attendance, "Transformation in Higher Education," KU Village Annual Educators Conference. (October 9, 2014).

Continuing Education Program, "Creating Exciting Announcements using Technology." (October 9, 2014).

Continuing Education Program, "Navigating Assumption: Proactive Approaches for Supporting Academic Writing." (October 9, 2014).

Continuing Education Program, "Online Instructional Practices: What Faculty Consider Reasonable in Relation to What Online Students Expect." (October 9, 2014).

Continuing Education Program, "Portfolio Planning for the Professional Academic." (October 9, 2014).

Continuing Education Program, "Transformation in Higher Education." (October 9, 2014).

Continuing Education Program, "Using Prezi in Innovative Ways Inside the Classroom." (October 9, 2014).

Faculty Internship, "Making the Most of the Introductory Discussion Board: Activities for Engaging Online Learners." (October 9, 2014).

Workshop, "Using Prezi in Innovative Ways Inside the Classroom," KU Village Annual Educators Conference. (October 9, 2014).

Conference Attendance, "Nobody Wants to Hear About Your Stomach Ache: Focusing on What Matters for Professional Development," KU Village Annual Educators Conference. (October 8, 2014).

Conference Attendance, "The Many Facets of Plagiarism," KU Village Annual Educators Conference. (October 8, 2014).

Conference Attendance, "The Research Pipeline: Can It Help With Your Hardest Teaching Problems?," KU Village Annual Educators Conference. (October 8, 2014).

Conference Attendance, "What Would Socrates Do?," KU Village Annual Educators Conference. (October 8, 2014).

Continuing Education Program, "Nobody Wants to Hear about Your Stomach Ache: Focusing on What Matters for Professional Development." (October 8, 2014).

Continuing Education Program, "The Many Facets of Plagiarism." (October 8, 2014).

Continuing Education Program, "The Research Pipeline: Can It Help with Your Hardest Teaching Problems?." (October 8, 2014).

Continuing Education Program, "What Would Socrates Do?." (October 8, 2014).

Conference Attendance, "Twitter and Facebook and G+, Oh My! Balancing on the Tightrope," KU Village Annual Educators Conference. (October 7, 2014).

Continuing Education Program, "How to Write a Textbook, Get It Published, Build a Blog, Increase Credibility, and Social Network All while Maintaining a Full-Time Job." (October 7, 2014).

Continuing Education Program, "How to Write a Textbook, Get It Published, Build a Blog, Increase Credibility, and Social Network All while Maintaining a Full-Time Job." (October 7, 2014).

Continuing Education Program, "Inspiring Faculty to Pursue Excellence in Online Instruction." (October 7, 2014).

Continuing Education Program, "Twitter and Facebook and G+, Oh My! Balancing on the Tightrope." (October 7, 2014).

Continuing Education Program, "Foundations of Online Course Design and Development." (September 17, 2014).

Additional Comments: 4 weeks

Workshop, "Foundations of Online Course Design and Development," Texas State University. (August 1, 2014 - September 17, 2014).

Continuing Education Program, "Compliance in LTC: What you don't know can hurt you." (September 9, 2014).

Continuing Education Program, "Convocation." (August 23, 2014).

Continuing Education Program, "Documenting Care: The Charting Process." (July 15, 2014).

Continuing Education Program, "So You Want Your Day in Court: Lessons Learned from the Departmental Appeals Board." (July 8, 2014).

Continuing Education Program, "Creating Learning Environments that Launch Careers." (April 22, 2014).

Continuing Education Program, "The Impact of Healthcare Associated Infections in LTC: Prevention Challenges and Strategies." (April 22, 2014).

Workshop, "Creating Learning Environments that Launch Careers," The Chronicle of Higher Education. (April 22, 2014).

Continuing Education Program, "Improve Compliance and Increase Reimbursements with Mobile Technologies." (April 17, 2014).

Continuing Education Program, "By Failing to Prepare, You Are Preparing to Fail: Laying the Foundation for Sustainable Change and Success." (April 16, 2014).

Continuing Education Program, "Texas Music History Unplugged." (April 8, 2014).

Continuing Education Program, "Faculty Learning Community for Beginning Quantitative Researchers (Part 3) Experimental Design." (April 2, 2014).

Workshop, "Survival Spanish," Texas State University. (February 2014).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

a. Scholarly Monographs:

Refereed:

Penz, E., Mileski, M., & Dugan, J. (2013). *State of Texas Preceptor Manual*.
Texas Department of Aging and Disability Services.

2. Articles:

a. Refereed Journal Articles:

Kruse, C. S., Marquez, G., Nelson, D., Palomares, O., & Mileski, M. (Accepted / In Press). The use of health information exchange in long-term care patient handoffs. *Applied Clinical Informatics*.

McClay, R., & Mileski, M. (2018). Is working at a Magnet or Pathway to Excellence hospital for you? A survey of the benefits of working for facilities with status. *Nursing Made Incredibly Easy*, 16(4), 26–29.
<https://doi.org/10.1097/01.NME.0000534115.91012.37>

Additional Comments: Listed in Cabell's Lippincott, Williams, and Wilkins nursing journal

Mileski, M., Topinka, J. B., Brooks, M. S., Lonidier, C., Linker, K., & Vander Veen, K. (2018). Sensory and Memory Stimulation as a Means to Care for Individuals with Dementia in Long-Term Care Facilities: A Literature Review. *Clinical Interventions in Aging*, 2018: 13, 967–974.
<https://doi.org/https://doi.org/10.2147/CIA.S153113>

Mileski, M., Lee, K. A., Maung, S., Nelson, D., Palomares, O., & Paredes, N. (2018). Prevention of Methicillin-Resistant Staphylococcus Aureus in Neonatal Intensive Care Units: A Systematic Review. *ABNF Journal*, 29(2), 46–53.

Additional Comments: Impact factor 0.37 (Research Gate)

Adepoju, O. E., Lin, S., Mileski, M., Kruse, C. S., Brooks, M. S., & Mask, A. (2018). Mental health status and healthcare utilization among community dwelling senior adults. *Journal of Mental Health*. Published.
<https://doi.org/10.1080/09638237.2018.1466030>

Additional Comments: Impact factor 1.691

Mileski, M., Kruse, C. S., Brooks, M. S., Haynes, C., Collingwood, Y., & Rodriguez, R. (2017). Factors Concerning Veterans with Dementia, Their Caregivers, and Coordination of Care: A Systematic Review. *Military Medicine*, 182(11), e1904–e1911. Retrieved from <http://militarymedicine.amsus.org/doi/full/10.7205/MILMED-D-16-00396>

Additional Comments: Impact factor 0.969/1.164 (5 year)

Mileski, M., Kruse, C. S., Catalani, J., & Haderer, T. (2017). Adopting telemedicine for the self-management of hypertension: A systematic review. *JMIR--Medical Informatics*. Published.
<https://doi.org/10.2196/medinform.6603>

Additional Comments: Impact factor 1.115

Kruse, C. S., Mileski, M., Vijaykumar, A. G., Viswanathan, S., Suskandla, U., & Chidambaram, Y. (2017). The impact of the electronic health record in long-term care. *JMIR Med Inform*, 5(3), 1–16.
<https://doi.org/10.2196/medinform.7958>

Additional Comments: Manuscript ID number 7958

JMIR-MI is not yet old enough for its own impact factor. The impact factor of its higher-echelon journal (JMIR) is 5.2

Mileski, M., Topinka, J. B., Lee, K. A., Brooks, M. S., McNeil, C., & Jackson, J. (2017). An investigation of quality improvement initiatives in decreasing the rate of avoidable 30-day, SNF-to-hospital readmissions: A systematic review.

Clinical Interventions in Aging, 12, 213–222. Retrieved from
https://www.dovepress.com/articles.php?article_id=31011

Additional Comments: oJournal Impact factor 2.581/2.730 (5-year)
 oListed in Cabell's/JCR
 oCited by 1 (Google Scholar, 9/29/2017)

Mileski, M., Topinka, J. B., Lee, K. A., Christopher, M., & Jenna, J. (2017). Investigation of Quality Improvement Initiatives in Decreasing the Rate of Avoidable 30-day, SNF-to-hospital Readmissions: A Systemic Review. *Clinical Interventions in Aging*, 12, 213–222.
<https://doi.org/https://doi.org/10.2147/CIA.S123362>

Mileski, M., Ayala, L., Campuzano, E., Joy, A., Ornelas, S., Ortiz, M., & Saenz, J. (2017). Quality of Life Considerations During Cancer Treatment in Invasive Ductal Carcinoma Patients: A Systemic Review. *ABNF Journal*, 28(1), 9–13.

Additional Comments: - Listed in Cabell's
 - Impact factor 0.37 (Research Gate)

Lieneck, C. H., & Mileski, M. (2016). Measuring for success: Continuity of care systems that incorporate patient responsibility. *Medical Group Management Association (MGMA) Connection*, 16(1), 37–39.

Kruse, C. S., Mileski, M., & Moreno, J. (2016). Mobile health solutions for the aging population: A systematic narrative analysis. *Journal of Telemedicine and Telecare*, (June 2016).

Additional Comments: •Impact factor 1.542 (Cabell's)

Mileski, M., Kruse, C., Lee, K., & Topinka, J. (2016). Perceptions of the Value of Professional Networking by Undergraduate Students in School of Health Administration: A Pilot Study. *Journal of Health Administration Education*, 33(3), 461–474.

Additional Comments: Article based on original research conducted during Fall 2015 semester.

oListed Cabells/JCR
 oJournal Impact Factor 0.08 (ResearchGate)
 oBlind peer-review, 3 external reviewers
 oCited by 3 (Google Scholar, 9/29/2017)

Mileski, M., Kruse, C. S., Lee, K. A., & Topinka, J. B. (2016). Perceptions of the Value of Professional Networking by Undergraduate Students in a School of Health Administration: A Pilot Study. *The Journal of Health Administration Education*, Volume 33(Number 3), 461–474. Retrieved from
<http://www.ingentaconnect.com/content/aupha/jhae/2016/00000033/00000003>

Kruse, C. S., Mileski, M., & Moreno, J. (2016). Mobile health solutions for the aging population: A systematic narrative analysis. *J Telemed Telecare*, (1), 1357633X16649790. <https://doi.org/10.1177/1357633X16649790>

Additional Comments: Journal impact factor 1.377 (Cabell's, 2016).
 PMID: 27255207, DOI: 10.1177/1357633X16649790. Cited by 6 (Google

Scholar, 4/10/2018). According to the publisher, this article has been downloaded 1,634 times, 4/10/2018.

Mileski, M., McIlwain, A. S., Kruse, C. S., Lieneck, C., & Sowan, A. (2016). The effectiveness and need for facility based nurse aide training competency evaluation programs. *ABNF Journal*, 27(1), 16–19.

Additional Comments: - Blind peer reviewed, 2+ reviewers

- Listed in Cabell's

- Impact factor 0.37 (Research Gate)

Kruse, C. S., Mileski, M., Alaytsev, V., & Carol, E. (2015). Adoption factors associated with electronic health record among longterm care facilities: a systematic review. *BMJ Open*, 2015(5), e006615.

<https://doi.org/10.1136/bmjopen-2014-006615>

Additional Comments: Impact factor 2.562 (Cabell's, 2014). Blind peer-review, 3 external reviewers. Acceptance rate: 53% (Difficult). Cited by 32 (Google Scholar, 4/10/2018).

3. Conference Proceedings:

b. Non-refereed:

McIlwain, A., Sowan, A., & Mileski, M. (2014). From Katrina to Sandy: What have we learned about nursing home disaster management?

10. Other Works in Print:

Digital Academic Publications:

Mileski, M. (2015). *Physician compare and quality reporting--More benefits brought to you by the Affordable Care Act*. Kaplan University Center for Health and Wellness Blog (15th-Apr ed.). Kaplan University Center for Health and Wellness Blog. Retrieved from <http://www.kaplanhealthwellness.blogspot.com/2015/04/physician-compare-and-quality.html>

Mileski, M. (2015). *What is the IMPACT Act of 2014, and should it be affecting your operations?* St. Joseph™s College Health Administration Blog (15th-Apr ed.). St. Joseph™s College Health Administration Blog. Retrieved from <http://haprogram.blogspot.com/2015/04/what-is-impact-act-of-2014-and-should.html#links>

Mileski, M. (2015). *Value based payments and the physician quality reporting system*. St. Joseph™s College Health Administration Blog (15th-Feb ed.). St. Joseph™s College Health Administration Blog. Retrieved from <http://haprogram.blogspot.com/2015/02/value-based-payments-and-physician.html#links>

Magazine / Trade Publications:

Mileski, M. (2015, October 15). The value of the medical assistant in today's medical practice. *Kaplan University, Health Sciences, Articles and Publications*, (15-Oct). Retrieved from <http://www.kaplanuniversity.edu/health-sciences/articles/value-of-the-medical-assistant.aspx>

Trade Journal Articles:

Mileski, M. (2016). Here Come the Boom--The Impact of Baby Boomers on Today's Offices. *AAMA Today*, (5), 24–.

Mileski, M. (2016). Can Work Stress Effect Your Personal Life_or Might You Have PTSD? *4CNA's--The Online Magazine for Certified Nursing Assistants*, (16-Jan). Retrieved from <http://www.4cnas.com/CanWorkStressEffectYourPersonalLifeorMightYouHavePTSD.html>

Mileski, M. (2015). PTSD and the role of the certified nursing assistant. *4CNA's--The Online Magazine for Certified Nursing Assistants*, (15-Dec). Retrieved from <http://www.4cnas.com/Post-TraumaticStressDisorderandtheRoleoftheCertifiedNursingAssistant.html>

Mileski, M. (2015). How baby boomers are about to change your world. *4CNA's--The Online Magazine for Certified Nursing Assistants*, (15-Nov). Retrieved from <http://www.4cnas.com/HowBabyBoomersAreAbouttoChangeYourWorld.htm1>

Mileski, M. (2013). 6 ways to foster staff satisfaction. *Long Term Living*, (13-Dec). Retrieved from <http://www.ltlmagazine.com/print/article/6-ways-foster-staff-satisfaction>

Mileski, M., & McClay, R. (2003). The role of chiropractic in the treatment of ADHD. *Dynamic Chiropractic*, (3-Feb). Retrieved from <http://www.dynamicchiropractic.com/mpacms/dc/article.php?id=9056>

Mileski, M. (2000). Lend an ear--Your elderly patients deserve it. *Dynamic Chiropractic*, (Aug-00). Retrieved from <http://www.dynamicchiropractic.com/mpacms/dc/article.php?id=31836>

B. Works Not in Print:

2. Invited Talks, Lectures, and Presentations:

Mileski, M., McClay, R., "Growing university perceptions—Via our student body (or the proof is in the pudding).," KU Village Annual Educators Conference. (October 17, 2017).

Mileski, M., Texas State University Dementia and Aging Series: Aging, Dementia, and the Family, "Environmental Changes in the Facility to Ease the Dementia Caregiver Burden," Texas State University. (April 17, 2015).

Mileski, M., Texas HHSC, "State of Texas Preceptor Training." (December 4, 2017).

Mileski, M., KU Village Annual Educators Conference, "How baby boomers are changing the face of health care." (October 17, 2017).

Mileski, M., McClay, R., KU General Education Conference, "Constant crisis in student emails—Insights to understand our students and meet their needs." (June 12, 2017).

Mileski, M., "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (December 12, 2016).

Mileski, M., 2016 Ashford University Teaching and Learning Conference, "Helping your students into the library, and off the internet. Easy ways to find quality research, and how to sell it to your students.." (November 2016).

Mileski, M., KU Village Annual Educators Conference, "Matching the benefits of online education to the cons of the online student--Ways to help professors meet their students in the middle." (October 2016).

Mileski, M., Kaplan University School of Health Sciences Virtual Conference, "Telemedicine and how it is changing the healthcare environment for the patient and practitioner." (October 2016).

Mileski, M., McClay, R., Presented to Rasmussen College Spring Development Conference, "“Encouraging Students to Get Off the Web and Into the Library—Where they belong!”. (June 2016).

McClay, R., Mileski, M., Presented to Kaplan University General Education Conference, "“Fear No More—Getting students off the web and into the library.”." (June 2016).

Mileski, M., Dugan, J., "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (December 7, 2015).

Mileski, M., KU Village Annual Educators Conference, "They Stopped Being Students Long Ago--Prepare Your Employees for the Workforce." (October 7, 2015).

Mileski, M., McClay, R., Rasmussen College Spring Development Conference, "Meeting Students Where They Live: Maslow's Hierarchy in the Online Classroom," Rasmussen College. (March 31, 2015).

Mileski, M., Dugan, J., "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (December 2, 2014).

Mileski, M., KU Village Annual Educators Conference, "Meeting Students Where They Live: Maslow's Hierarchy in the Online Classroom." (October 9, 2014).

Mileski, M., Dugan, J., "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (May 2013).

4. Workshops:

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success." (February 9, 2017).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success." (September 22, 2016).

Mileski, M., "SOHA Student Lecture--Student Networking and Branding." (February 19, 2016).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success," Texas State University. (February 11, 2016).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success 09/2015," Texas State University. (September 17, 2015).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success 02/2015," Texas State University. (February 12, 2015).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success," Texas State University. (September 18, 2014).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success," Texas State University. (February 2, 2014).

Mileski, M., Amber McIlwain--HA5301, "Guest Research Reviewer/Lecturer." (December 2, 2013).

Mileski, M., "Health Administration Graduate Student Seminar on Interviewing and Professional Success," Texas State University. (October 8, 2013).

Mileski, M., Healthcare Leadership Coalition, "Professionalism and Interviewing Skills," Texas State University. (September 27, 2013).

Mileski, M., Amber McIlwain--HA5301, "Guest Research Reviewer/Lecturer." (April 29, 2013).

5. Other Works not in Print:

a. Works "submitted" or "under review":

Journal Articles:

McClay, R., Mileski, M., & Naiman, J. (Submitted / Under Review). Neonatal intestinal bacterial colonization of the intestine—A primer for the practitioner: A systematic review. *Advances in Neonatal Care*.

Additional Comments: No manuscript number assigned yet.

Mileski, M., Topinka, J. B., Brooks, M. S., Coker, M., Coover, C., Davis, M., & Puddicombe, B. (Submitted / Under Review). An investigation of quality initiatives in increasing positive outcomes and compliance in treatment for veterans with PTSD: A systematic review. *Patient Preference and Adherence*.

Mileski, M., Topinka, J. B., Adepoju, O. E., Brooks, M. S., Perez, J., & Nguyen, H. (Submitted / Under Review). Optimization of Management in Long Term Care Facilities: A Systematic Review. *INQUIRY*.

Additional Comments: Sage-17-1143

Mileski, M., Topinka, J. B., Jain, M., & Sistla, K. C. (Submitted / Under Review). Improving quality of life for patients with type I diabetes: A systematic review. *Current Diabetes Reviews*.

Additional Comments: CDR-2017-399

Mileski, M., Topinka, J. B., Elizaitis, B., Bryan, A., & Gonzales, J. (Submitted / Under Review). Improving fall prevention programs in long-term care facilities through staff training and intervention - A review of associated literature. *Journal of Patient Safety*.

Additional Comments: JPS-15-714

Mileski, M., Topinka, J. B., Elizaitis, B., Bryan, A., & Gonzales, J. (Submitted / Under Review). Improving fall prevention programs in long-term care facilities through staff training and intervention--A review of associated literature. *Journal of Patient Safety*.

Additional Comments: Impact factor--2.476

Mileski, M., Topinka, J. B., Brooks, M. S., Lonidier, C., Linker, K., & Vander Veen, K. (Submitted / Under Review). Sensory and Memory Stimulation as a Means to Care for Individuals with Dementia in Long-Term Care Facilities: A Literature Review. *Clinical Interventions in Aging*.

Additional Comments: oJournal Impact factor 2.581/2.730 (5-year)
oListed in Cabell's/JCR

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., & Augustin, D. (Submitted / Under Review). Veterans Perceptions Regarding Quality of Healthcare—A Systematic Review. *Quality Management in Health Care*.

Additional Comments: QMH - 2018 - 0009

Mileski, M., Topinka, J. B., Adepoju, O. E., Brooks, M. S., Perez, J., & Nguyen, H. (Submitted / Under Review). Optimization of Management in Long Term Care Facilities: A Systematic Review. *PLOS One*.

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., & Augustin, D. (Submitted / Under Review). Veterans perceptions regarding quality of healthcare: A systematic review. *Journal for Healthcare Quality*.

Mileski, M., Topinka, J. B., Jain, M., & Sistla, K. C. (Submitted / Under Review). Improving quality of life for patients with type I diabetes: A systematic review. *International Journal of Integrated Care*.

b. Works "in progress":

Concept paper for NSF grant proposal in preparation.s:

Kruse, C. S., & Mileski, M. (In Preparation; Not Yet Submitted).
Cyber-security awareness seminar for student in the CHP.

Kruse, C. S., & Mileski, M. (In Preparation; Not Yet Submitted).
Cyber-security awareness workshop for the elderly.

Journal Articles:

Mileski, M., & Kruse, C. (In Preparation; Not Yet Submitted). Perceptions of the Value in Volunteerism and Internships by Undergraduate Students in a School of Health Administration: A Pilot Study.

Mileski, M., Lee, K. A., Brooks, M. S., Garza, L., Joseph, C., & Klose, K. (In Preparation; Not Yet Submitted). Understanding fall rates among diabetic elderly: A systematic narrative analysis.

Additional Comments: Planned submission to PLOS
Medicine--Impact Factor 13.585

Manuscript in preparations:

Mileski, M., Lee, K., Topinka, J. B., Kruse, S. C., Osuchukwu, P., & DiBartolo, S. (In Preparation; Not Yet Submitted). *Efficacy of the use of social networking in job procurement in healthcare: A systemic review.*

Mileski, M., Bonilla, L., & Elgie, M. (In Preparation; Not Yet Submitted). *The use and efficacy of the PDSA model in long term care quality improvement: A systemic review.*

Research/study in preparations:

Mileski, M., Lee, K., Topinka, J. B., & Kruse, S. C. (In Preparation; Not Yet Submitted). *Comparison study of undergraduate versus graduate student perceptions on networking and volunteerism.*

Mileski, M., Lee, K., Topinka, J. B., & Kruse, S. C. (In Preparation; Not Yet Submitted). *Longitudinal study of undergraduate student perceptions on networking and volunteerism.*

c. Other Works Not in Print:

Abstract submitted and Poster presented:

Pierce, K., Borga, K., Mileski, M., 2017 Texas State University Undergraduate Research Forum, "Mental health and substance abuse amongst homeless women," San Marcos, TX. (April 21, 2017).
Additional Comments: Abstract submitted and Poster presented

Mileski, M., Lee, K. A., Garza, L., Joseph, C., Klose, K., 2017 Texas State University Undergraduate Research Forum, "Preventing Falls Among the Diabetic Elderly: A Systematic Review," San Marcos, TX. (April 21, 2017).

Additional Comments: Abstract submitted and Poster presented

Barry, B., Castillo, E., Willingham, J., Mileski, M., 2017 Texas State University Undergraduate Research Forum, "Veterans With Post-Traumatic Stress Disorder Using Tobacco to Cope," San Marcos, TX. (April 21, 2017).

Additional Comments: Abstract submitted and Poster presented

Mileski, M., Topinka, J. B., Jain, M., Sistla, K. C., CHP Research Forum, "Improving quality of life for patients with type I diabetes," San Marcos, TX. (April 14, 2017).

Additional Comments: Abstract submitted and Poster presented

Pierce, K., Borga, K., Mileski, M., CHP Research Forum, "Mental health and substance abuse amongst homeless women," San Marcos, TX. (April 14, 2017).

Additional Comments: Abstract submitted and Poster presented

Mileski, M., Lee, K. A., Garza, L., Joseph, C., Klose, K., CHP Research Forum, "Preventing Falls Among the Diabetic Elderly: A Systematic Review," San Marcos, TX. (April 14, 2017).

Additional Comments: Abstract submitted and Poster presented

Mask, A., Pesek, B., Mileski, M., CHP Research Forum, "Surgical Quality of Care Outcomes in Rural and Urban Environments," San Marcos, TX. (April 14, 2017).

Additional Comments: Abstract submitted and Poster presented

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., Augustin, D., CHP Research Forum, "Veterans perceptions regarding quality of healthcare," San Marcos, TX. (April 14, 2017).

Additional Comments: Abstract submitted and Poster presented

Barry, B., Castillo, E., Willingham, J., Mileski, M., CHP Research Forum, "Veterans With Post-Traumatic Stress Disorder Using Tobacco to Cope," San Marcos, TX. (April 14, 2017).

Additional Comments: Abstract submitted and Poster presented

Kruse, C. S., Mileski, M., CHP Research Forum, "Conducting a systematic literature review for publication," San Marcos, TX. (2016).

Additional Comments: Abstract submitted and Poster presented

Kruse, C. S., Mileski, M., Moreno, J., CHP Research Forum, "Mobile health applications for an aging population," San Marcos, TX. (2016).

Additional Comments: Abstract submitted and Poster presented

Mileski, M., Kruse, S. C., CHP Research Forum, "Perceptions of the value in volunteering and internships by undergraduate students in a school of health administration: A pilot study," San Marcos, TX. (2016).

Additional Comments: Abstract submitted and Poster presented

Mileski, M., Kruse, S. C., Lee, K., Topinka, J. B., CHP Research Forum, "Perceptions of the value of professional networking by undergraduate students in a school of health administration: A pilot study," San Marcos, TX. (2016).

Additional Comments: Abstract submitted and Poster presented

Mileski, M., Maung, S., Nelson, D., Palomares, O., Paredes, N., CHP Research Forum, "Prevention of methicillin resistant Staphylococcus aureus in neonatal intensive care units: A systematic review," San Marcos, TX. (2016).

Mileski, M., Ayala, L., Campuzano, E., Joy, A., Ornelas, S., Ortiz, M., Saenz, J., CHP Research Forum, "Quality of Life Considerations During Cancer Treatment in Invasive Ductal Carcinoma Patients: A Systematic Review," San Marcos, TX. (2016).

Additional Comments: Abstract submitted and Poster presented

Posters:

Kruse, C. S., Mileski, M., CHP Research Forum, "Conducting a Systematic Literature Review for Publication," Texas State University, CHP building, San Marcos, TX, United States. (2016).

Additional Comments: This poster took third place (out of 75) in the 2016 CHP Research Forum.

Mileski, M., Kruse, C. S., Lee, K. A., Topinka, J. B., CHP Research Forum, "Perceptions of the Value of Professional Networking by Undergraduate Students in a School of Health Administration: A Pilot Study," College of Health Professions, Texas State University, CHP building, San Marcos, TX, United States. (2016).

C. Scholarly / Creative Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

Kruse, C S, Percent Contribution: 70%, Mileski, Michael, Percent Contribution: 30%. Health information technology security awareness—A mobile package to take to seniors, Eugene Washington PCORI Engagement Awards Program, \$72,402.00. (Submitted: May 26, 2016). Grant.

Kruse, Clemens Scott, Percent Contribution: 50%, Mileski, Michael, Percent Contribution: 50%. Establishing a benchmark for patient satisfaction in an university setting, Patient-Centered Outcomes Research Institute, Private / Foundation / Corporate, \$60,000.00. (Submitted: October 1, 2015). Grant.

Kruse, S S, Percent Contribution: 70%, Mileski, Michael, Percent Contribution: 30%. Patient satisfaction of students of Texas State University that use the student clinic, Eugene Washington PCORI Engagement Awards Program, Private / Foundation / Corporate, \$26,952.00. (Submitted: August 24, 2015). Grant.

Kruse, Clemens Scott (Principal), Percent Contribution: 70%, Mileski, Michael (Co-Principal), Percent Contribution: 30%. Patient satisfaction of students of Texas State University that use the student clinic, Patient-Centered Outcomes Research Institute, Private / Foundation / Corporate, \$26,952.00. (Submitted: August 24, 2015). Grant.

4. Submitted, but not Funded, Internal Grants and Contracts:

Mileski, Michael (Principal). The Perceptions of Physicians in the Application of OpenNotes Programs in Long Term Care, Texas State University, Research Enhancement Program, Institutional (Higher Ed), \$8,000.00. (Submitted: June 1, 2015). Grant.

Mileski, Michael (Principal). Physician Perceptions of the OpenNotes Program and its Application in Long Term Care Facilities, Texas State University, Research Enhancement Program, Institutional (Higher Ed), \$8,000.00. (Submitted: June 1, 2014). Grant.

Mileski, Michael (Principal). Efficacy of Creative Treatment Options for the Alzheimer's and Dementia Populations, Texas State University, Institutional (Higher Ed), \$8,000.00. (Submitted: June 1, 2013). Grant.

E. Scholarly / Creative Professional Development Activities Attended:

Continuing Education Program, "Mega-Rule Phase II Tips on creating and maintaining an infection prevention and control program," McKnights. (October 10, 2017 - Present).

Continuing Education Program, "QUALITY TRACK: Residents' rights vs. the new requirements," McKnights. (September 20, 2017 - Present).

Continuing Education Program, "TECHNOLOGY TRACK: The role of clinical technology in meeting Mega-Rule," McKnights. (September 20, 2017 - Present).

Continuing Education Program, "RESIDENT CARE TRACK: The route to reduced falls, pain and polypharmacy in senior living," McKnights. (June 20, 2017 - Present).

Continuing Education Program, "STAFFING TRACK: Hiring for keeps," McKnights. (June 20, 2017 - Present).

Continuing Education Program, "A QAPI Approach to Incontinence and Preventative Skin Care," McKnights. (June 15, 2017 - Present).

Continuing Education Program, "Using Data in QAPI: Collect, Analyze and Communicate," McKnights. (April 4, 2017 - Present).

Continuing Education Program, "State of Texas Preceptor Training," HHSC. (December 4, 2017).

Continuing Education Program, "Stress and Strain," Thomas Bynes/TCA. (June 8, 2017 - June 9, 2017).

Workshop, "CITI Training," CITI Program, University of Miami. (October 15, 2015).

Conference Attendance, "How to Write a Textbook, Get it Published, Build a Blog, Increase Credibility, and Social Network All While Maintaining a Full-Time Job," KU Village Annual Educators Conference. (October 7, 2014).

Workshop, "Faculty Learning Community for Beginning Quantitative Researchers (Part 3) Experimental Design," Texas State University. (April 2, 2014).

Workshop, "Building Surveys in Snap 11: Web-Based Survey Software," Texas State University. (March 2014).

IV. SERVICE

A. Institutional

1. University:

Member, Equity and Access Committee. (February 2017 - Present).

Member, Environment and Sustainability Committee. (August 2016 - Present).

Graduate Advisor, Healthcare Leadership Coalition. (May 2016 - Present).

Undergraduate Advisor, Healthcare Leadership Coalition. (May 2016 - Present).

Member, Advisory Board--Master of Science in Dementia and Aging. (January 1, 2016 - Present).

Student Organization Faculty Advisor, Texas State University, National Aerospace Honor Society. (2016 - Present).

University Mentor, FACES Program Mentor. (October 1, 2015 - Present).

Member, Texas State University, Gerontology Consortium. (August 1, 2013 - Present).

University Mentor, Bobcat Bond Program Mentor. (August 1, 2013 - Present).

Member, University Leadership Assembly. (August 2016 - August 2017).

Student Organization Faculty Advisor, Aging and Long Term Care Organization. (January 2016 - May 2016).

Additional Comments: Texas State University, School of Health Administration

2. College:

Member, Student Scholarship Committee. (August 2015 - Present).

Chair, Graduate Scholarship Committee. (September 1, 2014 - Present).

Member, Study Abroad Task Force. (August 1, 2015 - May 1, 2016).

Member, MHA Admissions Committee. (August 1, 2013 - July 1, 2015).

Organizer, Careers in Aging Week Event. (April 1, 2014).

3. Department/School:

Organizer, Social Events Planner, School of Health Administration. (August 1, 2013 - July 1, 2014).

Member, BHA Dress Code Development Committee. (August 1, 2013 - May 1, 2014).

B. Professional:

Virtual Judge, E-Cybermission Virtual Science Fair Judge, ARMY Educational Outreach Program. (May 1, 2016 - Present).

Editor, Co-Founder and Executive Editor, Long Term Care. (August 1, 2014 - Present).

Additional Comments: A rolling journal publishing peer-reviewed articles in relation to gerontology and the long-term care industry.

Officer, Professional Advancement/Credentialing Chair, American College of Health Care Administrators. (August 1, 2012 - Present).

Reviewer / Referee, Peer Reviewer, Journal of Health Administration Education. (July 1, 2015 - August 1, 2015).

C. Community:

Volunteer, Computer Class Instructor, San Marcos Public Library. (January 1, 2016 - Present).

Volunteer, Sights and Sounds of Christmas, City of San Marcos. (December 1, 2015).

D. Organization Memberships:

American College of Health Care Administrators. (2017 - 2018).

American College of Health Care Administrators. (2016 - 2017).

American College of Health Care Administrators. (2015 - 2016).

American College of Health Care Administrators. (2014 - 2015).

American College of Health Care Administrators. (2013 - 2014).

E. Service Honors and Awards:

Award / Honor Recipient: 2017 ACHCA AIT Preceptor Award, American College of Healthcare Administrators.

January 9, 2017

Award / Honor Recipient: Chapter Achievement Award, American College of Health Care Administrators, for development of Texas Long Term Care Administrator Preceptor Training program.

February 8, 2016

G. Service Professional Development Activities Attended:

Conference Attendance, "Texas Nursing Facility Administrators Preceptor Seminar," Texas Department of Aging and Disability Services. (December 12, 2016).

Conference Attendance, "Crowdfunding Training," Texas State University. (March 11, 2016).

Continuing Education Program, "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (December 7, 2015).

Workshop, "Equal Employment Opportunity & Title IX," Texas State University. (October 15, 2015).

Continuing Education Program, "Transforming a Traditional Inquiry-Based Science Unit into a STEM Unit for Elementary Pre-Service Teachers: A View from the Trenches." (March 18, 2015).

Workshop, "EEO and Title IX Online Course," Texas State University. (March 15, 2015).

Continuing Education Program, "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (December 2, 2014).

Conference Attendance, "Convocation," Texas State University. (August 2014).

Continuing Education Program, "State of Texas Long Term Care Administrator Preceptor Training," Texas Department of Aging and Disability Services. (May 1, 2013).

Curriculum Vitae 2018

I. Academic/Professional Background

A. Name: Eileen Morrison

Title: Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
Associate in Logotherapy	1992	Viktor Frankl Institute of Logotherapy	Logotherapy in its Application	Applied Research Project and Paper
EdD	1982	Vanderbilt University	Human Development Counseling	A Correlational Study of the Relationships between Levels of Burnout and Sociological-Ecological Factors in Dental Hygiene Office Practice
MPH	1973	University of Tennessee	Public Health	Field-Based Program with Summary Report
BS with Honors	1972	University of Tennessee	Public Health	
AAS	1969	Broome Community College	Dental Hygiene	

C. University Experience

Position	University	Dates
Professor (tenured)	Texas State University	2007-Present
Adjunct Professor (Online Masters of Public Health Program only)	Center for Health Policy Creighton University Center for Health Policy and Ethics,	2010-2015
Clinical Professor (Adjunct/Online Masters of Ethics Program)	Center for Health Policy Creighton University Center for Health Policy and Ethics	2012-2016
Associate Professor	Texas State University-San Marcos	2004-2007
Professor (tenured)	University of Southern Indiana	2001-2004
Professor (tenured) & Founding Professor and Acting Chair	University of Mary Hardin-Baylor	1992-2001
Associate Professor (tenured)	Texas Women's University	1982-1989
Instructor and Coordinator of Sophomore Clinic	Tennessee State/Meharry Medical School	1979-1982
Assistant Professor	East Tennessee State University	1974-1976

D. Relevant Professional Experience

Position	Entity	Dates
Manager Health Programs	GTE Telephone Operations	1989-1992
Health Education Program Administrator	Cumberland County Health Department	1976-1977
Associate State Training Officer	Tennessee Head Start	1973-1974
Public Health Dental Hygienist	Matthew Walker Health Center	1969-1970

E. Other Professional Credentials (licensure, certification, etc.)

Board Certified in Professional Counseling, American Psychotherapy Association
 Licensed Professional Counselor Texas
 Certified Health Education Specialist
 Associate in Logotherapy
 Registered Dental Hygienist (New York and Tennessee- Retired)

II. Teaching

A. Teaching Honors and Awards:

Received the AUPHA Exemplary Service Award for Faculty Forum	2016
Recognized by the University Honors Program for supervision of Maria Hayes' Honors Thesis	2015
Nominated for Faculty Excellence Award for Teaching	2014
Who's Who Professional of the Year for Higher Education	2013
Contribution letter Creighton University Masters in Health Care Ethics Program	2013
Cambridge Who's Who Distinguished Professionals Pro-Life Magazine Cover and Article	2012
Honored the Faculty Authored Books Reception	2012
Selected as Clinical Professor in the Center for Health Policy and Ethics Creighton University Omaha, NB (Online Program)	
Article on Intergenerational Focused Mentoring: Engaging Graduate And Undergraduate Health Administration Students in Learning by Fields, Morrison, & Greene Nominated for Best of the Year Award from AUPHA Innovative Teaching Network	2011
Cambridge Who's Who Registry of Executives, Professionals, and Entrepreneurs	2011
Recognized by the University Honors Program for supervision of Sara Stamet's Honors Thesis	2010
Appointed as an Adjunct Doctoral Graduate Faculty in College of Education to serve on Cristian Lieneck's dissertation committee	2010
Received the AUPHA Bugbee Falk Book Award for <i>Ethics in Health Administration, Second Edition.</i>	2010

Recognized as the SOHA nominee for the Faculty Excellence in Research Award for scholarship.	2009
Recognized as Texas State University author at the President's Reception, October 2008.	2008
Invited to attend the Oxford Round Table, Oxford England to participate in an interdisciplinary study of contemporary ethics and values.	2008
Received tenure and promotion to full professor in the School of Health Administration	2007
Recognized as an Honored Professor for Mitte Foundation Circle of Excellence Awards Ceremony. Selected by Graduating Senior Danielle Bailey	2007
Recognized as an Honored Professor by Chi Omega Sorority. Selected by Allison Dyer	2007
Selected as the School of Health Professions Nominee for Outstanding Texas State Woman's Award	2007
Received Board Certification in Professional Counseling from the American Psychotherapy Association	2007
Selected to teach an Honors Course entitled An Introduction to Complementary/Alternative Medicine (CAM). Course was offered fall	2007
Honored by President Trauth at Faculty Authors Recognition Reception	2006
Proposal approved by the Honors Committee for the Course entitled: An Introduction to Complementary/Alternative Medicine (CAM). Course will be offered fall 2007	2006
Selected for the College of Health Professions Faculty Excellence Award in Teaching	2005
Nominated for College of Health Professions Faculty Excellence Award in Teaching by Health Administration	2005
Nominated for College of Health Professions Faculty Excellence Award in Scholarship by Health Administration	2005
Proposal approved by the Honors Committee for the Course entitled: An Introduction to Complementary/Alternative Medicine (CAM). Course was offered fall 2005	2005
Chosen for the 10 th Edition of 2,000 Notable American Women	2004
Based on and expert panel's review of credentials, knowledge, and achievement in the field, selected as a Diplomate in the American Association of Integrative Medicine.	2002
Founding Professor for the MHA Program at the University of Mary Hardin-Baylor	1992

B. Courses Taught:

Texas State University

HA 5301 Research
 HA 5311 Independent Study
 HA 5325 Patient Care Management and Integrated Delivery Systems

HA 5346 Strategic Management
HA 5362 Health Care Organizational Behavior/Theory
HA 5840 Administrative Internship
HA 5841 Administrative Residency
HHR 5328 Organizational Development in Human Resources (Stacked with HA 5362)
HHR 5495 Directed Study in Human Resources
HHR 5640 Administrative Practicum
HR 5490 Internship in Research and Evaluation
HA 3308 Healthcare Organizations
HA 3309 Ethics
HA 2310 Ethics
HA 3315 Healthcare History, Language, and Culture
HA 3324 Supervision
HA 3340 Management Information Systems
HA 3341 Training
HA 4141 Healthcare Comprehensive Exam and Review
HA 4312 Materials Management
HON 2380 Introduction to CAM
HON 4390 B Honors Thesis

Creighton University Courses taught in 2010-2017
MHE 601 Healthcare Ethics and Policy
MPH 608 Public Health Communications and Informatics

University of Southern Indiana Courses taught in 2001-2004
MHA 621 Biostatistics and Epidemiology
MHA 623 Operations Research
MHA 626 Legal and Ethical Issues
MHA 631 Individual and Group Behavior
MHA 635 Graduate Seminar (capstone)
MHA 641 Residency
HP 211 Health Care Delivery
HP 365 Drug and Alcohol Education
HP 402 Research and Statistics
HP 435 Eastern/Alternative Medicine
HP 478 Community Health Education
HP 486 Public Health Administration
HP 490 Special Topics

University of Mary Hardin-Baylor Courses taught in 1992-2001
Health Care Delivery
Leadership and Communications
Research

Ethics
Business Aspects of Integrated Medicine
Community Issues (Ecosystems)

Texas Woman's University Courses taught in 1982-1989
Program Administration
Curriculum Development
Principles and Methods of Teaching
Academic Advising
Interpersonal and Group Relations
Stress Management
Medical Terminology
Health and the Health Care System
Stress Management

Tennessee State/Meharry Courses taught 1979-1982
Community Health
Ethics
Epidemiology and Public Health
Myofunctional Therapy
Clinical Dental Hygiene

East Tennessee State Courses taught 1972-1976
Dental Anatomy
Dental Materials
Myofunctional Therapy
Public Health
Clinical Dental Hygiene

C. Graduate Theses/Dissertation or Exit Committees:
(* denotes committee chair)

2017

Spring 2017: Chair of MHA Comprehensive Exam for Kelechi Nwaneri and
committee member for Mounica Soma
Fall 2017: Committee member for MHA Comprehensive Exam

2016

Fall: Chair of MHA Comprehensive Exam for Nagi Nemali and committee
member for Dalia Efferson, Taylor Jacobson, and Keerthi Shabadu

2015

Chair of MHA Comprehensive Exam for Jesse Smith, Chelsea Vinson, Kendra
Norris, Alice Omisore, Lan Tran

2014

Chair of MHA Comprehensive Exam for Elizabeth Carol

2012-2013

Chair of MHA/HHR Comprehensive Exam for Bethany Contreras, Emma Trujillo,
Julie Latson, Randi Hibler

2012-2004

Served as MHA Comprehensive Exam Chair for students upon their request.
Averaged three students per semester.

2011

Dissertation Committee Member for Lieneck, C. *An examination of individual competencies among students matriculating through an undergraduate healthcare administration program*, Dissertation in the Adult, Professional, and Community Education (APCE) Program.

Meeks, A. *Historical qualitative study of prenatal care in Starr County, Texas 2006-2009*, Master's Thesis

2010

Dissertation Committee Member for Lieneck, C. Proposal entitled *An examination of individual competencies among students matriculating through an undergraduate healthcare administration program*. Approved in the Adult, Professional, and Community Education (APCE) Program.

2009

Fritz, J. A. *The clinician invention process: Getting a medical device from idea to market*, Master's Thesis

As field-based faculty for Nova Southeastern University, I served as chair of applied dissertations in the health care area. The following students have recently completed their doctoral dissertations under my supervision. The experience that I have gained by directing the research in these dissertations, which involve a variety of health care settings and research problems, will be of great assistance when the School begins its doctoral program in health administration.

*Baker, R. Wayne	Review of Student Recruitment Strategies for a Private Liberal Arts College; Completed in 2006
*Boerst, Connie	Evaluation of an Academic Dean Leadership Process at a Nursing College; Completed in 2007
*Cataldo, Laura	Evaluation of an Operating Nurse Internship Program at a Community Hospital; Completed in 2006
*Culbreath, Bob	Development of a Gender Equity Education Program for the Missouri Parks and Recreation Department; Completed in 2004
*Denham, Thomas	Design of a Junior Year Internship Program for a School of Business; Completed in 2007
*Dolan, Gail	Evaluation of Census Stabilization on Hospital Efficiency and Patient and Employee Satisfaction; Completed in 2006

*Dorough, Carol	Evaluation of the Academic and Social Needs of Foreign-Born Students at a University and School of Nursing; Completed in 2006
*Eddleman, Gwen	Evaluation of Family Practice Residents' Knowledge and Skills Concerning Ethical Principles; Completed in 2005
*Gentry, Maudia	Evaluation of the Diabetes Support Group Program at the Primary Care Clinics of Parkland Hospital; Completed in 2005
*Grownley-Seals, Sharon	Development of an Associate of Arts in Teaching Degree for Two-Year Colleges in Arkansas; Completed in 2004
*Handelman, Caren	Evaluation of Giving by Undergraduate Alumni at a Private Urban University; Completed 2007
*Henzel, Tom	Development and Evaluation of a Classification Scheme for Assessment Reports of Practicing Physicians; Completed in 2005
*Kelly, Kathleen	Evaluation of Teaching Effectiveness of Online Instruction at a College of Management and Business; Completed 2007
*Levenson, Wendy	Evaluation of a RN Recruitment and Retention Program in an Acute Care Facility; Completed in 2007
*Marland, Cynthia	An Evaluation of Programs on Aging in New England; Completed 2006
*Morris, Denise	Development of a Gerontological Special Concentration for the Master of Nursing Program at Waynesburg College; Completed in 2005
*Morgan, Christine	Development of a Hybrid Course Delivery Option for the Master of Health Professions Program at Midwestern University; Completed in 2005
*Phipps, Michelle	An Evaluation of Health Plan Accreditation Leadership Effectiveness; Completed in 2007
*Reasor, Jacqueline	Measuring the Effects of a Spiritual-Based Intervention on Organizational Commitment; Completed in 2007
*Stofler, Kathleen	Comparison of Attitudes of Baccalaureate Nursing Faculty toward Information Technology with Perceived Stages of Adoption; Completed in 2006
*Witt, Threasia	Evaluation of Alderson-Broadus College Department of Nursing Graduates according to Perceived Competencies of Graduates and Employers; Completed in 2006

D. Courses Prepared and Curriculum Development:

Texas State University-San Marcos

HA 2310 Ethics
HA 3009 Ethics
HA 3315 Healthcare History, Culture, and Language
HA 3324 Supervision
HA 3340 Management Information Systems
HA 3341 Training
HA 4312 Materials Management
HA 4141 Healthcare Comprehensive Exam and Review
HON 2380 Introduction to CAM
HON 4390B Honors Thesis
HA 5301 Research
HA 5311 Independent Study
HA 5346 Strategic Management
HA 5362 Health Care Organizational Behavior/Theory
HA 5362 Health Care Organizational Behavior/Theory Online
HA 5840 Administrative Internship
HA 5841 Administrative Residency
HHR 5328 Organizational Development in Human Resources (joint course with HA 5362)
HHR 5495 Directed Study in Human Resources
HHR 5640 Administrative Practicum
HR 5490 Internship in Research and Evaluation

University of Southern Indiana

I was responsible for the development the curriculum for a hybrid-design online master of health administration program. This included coordinating a faculty team to refine the mission, establish outcomes for graduates, create program objectives, and define methods of evaluation. I prepared all of the graduate course syllabi (13 courses) which were then assigned to faculty. Courses prepared for other faculty to teach included:

MHA 621----The Health Services System
MHA 625----Marketing
MHA 632----Administration
MHA 633----Human Resources
MHA 634----Finance
MHA 636----Administrative Effectiveness

University of Mary Hardin Baylor

In addition to my faculty responsibilities, I was responsible for the development of a new master of health administration program. This process began with a consultant appointment for conducting a community needs assessment. It also included establishing a program mission, designing student-learning outcomes, preparing curriculum objectives, designing delivery strategies, and preparing evaluation criteria. My duties in the curriculum area also included mentoring adjunct faculty to promote quality assurance.

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants, and Contracts:

G. Funded Internal Teaching Grants and Contracts:

Contracts

- | | |
|------|---|
| 2017 | Contract with Texas State University School of Health Administration to develop HS 5362 Online Course in the TRACS format. All materials completed in May 2017. |
| 2004 | Contract with the University of Southern Indiana, School of Nursing and Health Professions to Develop an Online Continuing Education Course entitled: An Introduction to Complementary/Alternative Medicine (CAM): Units I-VI, (Externally Reviewed by Local, Regional, and National Experts) |

Grants

- | | |
|-----------|---|
| 2003-2004 | Morrison, E. E. (PI) <i>Strategies for Creating Meaningful Online Learning in Health Professions Education</i> , \$1,064 Competitive Faculty Research and Creative Works Grant Awarded by the Provost and Vice President of Academic Affairs, University of Southern Indiana, Evansville, Indiana |
|-----------|---|

H. Submitted, but not Funded, Internal Teaching Grants, and Contracts:

I. Other

Undergraduate Thesis Supervision (2017). Katie Polone, Honors Thesis Title: *The Brain on Fire: A Review of Patent Centered Care for Women Diagnosed with Bipolar Disorder.*

Undergraduate Thesis Supervision (2015). Maria Hayes, Honors Thesis Title: *A Comprehensive Review of Current Midwifery Practices in the United States of America.*

Undergraduate Thesis Supervision (2014). Jamie Hollingsworth, Honors Thesis Title: *Implementing a Therapy Dog Program in a Long-Term Geriatric Care Facility: A Seminar for Health Administrators.*

Undergraduate Thesis Supervision (2009). Sara E. Stamets, Honors Thesis

Title: *Creating the Journaling Workshop.*

Undergraduate Thesis Supervision (2007). Tiffany Chiu, Honors Thesis

Title: *Yin, Yang, and Chi in Acupuncture.*

2. Related Continuing Education

2017

Health Scholar Showcase (February 10, 2017), Texas State University, 2 hours

Health Information Spring Conference (April 2017) San Marcos, Texas 8 hours

In the Round Sessions that included Collaboration or Collusion, Healthcare Systems Moving Upstream, Population, Community and Public Health, and Student Centered Learning AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour

Incorporating the ‘Patient Experience’ in Curriculum, AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour and 15 minutes.

Practitioner’s Panel, AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour and 30 minutes

Undergraduate Certification Workshop, AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour

Leadership Lessons: Teaching Humility to the “Me Generation”, AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour and 15 minutes

Best Practices in Leadership Education, AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour

AUPHA Forum: The More Things Change, AUPHA Annual Meeting, Long Beach, CA (June 2017) 1 hour and 15 minutes

The Intersection of Pain and Culture, NetCE, Sacramento, CA (July 2017)
1.5 hours

Ethics for Counselors, NetCE, Sacramento, CA (July 2017) 6 hours

Borderline Personality Disorder, NetCE, Sacramento, CA (July 2017) 6 hours

2016

ACHE Central and South Texas Chapter Fall Collaborative (November 4) 3 hours

Online education basic course, Texas State University, (2016) 20 hours

Medical Marijuana in Other Cannabinoids. NetCE, Sacramento, CA (June 2016)
5 hours

Ethics for counselors. NetCE, Sacramento, CA (June 2016) 6 hours

Anxiety Disorders. NetCE, Sacramento, CA (June 2016) 15 hours

Pattullo Lecture AUPHA Annual Meeting, Kansas City, KC (June 2016) 1 hour

Developing Professionalism in the Competency-based Education Era: Lessons from 3 Programs. AUPHA Annual Meeting, Kansas City, KC (June 2016)
1 hour

Cultural Perspectives. AUPHA Annual Meeting, Kansas City, KC (June 2016)
1 hour

Undergraduate Program Town Hall AUPHA Annual Meeting. Kansas City, KC
(June 2016) 1 hour

Ignite! It Only Takes a Spark to Get the Fire Going. AUPHA Annual Meeting,
Kansas City, KC (June 2016) 1 hour

Practitioner Panel on Integrating Practice into the Classroom. AUPHA Annual
Meeting, Kansas City, KC (June 2016) 1 1/2 hours

Laptops closed. Heads up. Engagement on. AUPHA Annual Meeting, Kansas
City, KC (June 2016) 1 hour

2015

Designing & Teaching a Course with Critical Thinking Focus, Magna
Publications, (December 2015) 1 hour

Post –Traumatic Stress Disorders. NetCE, Sacramento, CA (June 2015)
15 hours

Human Trafficking and Exploitation. NetCE, Sacramento, CA (June 2015)
5 hours

Making Learning Stick: Evidence-Based Techniques to Improve Student
Learning. The Teaching Professor Conference, Atlanta, GA. (June 2015)
75 minutes

Teaching and Assessing Critical Thinking: We Can Help Students Become Better
Thinkers. The Teaching Professor Conference, Atlanta, GA. (June 2015)
60 minutes

The Dark Side: Combating Negative Behaviors in the Classroom. The Teaching
Professor Conference, Atlanta, GA. (June 2015) 75 minutes

Make the Most of Your Marking Time (and Energy). The Teaching Professor
Conference, Atlanta, GA. (June 2015) 75 minutes

10 Techniques to Invigorate Your Teaching. The Teaching Professor
Conference, Atlanta, GA. (June 2015) 45 minutes

Fostering a Student-Centered Classroom: A Look at Our Words. The Teaching
Professor Conference, Atlanta, GA. (June 2015) 45 minutes

Quick Writes to Engage, Learn, and Assess. The Teaching Professor
Conference, Atlanta, GA. 45 minutes

Introversion and Extroversion: Implications for Teaching and Learning. The
Teaching Professor Conference, Atlanta, GA. (June 2015) 75 minutes

Helping Students Succeed in a Large Classroom. The Teaching Professor
Conference, Atlanta, GA. (June 2015) 75 minutes

Keeping the Fires Burning: A Study of Senior Faculty Vitality. The Teaching
Professor Conference, Atlanta, GA. (June 2015) 45 minutes

Keynote Address Dr. Arun Gandhi. Twentieth World Congress on Logotherapy,
Dallas, TX. (June 2015) 60 minutes

Meaning and Purpose: A Primal Need. Twentieth World Congress on
Logotherapy, Dallas, TX. (June 2015) 60 minutes.

Logotherapy as a Treatment Modality in Government, Non-Profit, and Faith-Based Programs. Twentieth World Congress on Logotherapy, Dallas, TX (June 2015) 60 minutes.

Logo Education: Guiding Students to Meaning. Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 60 minutes

Humanity's Resilience and the Search for Peace. Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 60 minutes.

Combination of LogoArt and Homeopathy in Helping People Recover from Crisis. Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 45 minutes.

What Logotherapists Can Learn from Philosophy in Turbulent Times Twentieth World Congress on Logotherapy, Dallas, TX . (June 2015) . (June 2015) 60 minutes.

Logotherapy as a Strategy: Attaining Meaningful Organizations and Meaning at Work. Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 45 minutes.

Imagination and Meaning: Creative Writing as a Logotherapeutic Technique, Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 80 minutes

Logotherapy: Its Message, its Power, its Glory. Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 60 minutes

The Noogenic Activation Method. Twentieth World Congress on Logotherapy, Dallas, TX. (June 2015) 60 minutes

2014

Building your Passion, Texas State University (June 2014)

Dean's Seminar: Finding Your Voice: A Comprehensive Stuttering Therapy Program- Dr. Farzan Irani (November 2014)

EEO and Title IX On-Line Course, Texas State University (November 2014)

Building an Ethical Culture, American College of Healthcare Executives, 1.5 hours (November 2014)

Reinventing Customer Service in Healthcare: Lessons Learned from the Best, American College of Healthcare Executives, 1.5 hours (November 2014)

Functional Foods, Part I, Nutritional Dimensions, McLean, VA, 10 hours.

Functional Foods, Part 2, Nutritional Dimensions, McLean, VA, 12 hours.

The Future of Foods, Nutritional Dimensions, McLean, VA, 9 hours.

Nutritional Quackery, Nutritional Dimensions, McLean, VA, 8 hours.

Problematic Internet Usage: Controversies and Implications for Practice, CME Resource, Sacramento, CA, 5 hours.

Bioterrorism: An Update for Healthcare Professionals, CME Resource, Sacramento, CA, 5 hours

2013

AUPHA Directors Conference Call (February 2013)

Elder Abuse: Cultural Contexts and Implications, CME Resources, Sacramento, CA (5 hours)

Ethics for Counselors, CME Resources, Sacramento, CA. (6 hours)
Self-Care for Behavioral Health Professionals, CME Resources, Sacramento, CA
(4 hours)

The Teaching Professor Conference, New Orleans, LA

Attended:

Higher Education in Five Years (1 hour 15 minutes)
How to Use Creative Reading to Health At-Risk Students (1 hour 15 minutes)
Effective Strategies for Teaching Diversity and Cultural Competency (1 hour 15 minutes)
Teaching Unprepared Students: Strategies that Work (1 hour 15 minutes)
When the Thrill is Gone: Finding Your Way to More Joyful Teaching (1 hour 15 minutes)

AUPHA Annual Meeting, Monterey CA

Attended:

The Patullo Lecture: The Chihuly Effect (1 hour and 45 minutes)
Teaching Project Management to Healthcare Professionals (1 hour)
Understanding the Dilemma of Achieving Diversity in Healthcare Management Faculty (1 hour)
One Thing Leads to Another: Transforming the Health System and Health Administration Curriculum (1 hour)
Writing Well (1 hour)
Evidenced-Based Management in Healthcare: Adding Value in Training and Practice (1 hour and 30 minutes)
Faculty Network Meeting: Ethics (1 hour)
Faculty Network Meeting: Advancing Women Leaders (1 hour)
Undergraduate Town Hall Meeting (1 hour)
Program Assessment (1 hour)
Do We Really Need to Teach Grammar in a Graduate Program (30 minutes)
Professionalism: An Essential Attribute for Career Success for Aspiring Health Administrators (30 minutes)
Undergraduate Pre-Certification Workshop (1 hour)
Studer Session with Rhonda Scott (1 hour and 30 minutes)

AUPHA Undergraduate Workshop, Chicago Illinois

Attended:

Using Portfolios to Advance Learning in an Undergraduate Healthcare Leadership Course (1 hour)
Engaging Undergraduate Students in the Value of Networking (30 minutes)
Brave New World of Healthcare Reform (1 hour)
Walking the Tightrope: Balancing Student Assessment with Required Program Competencies (1 hour)
The Patient Protection and Affordable Care Act: What Does it All Mean? San Marcos Texas (1 hour and thirty minutes)

2012

Ethics for Counselors: CME Resources, Sacramento, CA (6 hours)
Childhood Obesity: The Role of the Mental Health Professional, Sacramento, CA (4 hours)
Depression and Suicide, Sacramento, CA (15 hours)
Quint Studer, Straight A Leadership: Hardwiring for Profitability, San Marcos Texas (2 hours)
Central Texas ACHE and South Texas ACHE, Physician Hospital Integration and Improving the Health Status of Your Community, San Marcos, TX (3 hours)
Meeting the Challenges of Healthcare Reform in Long-Term Care, San Marcos, TX (2 hours)
AUPHA Webinar, Program Director 301, AUPHA, Chicago, IL ((1 hour)
AUPHA Annual Meeting, Minneapolis, MN Attended:
 Patullo Lecture: No Horizon is Too Far (1 hour and 45 minutes)
 Organizational Ethics: Challenges in the Changing HC Environment (1hour)
 So You Think You Can Teach (1 hour)
 Teaching HC Reform (1 hour)
 From the Classroom to the Boardroom: Transforming Ethics (1 hour)
 Faculty Network Meeting: Ethics (1 hour)
 Faculty Network Meeting: Advancing Women Leaders (1 hour)
 Undergraduate Faculty Meeting (1 hour)
 Sustainability in HC Management (1 hour)
 The Formal Mentoring Program (1 hour)
 Undergraduate Pre-Certification Workshop (1 hour)
South Texas ACHE, Panel: Patient-Centered Care, San Antonio, TX (1.5 hours)

2011

Teaching to the Whole Brain: Which Side is Paying Attention. Texas State University Academic Development and Assessment (1 hour 30 minutes)
Ethics for Counselors, CME Resource, Sacramento, CA (6 hours)
Vicarious Trauma and Resilience, CME Resource, Sacramento, CA (15 hours)
Sexual Addiction, CME Resource, Sacramento, CA (5 hours)
Workshops on Effective Teaching, The Teaching Professor Conference, Madison, WI (15 hours and 30 minutes)
AUPHA Undergraduate Workshop, Birmingham AL, (5 hours and 40 minutes)
AUPHA Annual Meeting: Ideas You Can Use, Charleston, SC, (9 hours)

2010

Ethics Case Studies I and II, Austin Texas (12 hours)
Women's Health I and II, Austin Texas (12 hours)
Famous Therapist Errors I and II, Austin, Texas (12 hours)
Nutrition for Women Parts 1, 2, and 3, Ashland Oregon, (30 hours)
Intimate Partner Abuse Counseling, Hays Caldwell Women's Center, San Marcos, Texas (6 hours)
Getting Started with Excel 2007, Texas State University, San Marcos, Texas

(4.5 hours)

Legal Update for University Administrators Texas State University, San Marcos, Texas (2 hours)

Connect Learning across Courses with Curriculum Mapping, Magna Online Seminars (1.5 hours)

2009

Ethics and Professional Counseling Issues, Bloomington, MD (15 hours)

Learning Outcomes Assessment, Texas State University-San Marcos, San Marcos, Texas (2 contact hours)

AUPHA: Innovation and Change: Preparing Today's Students to Lead

Tomorrow's Healthcare Chicago, Illinois (13 contact hours).

Spirituality and Aging: The Journey of Life Conference, Texas Long Term Care Institute, San Marco, Texas (10.5 contact hours)

Creativity and Madness: Psychological Studies of Art and Artists, The American Institute of Medical Education, Santa Fe, New Mexico (46 contact hours)

Ethics and Integrity, Diocese of Austin, Kyle, Texas (3 contact hours)

Linda Schubert Miracle Woman Workshop, Kyle, Texas (3 contact hours)

III. Scholarly/Creative

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

a. Scholarly Monographs:

Morrison, E. E. (2012). *Instructor guide and test bank for health care ethics: Critical issue for the 21st century* (3rd ed.). Sudbury, MA: Jones and Bartlett Learning.

Morrison, E. E. (2012). *Power point aides for undergraduate and graduate faculty: Health care ethics: Critical issue for the 21st century* (3rd ed.). Sudbury, MA: Jones and Bartlett Learning.

Morrison, E. E. (2009). *Instructor guide for ethics in health administration* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Morrison, E. E. (2009). *Ethics in health administration* (2nd ed.): *Power point aides for undergraduate and graduate faculty*. Sudbury, MA: Jones and Bartlett.

Morrison, E. E. (2009). *Guide to form and style*. San Marcos, TX: Texas State University at San Marcos

Morrison, E. E. (2008). *Instructor guide for health care ethics: Critical issues for the 21st century*. Sudbury, MA: Jones and Bartlett.

Morrison, E. E. (2008). *Health care ethics: Critical issues for the 21st century: Power point aides for undergraduate and graduate faculty*. Sudbury, MA: Jones and Bartlett.

Morrison, E. E. (2008). *Guide to form and style*. San Marcos, TX: Texas State University at San Marcos.

- Mooney, R., & Morrison, E. E. (2007). *Teaching in the health professions*. San Marcos, TX: College of Health Professions, Texas State University.
- Morrison, E. E. (2006). *Ethics for health care administrators: Teaching ideas for undergraduate and graduate faculty*. Sudbury, MA: Jones & Bartlett.
- Morrison, E. E. (2006). *Ethics for health care administrators: Power point aides for undergraduate and graduate faculty*. Sudbury, MA: Jones & Bartlett.
- Cohen, A., Morrison, E., Overfield, K. (2003). *Curriculum and program planning: A study guide*. Ft Lauderdale, FL: Nova Southeastern University Press.

b. Textbooks:

- Morrison, E. E. (2016). *Ethics in health administration: A practical approach for decision makers* (3rd ed.). Burlington, MA: Jones & Bartlett Learning Publishers.
- Morrison, E. E. (2011). *Ethics for health care administrators: A practical approach for decision makers* (2nd ed.). Sudbury, MA: Jones & Bartlett.
- Morrison, E. E. (2006). *Ethics for health care administrators: A practical approach for decision makers*. Sudbury, MA: Jones & Bartlett.
- Morrison, E. E. (1984). *Stress management for the college student*. New York: Kinko's Academic Press.

c. Edited Books:

- Morrison, E. E., & Furlong, B. (2017). *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones & Bartlett Learning. **In Press**
- Morrison, E. E.(PE), & Furlong, B. (2014). *Health care ethics: Critical issues for the 21st century* (3rd ed.). Sudbury, MA: Jones & Bartlett Learning.
- Morrison, E. E. (PE) (2009). *Health care ethics: Critical issues for the 21st century* (2nd ed.). Sudbury, MA: Jones and Bartlett.

d. Chapters in Books:

- West, M. P., & Morrison, E. E. (2017). Chapter Six: Healthcare ethics committees: rules, memberships, structure, and difficulties. In E. E. Morrison & B. Furlong (Eds.), *Health care ethics: Critical issues for the 21st century* (4th ed.) Burlington, MA: Jones and Bartlett Learning. **In Press**
- Freeman, D., & Morrison, E. E. (2017). Chapter 10: Spirituality in health care organizations, In E. E. Morrison & B. Furlong (Eds.), *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones and Bartlett Learning. **In Press**
- Morrison, E. E., & Bawel-Brinkley, K. J. (2017). Chapter 14: The Ethics of Disaster Planning and Response. In E. E. Morrison and B. Furlong (Eds.), *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones and Bartlett Learning. **In Press**
- Furlong, B., & Morrison, E. E., (2017). Chapter 16: Looking toward the future. In E.E. Morrison & Furlong, B. (Eds.). *Health care ethics: Critical issues for the 21st century* (4th ed.) Sudbury, MA: Jones and Bartlett Learning

- West, M. P., & Morrison, E. E. (CO) (2014). Chapter 14: Hospital ethics committees: rules, membership, structure, and difficulties. In E. E. Morrison & B. Furlong (Eds.), *Health care ethics: Critical issues for the 21st century* (3rd ed.) (pp.227-241). Sudbury, MA: Jones and Bartlett Learning.
- Freeman, D. & Morrison, E. E. (CO)(2014).Chapter 17 Spirituality in health care organizations, In E.E. Morrison & B. Furlong (Eds.), *Health care ethics: Critical issues for the 21st century* (3rd ed.). (pp. 277-298.). Sudbury, MA: Jones and Bartlett Learning.
- Morrison, E. E.,(PA) & Bawel-Brinkley, K. J. (2014).Chapter 21 Ethics issues in disaster relief. In E.E. Morrison and B. Furlong (Eds.), *Health care ethics: Critical issues for the 21st century*(3rd ed.). (pp.345-361). Sudbury, MA: Jones and Bartlett Learning.
- Furlong, B., & Morrison, E. E., (CO) (2014). Chapter 24 Looking toward the future. In E.E. Morrison & Furlong, B. (Eds.). *Health care ethics: Critical issues for the 21st century* (3rd ed.) (pp.391-407). Sudbury, MA: Jones and Bartlett Learning.
- Morrison, E. E. (PA) (2012). Chapter 28: The importance of bioethics. In D. J. Griffin (Ed). *Hospitals: What are they and how do they work* (4th ed)), (pp. 335-349). Sudbury, MA: Jones and Bartlett.
- Freeman, D. & Morrison, E.(CO) (2009).Chapter 19 Spirituality in health care organizations, In E.E. Morrison (Ed.), *Health care ethics: Critical issues for the 21st century* (2nd ed). (pp. 321-332). Sudbury, MA: Jones and Bartlett.
- Morrison, E. E., (PA) & Bawel-Brinkley, K. J. (2009).Chapter 23 Ethics issues in disaster relief. In E.E. Morrison (Ed.), *Health care ethics: Critical issues for the 21st century*(2nd ed) (pp. 382-396). Sudbury, MA: Jones and Bartlett.
- Morrison, E. E. (PA) (2009). Chapter 24 Looking toward the future. In E.E. Morrison (Ed.),*Health care ethics: Critical issues for the 21st century* (2nd ed) (pp. 397-408). Sudbury, MA: Jones and Bartlett.
- Morrison, E. E. (2008). (PA) Chapter 27: Meaning and online teaching: A dilemma? In Batthyany, A. & Levinson, J. (Eds.), *Logotherapy and Existential Analysis: Interdisciplinary Perspectives*. Phoenix, AZ: Zeig, Tucker, & Theisen.
- Morrison, E. E. (1998).(PA) Natura: A case in transcultural understanding *Human Resource Handbook*. HRD Press.
- Morrison, E. E. (PA)(1994). Ethics for health services managers: A syllabus. *National Reference Center for Bioethical Literature*. Washington, DC: Kennedy Institute of Ethics.

e. Creative Books:

- Morrison, E. E. (PA) (2012).*The adventures of Emery the candy man*. Seattle, WA: Amazon Children's Publishing.
- Schroeder, R., & Morrison, E. E. (1999). *Communicate and negotiate casebook*. Chicago: MGMA.

2. Articles

a. Refereed Journal Articles:

- Dolezel, D. M, & Morrison, E. E. (2017). Improving the curriculum with ethics: *Gaps between perceived ethical challenges of practitioners and educators.* *Journal of Curriculum and Teaching*, 6 (1), 45-57. (Refereed journal)
- Morrison, E. E. (2017). *A call for meaning amid chaotic change in health care.* *The International Journal of Logotherapy*, 39 (2), 65-70. (Refereed journal)
- Lieneck, C., & Morrison, E. E. (CO) (2015). Is success inherent? An exploratory analysis of personality type and residency performance in the undergraduate health administration student. *Journal of Health Administration Education*, 32 (3), 277-295. (Refereed journal)
- Lieneck, C., (TX) Morrison, E. E, (CO) & Price, L. (TX). (2013). *Criterion-reference exit examinations: An institution's internal process for psychometric analysis.* *Current Issues in Education* 16 (1), 1-13. Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1052>
- Fields, T., Morrison, E. E. (CO), & Greene, L. (2010). Intragenerational focused mentoring: Engaging graduate and undergraduate health administration students in learning. *The Journal of Health Administration Education*, 24(4), 311-321. Retrieved from <http://www.aupha.org/files/members/JHAE/JHAEV27No4.pdf> (refereed journal).
- Morrison, E. E. (PA) (2008). Administrator to patient: Lessons in meaning. *Interbeing*, 2(2), 57-60. (refereed journal).
- Morrison, E. E. (PA) (2007). Complementary therapies: What are the ethics challenges for Kansas Nurses? *The Kansas Nurse* 82(5), 3-5. (refereed journal).
- Morrison, E. E., (PA) Burke, G. C.(TX), & Greene, L.(TX) (2007). Meaning in motivation: Does your organization need an inner life? *The Journal of Health and Human Services*, 30(1), 98-ff. (refereed journal).
- Barton, G. M., & Morrison, E. E. (CO) (2006 January/February). What happens is when harassment is personal? *Journal of Medical Practice Management*, 1-4. (refereed journal).
- Morrison, E. E. (PA) (2005) Think globally: A case study. AUPHA Pedagogy Enhancement Project. Chicago: AUPHA. (refereed journal).
- Morrison, E. E. (PA) (2005). Tool kit for health administrators. AUPHA Pedagogy Enhancement Project. Chicago: AUPHA. (refereed journal).
- Morrison, E. E. (PA) (2002). Integrando la logoterapia a uno curso de etica (Integrating Logotherapy and Ethics in a Course in Health Administration). *REVISTA MEXICANA DE LOGOTERPIA* (Journal of Logotherapy in Mexico) (refereed journal).
- Morrison, E. E. (PA) (2002). Transitioning from traditional to e-educator *New Horizons in Adult Education* 17(2), 21-25. (refereed journal).

- Morrison, E. E. (PA) (2001). Meaning and purpose in teaching: A challenge for the 21st century. *The International Forum for Logotherapy*, 26(1), 7-10. (refereed journal).
- Schroeder, R. S., Morrison, E. E., (CO), Cavanaugh, C., West, M. P., & Montgomery, J. (1999). Improving communication among health professionals: A pilot study. *Journal of Health Administration Education*, 17(3), 175-198. (refereed journal).
- Morrison, E. E., (PA) & West, M. P. (1999). Complementary/Alternative medicine for healthcare managers: A course design. *Journal of Administration Education*, 12(2), 119-213. (refereed journal).
- Morrison, E. E. (PA) (1999). Integrating logotherapy into a course in ethics. *The International Forum of Logotherapy*, 22, 1-4. (refereed journal).
- Morrison, E. E. (PA) (1993). Breaking through the tunnel: Implementation of a course in ecosystems and health services management. *Journal of Health Administration Education*, 12(2), 209-213. (refereed journal).

b. Non-Refereed Journal Articles:

Morrison, E. E., (PA) & West, M. P. (2003, March 27). Management mania: Challenges for the 21st century. *Fort Worth Business Press*. 41.

3. Conference Proceedings

a. Refereed Conference Proceedings:

Kiser, A. I. T, Morrison, E. E (CO), & Craven, A., (2009). The application of Kohlberg's moral development model to college students' technology ethics decisions. *IABR & The College of Teaching and Learning Conference Proceedings*, San Antonio, TX, 1-8.

b. Non-Refereed Conference Proceedings:

4. Abstracts:

Bawel-Brinkley, K. B., Morrison, E. E. (CO), & O'Leary-Kelley, C. (2009). Development of a clinical simulation (CSIMS) self-efficacy questionnaire. Academic/Service Nursing Educational Summit. Burlingame, CA.

Bawel-Brinkley, K. B., Leary-Kelly, C. O., & Morrison, E. E. (CO), (2007). Assessment of learning styles and self-efficacy in clinical simulations. 12th International Nursing Learning Resource Centers Conference. San Jose, CA.

5. Reports:

6. Book Reviews:

- Morrison, E. E. (PA) (2010). Review of a book proposal for *A Practical Case Study Approach to Understanding Health Care Management* by Seth Goldsmith. Jones and Bartlett Publishing.
- Morrison, E. E. (PA) (2010). Blind review of a book proposal for *Organizational Behavior in Health Care: Case Studies*. Jones and Bartlett Publishing
- Morrison, E. E. (PA) (2003). Review for a textbook entitled *Concepts in Dental Public Health* by Jill Mason. New York: Lippincott Williams and Wilkins.
- Morrison, E. E. (PA) (2000). Review for a textbook entitled *Statistical Methods for Health Care Research* (4thed). By Barbara Munro New York: Lippincott Williams and Wilkins.

7. Other works in Print:

a. Manuscript Reviews

- Morrison, E. E. (2016). Blind review of Active and Passive Physician-Assisted Dying and A Terminal Disease Requirement for Bioethics
- Morrison, E. E. (2011). Blind review of Factor analysis of intern effectiveness for the *Administrative Issues Journal: Education Practice and Research*.
- Morrison, E. E. (2010). Blind review of Behavioral insights review a consumer him and mixed rationality for the *Administrative Issues Journal: Education Practice and Research*.
- Morrison, E. E. (2010). Blind review of Differences in how psychiatric patients come into the emergency department for *Primary Psychology*.
- Morrison, E. E. (2005). Selected as a National Judge for ACHE Hill-Rom Essay Contest. Reviewed four manuscripts for the second and final round of reviews.
- Morrison, E. E. (2004). Selected as a National Judge for ACHE Hill-Rom Essay Contest. Reviewed four manuscripts for the first round of reviews.
- Morrison, E. E. (2002). Review of CAM Resource Guide for Health Professions Learners. University of North Carolina School of Medicine.

b. Textbook Support Materials

- Morrison, E. E. Instructor guide for Morrison, E. E., & Furlong, B. (2017). *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones & Bartlett Learning. In Press
- Morrison, E. E., Test bank for Morrison, E. E., & Furlong, B. (2017). *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones & Bartlett Learning. In Press
- Morrison, E. E. Forum prompts for Morrison, E. E., & Furlong, B. (2017). *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones & Bartlett Learning. In Press

- Morrison, E. E. Power point sets for chapters 1-16 for Morrison, E. E., & Furlong, B. (2017). *Health care ethics: Critical issues for the 21st century* (4th ed.). Burlington, MA: Jones & Bartlett Learning. In Press
- Morrison, E. E. (PA) *Ethics in health administration: A practical approach for decision makers* (3rd ed.) *Instructor is manual*. Jones & Bartlett Learning Publishers. Print Date: January 8, 2015.
- Morrison, E. E. (PA) *Ethics in health administration: A practical approach for decision makers* (3rd ed.). *Power point set*. Jones & Bartlett Learning Publishers. Print Date: January 8, 2015.
- Morrison, E. E. (PA) *Ethics in health administration: A practical approach for decision makers* (3rd ed.) *test bank*. Jones & Bartlett Learning Publishers. Print Date: January 8, 2015.

B. Works not in Print

1. Papers Presented at Professional Meetings:

- Morrison, E. E., (PA) Studer, M., & Slovenski, D. (2013). Assessment. Panel Discussion AUPHA Undergraduate Workshop, Chicago, Illinois.
- Shanderson, L., Stockton, R., Morrison, E., Duarte, S., & Masuda, D. (2012). *The Successful Innovative Tools YOU Need to Introduce in YOUR Class or Program*, Poster Session, AUPHA Annual Meeting, Monterrey, California.
- Fields, T. T., & Morrison, E. M. (2011). *Intragenerational focused mentoring: Engaging health administration graduate and undergraduate students*, Poster Session, The Teaching Professor Conference, Atlanta, GA.
- Morrison, E. E. (PA) (2011). *Exit exams: Yellow brick roads to sanity and effectiveness*. Educational Session, AUPHA 2011 Undergraduate Workshop (referred). Charlotte, North Carolina.
- Morrison, E. E. (PA) (2009). *Best practices for preparing ethics-based healthcare administrators*, Poster session presented at the AUPHA 2009 Annual Meeting Chicago, Illinois (referred).
- Morrison, E. E. (PA) (2007) *Ethical challenges for medical practice*, John Peter Smith Health Network, Ft Worth, Texas.
- Morrison, E. E. (PA) & Strelitz, P.(TX) (2007). *Symbiosis: Bringing together diversity education and ethics*, Texas Society of Allied Health Professions, San Marcos, Texas.
- Morrison, E. E. (PA) & Burke III, G.C. (TX) (2006). Beyond Motivation: *Creating meaning in work*, College of Health Professions Research Forum, Texas State University at San Marcos, San Marcos, Texas.
- Morrison E. E. (PA) (2005). Ethics: *It is about you*. Texas State Health Care Administration Alumni Conference, San Marcos, Texas.
- Morrison, E. E. (PA) (2005). Homo Noeticus in the Workplace: *Creating meaning, empathy, and hope*, Jubilee World Congress on Logotherapy, Dallas, Texas.

- Morrison, E. E., (PA) Bawel, K.J., & Keck, J.F. (2003). *Measuring the stages of change behavior in older adults*, 10TH Measurement and Evaluation Symposium, University of Illinois, Urbana-Champaign, Illinois.
- Morrison, E. E. (PA) (2002). *Making the transition to e-educator*, Poster Session for the Syllabus fall 2002 Meeting, Boston, Massachusetts.
- Morrison, E. E. (PA) (2001). *Finding meaning in teaching*, International Congress of Logotherapy, Dallas, Texas.
- Morrison, E. E. (PA) (2000). *Faculty mentoring*, AUPHA Annual Meeting, Los Angeles, California.
- Morrison, E. E. (PA) (1997). Ethics: *The soul of counseling*, American Counseling Association World Conference, Orlando, Florida.
- Morrison, E. E. (PA) (1997). *Ethics the core of effective partnerships*, Texas Hospital Association, Houston, Texas.
- Morrison, E. E. (PA) (1996). *Relevant programs in health care administration: curriculum considerations*, Texas Hospital Association, San Antonio, Texas.

2. Invited Talks, Lectures, and Presentations:

- Morrison, E. E. (2017). *Ethics in the Epoch of Change*. Texas State Health Information Management Spring Conference, San Marcos, Texas.
- Morrison, E. E. (2017), Ethics Presentation, Ethics Forum AUPHA Annual Meeting, Long Beach, CA.
- Morrison, E. E. (2017). Ethics in Health Information Management. Guest Lecture for Health Information Management Course.
- Morrison, E. E. (2016). Forum Leader Ethics Forum AUPHA Annual Meeting, Kansas City, KC.
- Morrison, E. E. (2016). *Panel Moderator Ethical Challenges in Healthcare Leadership*, ACHE Conference, San Marcus Texas
- Morrison, E. E. (2013). *Ethics for clinical laboratory professions*, Guest Lecture- Clinical Laboratory Science Department, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2012). *Ethics in healthcare leadership*, Panel Presentation, South Texas Chapter of ACHE, San Antonio, Texas.
- Morrison, E. E. (2012). *Boomers, ethics, and long term care*. Meeting the Challenges of Healthcare Reform in Long Term Care Conference, San Marcos, Texas.
- Morrison, E. E. (2012). *Public health ethics*. Guest Lecture, HA 5355 Public Health, School of Health Administration, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2012). Introduction to health administration. University 1100. School of Health Administration, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2010). *Ethics for clinical laboratory professions*, Guest Lecture- Clinical Laboratory Science Department, Texas State University, San Marcos, Texas.

- Morrison, E. E. (2010). *Ethics for clinical laboratory professions*, Guest Lecture- Clinical Laboratory Science Department, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2009). *Viktor Frankl's meaning and life: A primer*. Invited lecture for the philosophy dialogue series—fall 2009. San Marcos, Texas.
- Morrison, E. E. (2008). *Ethics for clinical laboratory professions*, Guest Lecture- Clinical Laboratory Science Department, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2008). "What is your ethics future?" Keynote Speaker Texas HIIMA Conference, San Marcos, Texas.
- Morrison, E. E. (2007). *The feminine mystique and health administration*, Panel Presentation, Health Leadership Coalition, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2007). *Ethics for clinical laboratory professions*, Guest Lecture- Clinical Laboratory Science Department, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2007). *Professionalism in health care administration*, Guest Lecture- Health Care Administration Graduate Seminar, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2006). *Professionalism in health care administration*, Guest Lecture- Health Care Administration Graduate Seminar, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2005). *Creating meaning in the workplace*, Guest Lecture in Healthcare Organizational Behavior, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2005). *Professionalism in health care administration*, Guest Lecture in the HealthCare Administration Graduate Seminar, Texas State University, San Marcos, Texas.
- Morrison, E. E. (2003). *Finding meaning in work* (keynote address), Oncology Nurses Society, Evansville, Indiana.
- Morrison, E. E. (2003). *Taking care of your number 1 asset* (keynote address), Indiana Respiratory Therapy Association, Evansville, Indiana.
- Morrison, E. E. (2003). *Safe use of herbal medicine*, Holy Rosary Parish Health Ministry, Evansville, Indiana.
- Morrison, E. E. (2002). Research Update, Nova Southern University Summer Institute, Tucson, Arizona.
- Morrison, E. E. (2001). *Finding meaning and purpose in life*, Department of Corrections Safe House Facility, Evansville, Indiana.
- Morrison, E. E. (2001). *Hand washing superstars*, USI Daycare Center, Evansville, Indiana.
- Morrison, E. E. (2000). *Taking care of your number 1 asset* (keynote address), Leadership Conference of Social Workers, Austin, Texas.
- Morrison, E. E. (1996). *Burnout prevention*, Scott & White Hospital Options, Women's Health Program, Temple, Texas.
- Morrison, E. E. (1996). *Ethics in business*, Belton Rotary Club, Belton, Texas.

Morrison, E. E (1996). Keynote Address, Texas Council on Licensure, Enforcement and Regulation, Austin, Texas.

3. Consultancies:

- Morrison, E. E. (2014). Content Expert Undergraduate Health Administration Assessment. Davenport University, Lansing MI.
- Morrison, E. E. (2008). Evaluation Committee Member, Dissertation Title: Evaluation of the Recruitment and Retention Process of a Large Midwestern Health Care Organization, Marleen Bryan, Doctoral Candidate
- Morrison, E. E. (2008). External Reviewer for Tenure, Dr. La Vonne Downey, Associate Professor, Roosevelt University College of Arts and Sciences, Chicago, Illinois
- Morrison, E. E. (2006-2010). Content Expert, Academic Success Project, San Jose State College of Nursing, San Jose, California
- Morrison, E. E. (2001-2007). Nova Southeastern University, Ft. Lauderdale, Florida, Graduate Program in Organizational Leadership, Dissertation Chair- Health Care Specialization
- Morrison, E. E. (1994-2007). Nova Southeastern University, Ft. Lauderdale, Florida, Graduate Program in Higher Education Leadership, Dissertation Advisor - Health Care Specialization
- Morrison, E. E. (1994-2005). Nova Southeastern University, Ft. Lauderdale, Florida, Graduate Program in Higher Education Leadership, National Lecturer in Curriculum and Program Planning
- Morrison, E. E. (2003-2004). Department of the Army, US Army Center for Health Promotion and Preventive Medicine, Fitness Combat Training Evaluation Project, Aberdeen Proving Ground, Maryland
- Morrison, E. E. (2002-2004). Technical Reviewer, Centers for Disease Control, Washington, DC
- Morrison, E. E. (1999-2001). Grants Reviewer; Victim Services, United States Department of Justice, Washington, DC
- Morrison, E. E. (1995-1996). Research Consultant, Waco Veteran Center Hospital, Waco, Texas
- Morrison, E. E. (1985-1992). Curriculum development consultant in wellness, employee assistance programs and vendor compliance, Educational Services Corporation, Arlington, Texas
- Morrison, E. E. (1980-1985). National Board Test Construction Consultant, American Dental Association, Chicago, Illinois
- Morrison, E. E. (1980-1982). Consultant for Head Start—Program Evaluation, United States Public Health Service, Washington, D.C.

4. Workshops:

- Morrison, E. E. (2015). *Crisis in meaning: Health care professionals and the Affordable Care Act*. Twentieth World Congress on Logotherapy, Dallas, Texas.

- Morrison, E. E. (2009). *Spirituality and ethics: Working inside out* (breakout session) Spirituality and Aging: The Journey of Life Conference.
 Texas Long Term Care Institute, San Marco, Texas
- Morrison, E. E. (2003). CAM Update for Dental Professionals (workshop), Dental Programs/ School of Nursing and Health Professions, Evansville, Indiana
- Morrison, E. E. (2002). *Transitioning from traditional to e-educator* (workshop), Nova Southern University Summer Institute, Tucson, Arizona
- Morrison, E. E. (2000). *How do we get them to learn? Strategies for technical educators* (workshop), Ouachita Technical College, Malvern, Kansas
- Morrison, E. E. (1999). *Finding meaning and purpose in teaching* (workshop), University of Mary Hardin Baylor Faculty Assembly, Belton, Texas
- Morrison, E. E. (1999). *Personal ethics for social workers* (workshop), Ft. Worth, Texas
- Morrison, E.E. (1999). *Meaning and purpose in work* (workshop), Area Social Workers Meeting, Arlington, Texas
- Morrison, E. E. (1999). *Finding meaning in teaching* (workshop), Nova Southeastern University Summer Institute, Ft. Lauderdale, Florida
- Morrison, E. E. (1998). *Practicum development* (workshop), Nova Southeastern University Summer Institute, Tucson, Arizona
- Morrison, E. E. (1997). *Ethics for long term care administrators* (workshop), McLennan Community College, Waco, Texas
- Morrison, E.E. (1996). *Burnout prevention* (workshop), Scott & White Hospital Options, Women's Health Program, Temple, Texas
- Morrison, E.E. (1996). *Leadership skills* (workshop), Hillcrest Baptist Medical Center, Waco, Texas
- Morrison, E. E. (1996). *Ethics for LCDCs: A workshop*, Heart of Texas Council of Alcoholism and Drug Abuse, Waco, Texas
- Morrison, E. E. (1995). *Taking care of the caretakers* (workshop), Christ Episcopal Church, Temple, Texas
- Morrison, E. E. (1995). *Everything you always wanted to know about practicum proposals and reports but were afraid to ask* (workshop), Nova Southeastern University Summer Institute, Fort Lauderdale, Florida
- Morrison, E. E. (1994). *Ethics for LCDC's* (workshop), Waco Chapter of TAADAC, Waco, Texas
- Morrison, E. E. (1994). *Managing the pain of change* (workshop), Hillcrest Baptist Hospital, Waco, Texas
- Morrison, E. E. (1994). *Managing the pain of change* (workshop), Federal Women's Association, Olin E. Teague Veterans Center, Temple, Texas
- Morrison, E. E. (1994). *Building a learning culture through creative teaching* (workshop), Scott & White Memorial Hospital, Temple, Texas

5. Works not in Print

b. Works "in progress"

c. Other Works not in Print

C. Grants and Contracts

1. Funded External Grants and Contracts:

Morrison, E. E. & Renick, O. (2005). Co-Principle Investigator on the continuation of the Robert Wood Johnson Foundation Faith in Action-Strong for Life Program. Funding: \$9,000

2. Submitted, but not Funded, External Grants and Contracts:

Morrison, E. E. (PI), Renick, C.O., & Carranco, E. (2006). Co-Investigators, Obesity Management for College-Aged Adults Project, Submitted to: MetLife Foundation, Funding: \$93,793, Reviewed but not funded

Morrison, E. E. (PI), & Renick, O. (2006). Co-Principle Investigator on the Texans Serve and Learn Federal Grant: Corporation for National and Community Service. Funding \$960,334. Reviewed but not funded.

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

2010 Selected as a Submissions Review Board Member for the *Administrative Issues Journal: Education Practices and Research*.

IV. Service

A. Institutional

1. University:

Contributed a collection of complementary health resources to the Texas State library. 2015

Academic Computing Committee 2014
University Curriculum Committee 2014
Academic Development and Advisory Committee 2014

College Review Group-College of Science and Engineering 2013
Family Reception for New Student Orientation 2013
Member of the Search Committee for the School of Health Administration Director 2013
Academic Computing Committee 2013

University Curriculum Committee	2013
Piper Professor Selection Committee	2012
Academic Computing Committee	2011
University Curriculum Committee	2011
Piper Professor Selection Committee	
Honors Scholarship Committee	2011
Written Examination Committee for Graciela Sandoval-Occupational Career and Technology Education, Texas State University San Marcos, Texas	2011
Piper Professor Selection Committee	2010
Honors Scholarship Committee	2010
Piper Professor Selection Committee	2009
General Education Council	2009
University Arts Committee	2009
General Education Council	2008
University Arts Committee	2008
Macebearer, August Graduation, Texas State University at San Marcos San Marcos, Texas	2007
Judge for Poster Session, Mitte Honors Undergraduate Research Conference, Texas State University at San Marcos	2007
General Education Council	2007
University Arts Committee	2007
Faculty Liaison for the TRACS Project	2007
Honors Program Committee, Mitte Honors Program	2007
General Education Council	2006
University Arts Committee	2006
Faculty Liaison for the TRACS Project, Honors Program Committee, Mitte Honors Program,	2006
External Evaluator, CI Research Poster Session, College of Education	2006
University Arts Committee	2005
Faculty Liaison for the TRACS Project	2005
Curriculum Committee, University of Southern Indiana, Evansville, Indiana	2004
Substance Abuse Prevention Planning Committee, University of Southern Indiana, Evansville, Indiana	2004
2. College:	
Member of the Interprofessional Education Committee	2017
Member of the Personnel Committee for the Department of Respiratory Care	2017

Member of the Personnel Committee for the Department of Health Information Management	2017
Member of the College Review Committee	2016
Member of the Interprofessional Education Committee	2016
Member of the Personnel Committee for the Department of Respiratory Care	2016
Member of the Personnel Committee for the Department of Health Information Management	2016
Member of the College Review Committee	2016
Member of the Interprofessional Education Committee	2015
Member of the Personnel Committee for the Department of Respiratory Care	2015
Member of the Personnel Committee for the Department of Health Information Management	2015
Member College Review Board for Tenure and Promotion Representing Health Administration	2015
Member of the Personnel Committee for the Department of Health Information Management	2014
College Review Board for Tenure and Promotion Representing Heath Administration	2014
Member of the Personnel Committee for the Department of Health Information Management	2013
Member Faculty/Student Research Forum Committee	2013
College Review Board for Tenure and Promotion Representing CDIS	2012
Member of the Personnel Committee for the Department of Communication Disorders	2012
Member Faculty/Student Research Forum Committee	2012
Member of the College Curriculum Committee	2012
Member of the Search Committee for School Director	2012
College Review Board for Tenure and Promotion Representing CDIS	2011
Member of the Personnel Committee for the Department of Communication Disorders	2011
Classroom visit for Dr. Valerie Fleming for Evaluation	
Classroom visit for Dr. Farzan Irani for Evaluation	
Classroom visit for Ms. Maria Resendiz for Evaluation	
Member Faculty/Student Research Forum Committee	2011

Member of the Personnel Committee for the Department of Communication Disorders	2010
Classroom visit for Ms. Alisha Richmond for Evaluation	
Classroom visit for Dr. Farzan Irani for Evaluation	
Classroom visit for Ms. Maria Resendiz for Evaluation	
Member of the Personnel Committee for the Department of Communication Disorders	2009
Classroom visit for Dr. Valerie Fleming for Evaluation	
Classroom visit for Ms. Alisha Richmond for Evaluation	
Classroom visit for Dr. Rahul Chakraborty for Evaluation	
Classroom visit for Dr. Celeste Domsch for Evaluation	
Member of Awards Day Committee, College of Health Professions	2009
Member of Awards Day Committee, College of Health Professions	2008
Member of the School Director Search Committee, College of Health Professions	2007
Member of the Nursing School Director Search Committee, College of Health Professions	2007
Member of the Awards Day Committee, College of Health Professions	2007
Member of an Interdisciplinary Focus Group on Developing Mobile Monitoring Systems for Drug Compliance on Outpatient Clinical Trial	2006
Essay Reader and Evaluator, Organization of Student Social Workers Book Award, Social Work Department; College of Health Professions	2005
Undergraduate Marshal December 2005 Graduation ceremony	2005

3. Department/School

Member Faculty Search Committee	2017
Member of the Personnel Committee	2017
Member Faculty Search Committee	2016
Member of the Personnel Committee	2016
Chair Faculty Search Committee	2015
Senior Faculty Mentor Dr. Cristian Lieneck,	2015
Director of Undergraduate BHA Program	2014
Member of the Faculty Search Committee, School of Health Administration	2014
AUPHA Recertification Writer and Presenter	2014

Senior Faculty Mentor to Dr. Tina Fields, Dr. Cristian Lieneck, and Dr. Jeff Hatala	2014
Presenter UPD Initiation	2014
Director of Undergraduate BHA Program	2013
Member of the Faculty Search Committee, School of Health Administration	2013
AUPHA Recertification Report Writer	2013
Senior Faculty Mentor to Dr. Tina Fields, Dr. Cristian Lieneck, and Dr. Jeff Hatala	2013
Class coverage for HA 3324	2013
Award presenter SOHA Recognition Dinner	2013
Director of Undergraduate BHA Program	2012
Advisor for Upsilon Phi Delta Honor Society	2012
Member of the Faculty Search Committee, School of Health Administration	2012
Chair of the AUPHA Recertification Committee	2012
Senior Faculty Mentor to Dr. Tina Fields, Dr Cristian Lieneck, Dr. Yvonne Lozano and Mr. Jeff Hatala	2012
Director of Undergraduate BHA Program	2011
Advisor for Upsilon Phi Delta Honor Society	2011
Member of the PhD/DHA Taskforce	2011
Member of the Faculty Search Committee, School of Health Administration	2011
Chair of the AUPHA Recertification Committee	2011
Senior Faculty Mentor to Dr. Tina Fields, Dr Cristian Lieneck, Dr. Peggy Johnson, Dr. Yvonne Lozano, and Mr. Jeff Hatala	2011
Director of Undergraduate BHA Program	2010
Advisor for Upsilon Phi Delta Honor Society	2010
Member of the PhD/DHA Taskforce	2010
Member of the Faculty Search Committee, School of Health Administration	2010
Director of Undergraduate BHA Program	2009
Advisor for Upsilon Phi Delta Honor Society	2009
Member of the PhD/DHA Taskforce	2009
Member of the Faculty Search Committee, School of Health Administration	2009
Assistant to the Coordinator of SOHA Assessment	2009
Director of Undergraduate BHA Program	2008
Coordinator of the Committee for the School's Program Review	2008
Advisor for Upsilon Phi Delta Honor Society	2008
Member of the PhD/DHA Taskforce	2008
Member of the Faculty Search Committee, School of Health Administration	2008

Member of the Faculty Search Committee, School of Health Administration	2007
Interim Director of the Undergraduate BHA Program	2007
Advisor for Upsilon Phi Delta Honor Society	2007
Reviewer for the AUPHA Undergraduate Self-Study Report	2007
Member at Large Department Assessment Committee	2006
Proctor Graduate Comprehensive Examination	2006
Member of Faculty Search Committee for Health Administration Position	2006
Member of Quality Assurance Committee	2005
Presented at the Ninth Annual Health Administration Alumni Workshop, San Marcos, Texas	2005
Faculty Representative at Bobcat Days	2005
Member of Quality Assurance Committee	2004
Member of Department Review Committee	2004
Participated in the Eighth Annual Health Administration Alumni Workshop, Austin, Texas	2004
Faculty Representative at Bobcat Days	2004
Completed the ACHE Student Chapter 5K River Run, Benefiting the American Diabetes Association	2004
Coordinator of the MHA Curriculum Committee, Health Services Department, University of Southern Indiana, Evansville, Indiana	2004

B. Professional

External reviewer for promotion to full professor for Hengameh Hosseini, Penn State Capital College, Harrisburg, Pennsylvania (2017)

External reviewer for promotion to full professor for Sandra K. Collins, Southern Illinois University, Carbondale Illinois (2016)

American College of Healthcare Executives Member

National Association of Professional Women Member

American Psychotherapy Association (selected for membership 2007)

Board Certified Professional Counselor American Psychotherapy Association

Association of University Programs in Health Administration

- Chair of the Ethics Forum (2017)
- Member: Advancing Women in Healthcare (2017)
- Chair Elect of the Ethics Forum (2016)
- Member: Advancing Women in Healthcare (2016)
- Forum Member: Cultural Perspectives (2016)
- 1st time AUPHA Member Mentor (2016)
- Chair of the Advancing Women in Management Forum (2013-2015)
- Chair Elect of the Advancing Women in Management Forum (2012-2013)

Institute of Logotherapy Member
Medical Group Management Association Member for 21 years

External Evaluator for Dr. Rene McEldowney's promotion to full professor,
College of Liberal Arts, Auburn University, Auburn, Alabama (2011)
Chosen as a manuscript reviewer for the *Administrative Issues Journal: Education Practice and Research* in 2010
Member of the Round Table Group Expert Network, Washington, DC (Selected for membership in 2008)
Executive Board Member: American Association of Integrative Medicine (Elected in 2007), Recognized for service-2008

C. Community:

Choir Member St. Anthony de Claret Catholic Church, Kyle, Texas	2005-2017
Music Trio Member for the Celebration of Confirmation, Saint Michael's Church, Kyle, Texas	2017
Choir Retreat Saint Anthony de Claret Catholic Church	2015
Music Director/Soloist, Community Bible Study, San Marcos, TX	2014
Choir Member for the Liturgy for Life Celebration of Deacon John Peca, St. Anthony de Claret Catholic Church, Kyle, Texas	2014
Served as a substitute teacher for 6 th grade CCD Class, St. Anthony de Claret Catholic Church, Kyle, Texas	2014
Performed at the Ordination of Augustine Ariwaodo to the Order of Diaconate	2013
Performed in Concert with David Kauffman, Nationally Known Artist, St Anthony de Claret Catholic Church, Kyle Texas	2012
Member of the St Anthony's Women's Association, Kyle, Texas	2007-2011
Community Advisory Board, Warm Springs Specialty Hospital, Luling, Texas	2005-2007
Parish Health Committee, Holy Rosary Catholic Church, Evansville, Indiana	2004-2002
Native American Days, Volunteer, Evansville, Indiana	2003-2001

D. Services, Honors, and Awards:

Who's Who among Executives, Professionals and Entrepreneurs 2011-2015
Sigma Phi Alpha (Faculty Honoree)
Two Thousand Notable American Women (10th Edition)
Who's Who among American Women.

Texas State Vita
as of August 31, 2018

I. Academic/Professional Background

A. Name: Michael Nowicki

Title: Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
Ed.D.	1988	University of Kentucky	Educational Policy Studies & Evaluation	<u>Graduate Programs in Health Administration: Faculty Reputation and Faculty Research Reputation by Program Location and Program Reputation</u>
M.A.	1977	The George Washington University	Hospital Administration	<u>The Environment of Rising Health Care Costs and the Hospital Cost Effectiveness Program</u>
B.A.	1974	Texas Tech University	Political Science	

C. University Experience

Position	University	Dates
Director of School	Texas State University	2007-2013
Director of Graduate Studies	Texas State University	2003-2013
Professor	Texas State University	2002-present
Associate Professor	Texas State University	1992-2001
Tenure Awarded	Texas State University	1992
General Studies Intern	Texas State University	1991
Acting Department Chair	Texas State University	1990
Program Director(s)	Texas State University	1986-1989
Assistant Professor	Texas State University	1986-1992
On-Line Instructor	American College of Healthcare Executives	1998-2008
Adjunct Instructor	Seton Hall University	1998-1999
Adjunct Instructor	University of Kentucky	1986
Adjunct Assistant Professor & Program Director	Webster University	1982-1986
Adjunct Instructor	St. Mary's College	1977-1978

D. Relevant Professional Experience

Position	Entity	Dates
Manager/Director of Process Management	Humana Inc.	1979-1985
Director of Professional Services	Valley Medical Center of Fresno	1977-1978
Administrative Resident	Hutzel Hospital	1976
Research Assistant	National Institute for Community Development	1975
Administrative Assistant	Lubbock Medical Center	1973-1974

E. Other Professional Credentials (licensure, certification, etc)

Board certified in healthcare management and a fellow in the American College of Healthcare Executives

Board certified in healthcare financial management and a fellow in the Healthcare Financial Management Association

II. Teaching**A. Teaching Honors and Awards:**

Texas State University Alpha Chi Favorite Professor	2017
American College of Healthcare Executives South Texas Chapter Healthcare Administration Faculty Award	2015
American Institute of Certified Public Accountants Teacher-of-the-Year Award Nominee	2010
SWT Presidential Award for Excellence in Teaching	1991
SWT School of Health Professions Teacher-of-the-Year	1991
SWT School of Health Professions Teaching Excellence Award	1989

B. Courses Taught:

Texas State University GNST 1100--Freshman Seminar
HA 4303--International Health
HA 4320---Seminar in Health Administration
HA 4324----Supervision in Health Services
HA 4327----Medicolegal Aspects of HealthAdmin.
HA 4328----Hospital Organization & Management
HA 4311----Cost Accounting for Healthcare Organizations
HA 3308----Healthcare Organizations
HA 3375----Principles of Hospital Accounting
HA 3376----Hospital Financial Management
HA/HR/HHR 519---Comp Preparation & Field Placement Orientation

HA 5311----Healthcare Seminar--Ethics
 HA 5304----Healthcare Financial Theory
 HA 5308----Healthcare Seminar--Capstone
 HA 5316----Healthcare Financial Management
 HA 5321----Medical Jurisprudence
 HA 5354----Healthcare Organization & Delivery
 HA 5361----Healthcare Management
 HA/HR/HHR 5640----Administrative Practicum
 HA/HR/HHR 5840----Administrative Internship
 LTCA 5335----Financial Management in Long Term Care

University of Kentucky Healthcare Financial Management

Webster University Healthcare Organizations
 Healthcare Financial Management
 Healthcare Management
 Healthcare Management Integration

St. Mary's College Healthcare Personnel Management
 Healthcare Planning & Research
 Disease Processes & Medical Terminology
 Healthcare Financial Management
 Healthcare Statistics
 Healthcare Economics

C. Graduate Theses/Dissertation or Exit Committees (* denotes chair):

Jeff Pagonis*	Spring, 2018
Erica Mitchell*	Spring, 2017
Alexandra Thompson-Nealand*	Spring, 2017
Tiffany Baker	Spring, 2017
Beau Jones*	Fall, 2016
Caitlin Kristof*	Fall, 2016
Kyle Monticone*	Fall, 2016
Umar Ahmad*	Fall, 2015
Alice Omisore*	Fall, 2015
Yazmin Rodriguez*	Fall, 2015
Carolyn Rudd*	Spring, 2015
Anju Nair*	Spring, 2015
Rachel Montgomery*	Fall, 2014
Maureen Ogah*	Fall, 2008
Anna Ayers*	Spring, 2008
Ashley Woodward*	Spring, 2008
Shailu Joshi*	Spring, 2008
Cecilia Drake*	Spring, 2008
Kara Maierhofer*	Fall, 2007

Janice Benzel*	Spring, 2007
Stephen Potter*	Fall, 2006
Curtis Rojas*	Fall, 2006
Laura Speer*	Fall, 2006
Ashley Bludau*	Spring, 2006
Debra Guana*	Spring, 2006
Louis Rodriguez	Spring, 2006

D. Courses Prepared and Curriculum Development:

Texas State University
 HA 4324----Supervision in Health Services
 HA 4311----Cost Accounting for Healthcare Organizations
 HA 3375----Principles of Accounting for Healthcare Managers
 HA 3376----Hospital Financial Management
 HA 5304----Healthcare Financial Theory
 HA 5316----Healthcare Financial Management
 HA 5375----Healthcare Accounting
 HA 5191----Field Experience and Thesis Orientation
 HA/HHR/HR 5640----Administrative Practicum
 HA/HHR/HR 5840----Administrative Internship
 LTCA 5335----Financial Management in Long Term Care
 HA 3308----Healthcare Organizations

University of Kentucky Healthcare Financial Management

Webster University Healthcare Organizations
 Healthcare Financial Management
 Healthcare Management
 Healthcare Management Integration

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

I. Other

Continuing Education (2018)

August 24—ACHE Central Texas and HFMA South Texas joint meeting, Austin, 2.0 hours

June 1—ACHE South Texas meeting, San Antonio, 3.0 hours

May 1—Texas State University College of Health Professions IPE training, San Marcos, 3.0 hours

April 20—ACHE Rio Grande Valley LPC panel, McAllen, 1.5 hours

April 19—ACHE Coastal Bend LPC panel, Corpus Christi, 1.5 hours

March 23-27—ACHE Congress on Healthcare Leadership, Chicago, 12.0 hours

February 23—Healthcare Landscape, 2018, San Antonio, 6.0 hours

III. Scholarly/Creative

A. Works in Print (including works accepted, forthcoming, in press):

1. Books (if not refereed, please indicate)

a. Scholarly Monographs:

Ewing, E., Nowicki, M., & Parker, R. (1975). *Analysis of information systems requirements of HMO's*. Contract #HRA-106-74-21.

b. Textbooks:

Nowicki, M. (2018). *The financial management of healthcare organizations* (7th ed.). Chicago: Health Administration Press/AUPHA Press.

Nowicki, M. (2014). *The financial management of healthcare organizations* (6th ed.). Chicago: Health Administration Press/AUPHA Press.

Nowicki, M. (2011). *The financial management of healthcare organizations* (5th ed.). Chicago: Health Administration Press/AUPHA Press.

Nowicki, M. (2008). *The financial management of hospitals and healthcare organizations* (4th ed.). Chicago: Health Administration Press/AUPHA Press/HFMA Press.

Nowicki, M. (2008). *The financial management of hospitals and healthcare organizations practice problems and casebook* (4th ed.). Chicago: Health Administration Press/AUPHA Press/HFMA Press.

Nowicki, M. (2006). *HFMA's introduction to hospital accounting* (5th ed.). Chicago: Health Administration Press.

Nowicki, M. (2004). *The financial management of hospitals and healthcare organizations* (3rd ed.). Chicago: Health Administration Press/AUPHA Press/HFMA Press.

Nowicki, M. (2004). *The financial management of hospitals and healthcare organizations practice problems and casebook* (2nd ed.). Chicago: Health Administration Press/AUPHA Press/HFMA Press.

Nowicki, M., & Berger, S. (2002). *HFMA's introduction to hospital accounting* (4th ed.). Dubuque: Kendall-Hunt Publishing Company.

Nowicki, M. (2001). *The financial management of hospitals and healthcare organizations* (2nd ed.). Chicago: Health Administration Press/AUPHA Press/HFMA Press.

Nowicki, M. (1999). *The financial management of hospitals and healthcare organizations*. Chicago: Health Administration Press/ AUPHA Press/HFMA Press.

Nowicki, M. (1999). *The financial management of hospitals and healthcare organizations practice problems and casebook*. Chicago: Health Administration Press/AUPHA Press/HFMA Press.

c. Edited Books:

d. Chapters in Books:

Nowicki, M. (2010). Generating revenue—third-party payers by types and percentages. In D. G. Griffin (Ed.), *Hospitals: What they are and how they work* (pp. 319-324). Sudbury, MA: Jones & Bartlett. (non-refereed)

Nowicki, M. (1998). Leadership and communication. In MGI Management Institute (Ed.), *HFMA's Certification exam preparation manual for the core exam* (pp. 18:1-18:19). White Plains: editor. (non-refereed)

Nowicki, M. (1998). Financial and assets management. In ACHE (Ed.), *ACHE's On-Line Certification Exam Preparation Course* (on-line at ACHE.org). Chicago: American College of Healthcare Executives. (non-refereed)

e. Creative Books:

2. Articles

a. Refereed Journals:

Lieneck, C., & Nowicki, M. (2015). Healthcare finance executive personalities revisited: A 10-year follow-up study. *The Health Care Manager*, 34(3), 1-5.

Lee, J., & Nowicki, M. (2005). Articulation of undergraduate and graduate education in health administration: Barriers and strategies for the future. *The Journal of Health Administration Education*, 22(2), 221-230.

Summers, J., & Nowicki, M. (2004). System failures and ethical issues for rehabilitation nurses. *Rehabilitation Nursing*, 29(2), 42-44, 61.

Summers, J., & Nowicki, M. (2002). Granting exceptions to rules and policies: Management issues and guidelines. *Clinical Leadership and Management Review*, 16(5), 336-338.

Nowicki, M., & Summers, J. (2001). Managing impossible missions: Ethical quandaries and ethical solutions. *Healthcare Financial Management*, 55(6): 62-67.

Nowicki, M. (2000). Healthcare financial management's healthcare outlook: Ethics and policy concerns for health care's future. *Healthcare Financial Management 2001 Resource Guide*, 7-11.

Nowicki, M., & Chaku, M. (1998). Do healthcare managers have an ethical duty to admit mistakes? *Healthcare Financial Management*, 52(10), 62-64.

Nowicki, M. (1995). Graduate programs in health administration: Faculty academic reputation and faculty research reputation by program location and program reputation. *The Journal of Health Administration Education*, 13(2), 345-53.

Nowicki, M., & Burke, G.C. (1988). Hospital closures: Issues and perspectives. *Texas Journal of Rural Health*, Spring/Summer, 21-24.

Nowicki, M. (1987). Legal implications of academic advising. *NACADA Journal*, 7(1), 87.

b. Non-Refereed Journals:

Nowicki, M. (2014). Determining the value of a capital expense. *Leadership Ebulletin: July 2014*. Retrieved from: http://www.hfma.org/Leadership/E-Bulletins/2014/July/Leadership_E-newsletter__July_2014/.

Summers, J., & Nowicki, M. (2008). Beyond consumerism: Leveraging the power of employers. *hfm* 62(5), 96-98.

- Nowicki, M., & Summers, J. (2008). When participative management leads to garbled communication. *hfm* 62(2), 118-120.
- Summers, J., & Nowicki, M. (2007). Responding to SICKO. *hfm* 61(9): 144-146.
- Nowicki, M., & Summers, J. (2007). Changing leadership styles. *hfm* 61(2): 118-120.
- Summers, J., & Nowicki, M. (2006). Pricing transparency or smoke screen? *hfm* 60(12), 134-136.
- Summers, J., & Nowicki, M. (2006). Delegation and monkeys: Who's in charge? *hfm* 60(6), 114-115.
- Nowicki, M., & Summers, J. (2006). Poor management can look like discrimination. *hfm* 60(4), 118-119.
- Summers, J., & Nowicki, M. (2005). Leadership and power. *hfm* 59(12), 96-97
- Nowicki, M., and Summers, J. (2005). Managing the workaholic (in you!). *hfm* 59(6), 98-102.
- Summers, J., & Nowicki, M. (2005). Cost management and leadership: The ethical high ground. *hfm* 59(4), 116-119.
- Summers, J., & Nowicki, M. (2005). Leadership, language, and reality in health care. *hfm* 59(2), 100-102.
- Nowicki, M., & Summers, J. (2004). Due diligence in everyday decision making. *hfm* 58(12), 88-90.
- Summers, J., & Nowicki, M. (2004). Due diligence and leadership. *hfm* 58(6), 82-83.
- Nowicki, M., & Summers, J. (2004). Reducing your credentialing liability. *hfm* 58(4), 94-96.
- Summers, J., & Nowicki, M. (2004). Diversity: How does it help? *hfm* 58(2), 82-85.
- Nowicki, M., & Summers, J. (2003). The benevolent autocrat. *hfm* 57(10), 84-85.
- Nowicki, M., moderator. (2003). Care management: Balancing costs and quality. *HealthLeaders*, 6(9): RT1-RT19.
- Summers, J., & Nowicki, M. (2003). Whistle-blowing: Does anyone want to hear? *hfm* 57(7), 82-84.

Nowicki, M., & Summers, J. (2003). We teach "Irresponsibility 101." What do you teach? *Healthcare Financial Management* 57(2), 82-84.

Nowicki, M., moderator. (2003). Maximizing reimbursements: Practical advice for providers. *HealthLeaders*, 6(6), RT1-RT19.

Nowicki, M., (2003). Higher ground: Financial managers get an undeserved bad rap. Interview published by the *Black Ink Project*, Retrieved from:
http://www.gemedicalsystems.com/services/financial/hfs_online/index.html?ad=wn.

Nowicki, M., moderator. (2002). Surviving mergers and sales: Managing change. *HealthLeaders*, 5(11), RT1-RT15.

Summers, J., & Nowicki, M. (2002). Managing organizational improvement in a resource-challenged environment. *Healthcare Financial Management*, 56(7), 60-62.

Summers, J., & Nowicki, M. (2002). Achievement and balance: What do managers really want? *Healthcare Financial Management*, 56(3), 80-84.

Nowicki, M., & Summers, J. (2002). Financial and clinical professionals: A clash of values. *Healthcare Financial Management* 56(10), 102-104.

Summers, J., & Nowicki, M. (2002). Management by crisis. *Healthcare Financial Management*, 56(9), 88.

Nowicki, M., moderator. (2002). CFO roundtable: The evolving role of the chief financial officer. *HealthLeaders*, 5(6), RT1-RT15.

Nowicki, M. (2002). Executive insights: Certification indicates continued professional growth. *Healthcare Financial Management*, 56(1), 30-33.

Nowicki, M., et. al. (2001). Leadership: CFO's step into the spotlight. Interview published by the Black Ink Project, *Hospitals & Health Networks*, 75(9), back cover Retrieved from:

http://www.gemedicalsystems.com/services/financial/hfs_online/index.html?ad=wn.

Nowicki, M. (2000). Reducing your credentialing liability: An expert's view. *Synergy: Journal of the National Association of Medical Staff Services*, 27(November/December), 1-2.

Nowicki, M. (1998). Beware the 'slippery slope' of granting exceptions. *Journal of Healthcare Resource Management*, 16(1), 19-21.

Nowicki, M. (1997). "I am not a crook." *Journal of Healthcare Resource Management*, 15(9), 31.

- Nowicki, M. (1997). Ethical implications of competition. *Journal of Healthcare Resource Management*, 15(7), 12-13.
- Nowicki, M. (1997). Managing professionals: A clash of values. *Journal of Healthcare Resource Management*, 15(6), 32-33.
- Nowicki, M. (1997). Maybe we have more in common.... *Journal of Healthcare Resource Management*, 15(3), 28-29.
- Nowicki, M. (1997). Can affirmative action be justified? *Journal of Healthcare Resource Management*, 15(1), 28-29.
- Nowicki, M. (1996). The value of reference checks. *Journal of Healthcare Resource Management*, 14(10), 32.
- Nowicki, M. (1996). I teach "Irresponsibility 101". What do you teach? *Journal of Healthcare Resource Management*, 14(7), 36.
- Nowicki, M. (1996). More on the ethical implications of reengineering. *Journal of Healthcare Resource Management*, 14(5), 31-32.
- Nowicki, M. (1996). What is a "good" person? *Journal of Healthcare Resource Management*, 14(3), 35-36.
- Nowicki, M. (1996). The entitlement ethic. *Journal of Healthcare Resource Management*, 14(1), 29-31.
- Nowicki, M. (1995). A christmas carol: A story of changing ethics. *Journal of Healthcare Resource Management*, 13(12), 34-35.
- Nowicki, M. (1995). Conflicts of interest. *Journal of Healthcare Resource Management*, 13(10), 34-35.
- Nowicki, M. (1995). Wants, needs, and costs. *Journal of Healthcare Resource Management*, 13(8), 36-37.
- Nowicki, M. (1995). The benevolent autocrat: Is it the right fit for you? *Journal of Healthcare Resource Management*, 13(6), 35-36.
- Nowicki, M. (1995). No money, no mission: Where to draw the line. *Journal of Healthcare Resource Management*, 13(4), 27-28.
- Nowicki, M. (1995). Ethical implications of reengineering. *Journal of Healthcare Resource Management*, 13(2) 236-37.

Nowicki, M. (1991). What higher education means to a rancher from Ropesville. In J. Gordon (Ed.) *Freshman Seminar, 1991-95*. San Marcos: Ginny's Publishing Service.

Brooks, J., Burke, G.C., & Nowicki, M. (1988). Rural hospitals urged to be proactive. *Texas Hospitals*, 43(8), 42.

Owens, A.B., & Nowicki, M. (1987). Executive conference center to assist CEO's. *Texas Hospitals*, 42(12), 28.

3. Conference Proceedings

a. Refereed Conference Proceedings

b. Non-Refereed Conference Proceedings

4. Abstracts:

Nowicki, M., & Day, S. (1990). Assessing the freshman seminar experience. *Proceedings of The Freshman Year Experience*, 35.

Welborn, R., & Nowicki, M. (1990). Effects of freshman seminar on faculty collegiality. *Proceedings of The Freshman Year Experience*, 39.

5. Reports:

Nowicki, M. (1999). Technical report provided to plaintiff via Robert Goldberg in support of plaintiff's claim in Smith v. Curtin, et al in Charlestown, West Virginia.

Nowicki, M. (1998). *Hospital competence in medical staff credentialing process*. Technical report provided to plaintiff via Ethan Shaw in support of plaintiff's claim in Bruce v. Beaumont Hospital and Dr. Raul D. Isern, Jr. in Beaumont.

Nowicki, M. (1998). *Hospital competence in medical staff credentialing process*. Technical report provided to defendant via Joseph A. Turano in response to plaintiff's claim in McManus v. Todd, et al in Arlington.

Nowicki, M. (1997). *Hospital competence in medical staff credentialing process*. Technical report provided to defendant via Rick Rogers in response to plaintiff's claim in Robinson v. Masciale and Humana Hospital Corpus Christi, Corpus Christi.

Nowicki, M. (1997). *Hospital competence in medical staff credentialing process*. Technical report provided to defendant via Rick Rogers in response to plaintiff's claim in Comeaux v. Masciale and Humana Hospital Corpus Christi, Corpus Christi.

Nowicki, M. (1996). *Hospital negligence in medical staff credentialing process*. Technical report provided to plaintiff via Michael Fuerst in response to defendant's motion of summary judgment in Moore v. Brown, and Wharton Hospital, Houston.

Nowicki, M., Douglass, R., & Enoch, R. (1996). *Panel review of the undergraduate program in health care administration at Western Kentucky University*. Provided to Atlanta.

Patterson, M., Koubataev, A., & Nowicki, M. (1996). *The AUPHA health administration module series--Module 6: Financial management* (student's workbook and facilitator's guide), Provided to Washington, D.C.

Nowicki, M., Reagan, J. T., & Stuart, B. (1995). *Panel review of the undergraduate program in health policy & administration at University of North Carolina at Chapel Hill*. Provided to Chicago.

Nowicki, M. (1995). *Medical staff: Determining agent, contract, and employee relationships*. Technical report provided to plaintiff via John Grost in response to plaintiff's claim in Rowland v. Charter Hospital, Santa Terese.

Nowicki, M., McIlwain, T., & Friedman, L. (1994). *Panel review of the bachelor of science in health policy and administration program at Pennsylvania State University*. Provided to San Diego.

Nowicki, M. (1994). *Hospital duty to refer patients to attending staff*. Technical report provided to plaintiff via Cozen & O'Connor in response to plaintiff's claim in Pierce v. HCA Aiken, Columbia.

Nowicki, M. (1994). *Hospital duty to provide safe environment*. Technical report provided to plaintiff via John Grost in response to plaintiff's claim in Jacobson v. Sun Towers, et. al., El Paso.

Nowicki, M. (1994). *Hospital duty to provide quality medical staff* Technical report provided to plaintiff via Hardy & Johns in response to plaintiff's claim in Geesen, et. al. v. Monroe, et. al., Houston.

Nowicki, M. (1994). *Hospital duty to provide transfer capability*. Technical report provided to plaintiff via Hardy & Johns in response to plaintiff's claim in Wilson v. Chillicothe Hospital District, Wichita Falls.

Nowicki, M. (1993). *Hospital duty to admit mistakes*. Technical report provided to plaintiff via John Grost in response to plaintiff's claim in Raymond v. Providence Hospital, El Paso.

Nowicki, M. (1991). *Hospital duty to provide quality medical staff*. Technical report provided to plaintiff via John Grost in response to plaintiff's claim in Fernandez v. Richter, El Paso.

Nowicki, M. (1991). *Hospital duty to provide quality medical staff*. Technical report provided to plaintiff via Rake, Copple, Downey & Black in response to plaintiff's claim in Gasiorowski v. Hose, Ft. Worth.

6. Book Reviews:

Nowicki, M. (1991). [Review of *Strategic choices for America's hospitals: Managing change in turbulent times* by Shortell, et. al.]. *Hospitals and Health Services Administration*, 36, 469.

Nowicki, M. (1990). [Review of *In sickness and in wealth* (ACHE Book-of-the-Year) by Stevens]. *Hospitals and Health Services Administration*, 35, 617.

Nowicki, M. (1990). [Review of *Strategic management of hospitals and health care facilities* by Pegels and Rogers]. *Journal of Health Administration Education*, 8 (1), 124-25.

Nowicki, M. (1988). [Review of *Health law* by Furrow, et. al.]. *Journal of Law and Education*, 18, 328-29.

Nowicki, M. (1988). [Review of *Enhancing campus judicial systems* by Caruso and Travelstead, editors]. *NACADA Journal*, 8(2), 86.

Nowicki, M. (1987). [Review of *The college, the constitution, and the consumer student* by Hendrickson and Gibbs]. *NACADA Journal*, 7(2), 73-74.

7. Other Works in Print:

Nowicki, M. (1988). *Graduate and baccalaureate education in healthcare administration*. Unpublished fellowship thesis, American College of Healthcare Executives, Chicago.

B. Works not in Print

1. Papers Presented at Professional Meetings:

Nowicki, M. (2018, March). *Basic healthcare financial management*. Paper accepted at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M. (2017, March). *Basic healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

- Nowicki, M. (2016, March). *Basic healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2015, March). *Basic hospital financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2014, March). *Basic hospital financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2013, June). *The economics driving healthcare reform*. Paper presented at the annual meeting of the Healthcare Financial Management Association, Orlando.
- Nowicki, M. (2013, March). *The basics of healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2012, March). *The basics of healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2011, March). *Basic healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2010, March). *Healthcare financial management basics*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2009, March). *Introduction to healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2008, March). *Introduction to healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M., & Berger, S. (2007, March). *Introduction to healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, New Orleans.
- Berger, S., & Nowicki, M. (2007, March). *Advanced healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, New Orleans.
- Nowicki, M. (2006, March). *Introduction to healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M. (2006, March). *Advanced healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M., & Berger, S. (2005, March). *Basic healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Berger, S., & Nowicki, M. (2005, March). *Advanced healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Renick O., & Nowicki, M. (2004, June). *A civic engagement paradigm to reform health administration education and recreate the community*. Poster session presented at the annual meeting of the Association of University Programs in Health Administration, San Diego.

Berger, S., & Nowicki, M. (2004, March). *Advanced healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M., & Berger, S. (2003, March). *Introduction to healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago

Nowicki, M., & Berger, S. (2001, March). *Basic financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Berger, S., & Nowicki, M. (2000, March). *Advanced healthcare financial management*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M. (1999, March). *Healthcare financial management for non-financial managers*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M. (1992, March). *Managing by ethics*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

Nowicki, M. (1991, June). *Managing by personality*. Paper presented at the annual meeting of the Healthcare Financial Management Association, Orlando.

Nowicki, M. (1991, February). *Managing by personality*. Paper presented at the annual meeting of the American College of Healthcare Executives, Chicago.

- Nowicki, M., & Day, S. (1990, April). *Assessing the freshman seminar experience*. Paper presented at the regional meeting of the Freshman Year Experience, Austin.
- Welborn, R., & Nowicki, M. (1990, April). *Effects of freshman seminar on faculty collegiality*. Paper presented at the regional meeting of the Freshman Year Experience, Austin.
- Nowicki, M. (1990, March). *Applying ethics to management decision-making*. Paper presented at the national meeting of the American College of Healthcare Executives, Chicago.
- Nowicki, M. & Lingwall, J. (1991, October). *Relationship of program viability and program quality*. Paper presented at the state meeting of the Texas Society of Allied Health Professions, Lubbock.
- Nowicki, M. (1990, October). *Graduate programs in health administration: Faculty reputation and faculty research reputation by program location and program reputation*. Paper presented at the state meeting of the Texas Society of Allied Health Professions, Galveston.
- Nowicki, M., & Peterson, D. (1990, June). *Ethical marketing: An oxymoron?* Paper presented at the state meeting of the Texas Hospital Association, San Antonio.
- Nowicki, M., & Hill, L. (1989, October). *Graduate programs in quantitative health administration: A problem of taxonomy*. Paper presented at the state meeting of the Texas Society of Allied Health Professions, San Antonio.
- Nowicki, M., Burke, G., Hill, C., Hill, L., & Ying, J. (1989, September). *Effects of hospital size and prospective payment on hospital closures in Texas*. Paper presented at the state meeting of the Texas Rural Health Association, Corpus Christi.
- Nowicki, M. (1988, October). *Graduate and baccalaureate education in healthcare administration*. Paper presented at the state meeting of the Texas Society of Allied Health Professions, Austin.

2. Invited Talks, Lectures, Presentations:

- Nowicki, M. (2018, June). *Successfully Leading Change in Healthcare Organizations*. Invited moderator at the local meeting of the South Texas Chapter of the American College of Healthcare Organizations, San Antonio.
- Nowicki, M. (2018, May). *Economics Driving Healthcare Reform*. Protiviti. Invited presentation to Protiviti leadership team, Dallas.

Nowicki, M. (2018, April). *Leading a Successful Multigenerational Organization*. Invited moderator at the local meeting of the Rio Grande Valley Local Program Council of the San Antonio Chapter of the American College of Healthcare Executives, Corpus Christi.

Nowicki, M. (2018, April). *Leading a Successful Multigenerational Organization*. Invited panelist at the local meeting of the Coastal Bend Local Program Council of the San Antonio Chapter of the American College of Healthcare Executives, Corpus Christi.

Nowicki, M. (2018, April). *Economics Driving Healthcare Reform*. Invited presentation to the Health Information Program, San Marcos.

Nowicki, M. (2018, April). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.

Nowicki, M. (2018, February). *Economics Driving Healthcare Reform: 2018 Update*. Invited presentation to Healthcare Landscape 2018 (joint meeting between the South Texas Chapters of ACHE and HFMA), San Antonio.

Nowicki, M. (2018, February). *Tax Cuts and Jobs ACT of 2017*. Invited presentation to the Texas State University Healthcare Coalition, San Marcos.

Nowicki, M. (2017, November). *Certification Preparation*. Invited presentation to the South Texas Chapter of ACHE, Austin.

Nowicki, M. (2017, October). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Atlanta.

Nowicki, M. (2017, October). *CFO Worries and Responsibilities*. Invited presentation to the McKesson leadership team, Dallas.

Nowicki, M. (2017, October). *Washington Legislative and Regulatory Update*. Invited keynote presentation at the New Mexico ACHE/HFMA joint meeting, Albuquerque.

Nowicki, M. (2017, September). *Economics Driving Healthcare Reform*. Invited presentation at the Covenant Health Board Retreat, Traverse City.

Nowicki, M. (2017, August). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.

Nowicki, M. (2017, August). *National Perspective on Healthcare Reform: Trends, Sustainability, and Alternatives*. Invited presentation to the Colorado Managed Care Collaborative, Denver.

- Nowicki, M. (2017, April). *Certification Preparation*. Invited presentation to the Central Texas Chapter of ACHE, Austin.
- Nowicki, M. (2017, April). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2017, April). *Economics Driving Healthcare Reform*. Invited presentation to the Texas State University HIM seniors, San Marcos.
- Nowicki, M. (2017, February). *Economics Driving Healthcare Reform*. Invited presentation at the UMC Lubbock Board Workshop sponsored by the Texas Hospital Trustees, Lubbock.
- Nowicki, M. (2017, February). *The Affordable Care Act and Other Alternatives*. Invited presentation at the UMC Lubbock Board Workshop sponsored by the Texas Hospital Trustees, Lubbock
- Nowicki, M. (2016, December). *Critical Financial Skills for Hospital Success*. Invited presentation at the quarterly meeting of the South Carolina Chapter of the American College of Healthcare Executives, Columbia.
- Nowicki, M. (2016, October). *Economics Driving Healthcare Reform*. Invited presentation at the 11th Annual North American CEO Symposium sponsored by Truven Health Analytics, Chicago.
- Nowicki, M. (2016, October). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Scottsdale.
- Nowicki, M. (2016, October). *Economics Driving Healthcare Reform*. Invited presentation at the annual joint meeting of the New Mexico Chapters of the American College of Healthcare Executives and the Healthcare Financial Management Association, Albuquerque.
- Nowicki, M. (2016, September). *Economics Driving Healthcare Reform*. Invited presentation to the Board of Trustees of the Texas Scottish Rite Children's Hospital, Dallas.
- Nowicki, M. (2016, August). *Healthcare Financial Management Essentials*. Invited presentation to Community Health Network, Indianapolis.
- Nowicki, M. (2016, July). *Economics Driving Healthcare Reform*. Invited presentation at the annual meeting of the Texas Healthcare Trustees Governance Conference, San Antonio.

- Nowicki, M. (2016, May). *Healthcare Financial Management Essentials*. Invited presentation to Indiana University Health, Indianapolis.
- Nowicki, M. (2016, May). *Economics Driving Healthcare Reform*. Invited presentation at the quarterly meeting of the South Texas Chapter of the Healthcare Financial Management Association, Austin.
- Nowicki, M. (2016, April). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2016, April). *Financial Statement Analysis, Reimbursement, and Budgeting*. Invited presentation to the medical staff leadership of the Franciscan Missionaries of Our Lady Health System, Baton Rouge.
- Nowicki, M. (2016, March). *Healthcare Economics, Reimbursement, and Financial Statement Analysis*. Invited presentation to the medical staff leadership of St. Francis Healthcare System, Cape Girardeau.
- Nowicki, M. (2016, January). *Economics Driving Healthcare Reform*. Invited presentation at Healthcare Landscapes 2016, the joint meeting of the San Antonio Chapter of the American College of Healthcare Executives and the South Texas Chapter of the Healthcare Financial Management Association.
- Nowicki, M. (2015, November). *Healthcare Finance*. Invited presentation at the annual meeting of the Texas Society for Healthcare Human Resources Administration and Education, San Antonio.
- Nowicki, M. (2015, October). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Atlanta.
- Nowicki, M. (2015, September). *The Value of Professional Society Affiliation*. Invited presentation to the Healthcare Leadership Coalition at Texas State University, San Marcos.
- Nowicki, M. (2015, September). *The Value of Professional Society Affiliation*. Invited presentation to the healthcare administration graduate students at University of Texas at San Antonio, San Antonio.
- Nowicki, M. (2015, August). *Economics Driving Healthcare Reform in Rural Communities*. Invited presentation to the governing board of Connolly Memorial Medical Center, Floresville.
- Nowicki, M. (2015, August). *Economics Driving Healthcare Reform*. Invited presentation to the Colorado Managed Care Collaborative, Denver.

- Nowicki, M. (2015, June). *Affordable Care Act*. Invited presentation to Texas State University physical therapy students, San Marcos.
- Nowicki, M. (2015, June). *Economics Driving Healthcare Reform*. Invited presentation to Texas State University physical therapy students, San Marcos.
- Nowicki, M. (2015, May). *ACA: Reimbursement & Quality*. Invited presentation at the annual meeting of the Philippine Nurses Association of San Antonio, San Antonio.
- Nowicki, M. (2015, April). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2015, April). *Third Party Reimbursement: Its History and Its Future*. Invited presentation at the First Illinois Chapter of HFMA Spring Summit, Chicago.
- Nowicki, M. (2015, April). *Healthcare Accounting: What Makes It Unique?* Invited presentation at the First Illinois Chapter of HFMA Spring Summit, Chicago.
- Nowicki, M. (2015, March). *HAP Talks: How Much Will the ACA Really Cost Us?* Invited presentation at the American College of Healthcare Executives annual Congress on Healthcare Leadership, Chicago.
- Nowicki, M. (2015, February). *Questions & Answers with GWU Healthcare Finance Class*. Invited presentation to the graduate healthcare finance class at The George Washington University, Washington, D.C.
- Nowicki, M. (2015, February). *Lessons Learned During Field Experience: Professionalism and Business Etiquette*. Invited presentation at the monthly meeting of Alpha Kappa Psi, Texas State University, San Marcos.
- Nowicki, M. (2015, January). *Healthcare Financial Management Essentials*. Invited presentation to the Spectrum Health leadership, Grand Rapids.
- Nowicki, M. (2014, November). *ACA: Is It Working?* Invited presentation to the CEO Breakfast of the San Antonio Chapter of the American College of Healthcare Executives, San Antonio.
- Nowicki, M. (2014, November). *Healthcare Finance*. Invited presentation to the Indiana Army National Guard, Indianapolis.
- Nowicki, M. (2014, October). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Scottsdale.

- Nowicki, M. (2014, September). *ACA--Is It Working?* Invited presentation to the Kentucky Chapter of the Healthcare Financial Management Association, Louisville.
- Nowicki, M. (2014, September). *Reimbursement in Today's Environment.* Invited presentation to the Kentucky Chapter of the Healthcare Financial Management Association, Louisville.
- Nowicki, M. (2014, September). *Economics Driving Healthcare Reform.* Invited presentation to Vandenberg AFB, Lompoc.
- Zalucki, P., and Nowicki, M. (2014, August). *Fundamentals of Healthcare Management.* Invited presentation at the Certification Preparation Course sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.
- Nowicki, M. (2014, June). *Economics Driving Healthcare Reform.* Invited presentation to Texas State University physical therapy students, San Marcos.
- Nowicki, M. (2014, June). *Healthcare Financial Management Essentials.* Invited presentation to the Symphony Group of Ascension Health, St. Louis.
- Nowicki, M. (2014, June). *Economics Driving Healthcare Reform.* Invited presentation to the Symphony Group of Ascension Health, St. Louis.
- Nowicki, M. (2014, May). *Healthcare Financial Management Essentials.* Invited presentation to Indiana University Health, Indianapolis.
- Nowicki, M. (2014, April). *Financial Management.* Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2013, November). *Economics Driving Healthcare Reform.* Invited presentation to Indiana University Health, Indianapolis.
- Roser, M.R., Feng, L., Meroney, S., Nowicki, M., and Sheff, G.S. (2013, November). *The Patient Protection and Affordable Care Act: What Does It Mean?* Invited panel discussion sponsored by the Texas State University McCoy College of Business Administration Department of Finance and Economics and the College of Health Professions, San Marcos.
- Nowicki, M. (2013, October). *Financial Management.* Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Atlanta.
- Nowicki, M. (2013, September). *Benchmarking, Fee Setting and Business Operations in Human Healthcare.* Invited presentation at the annual meeting of the Veterinary Specialty Practice Alliance, Austin.

- Zalucki, P., and Nowicki, M. (2013, August). *Fundamentals of Healthcare Management*. Invited presentation at the Certification Preparation Course sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.
- Andrews, S., Hipp, J., Nicosia, C., and Nowicki, M. (2013, June). *The Future of Healthcare Financing*. Invited panel discussion at a meeting of the South Texas Chapter of the American College of Healthcare Executives, Corpus Christi.
- Nowicki, M., Garcia, C., and Eppinette, J. (2013, May). *Sustaining a Financially Vibrant Healthcare Organization*. Invited panel discussion at the quarterly meeting of the South Texas Chapter of the American College of Healthcare Executives, San Antonio.
- Nowicki, M. (2013, May). *Economics Driving Healthcare Reform*. Invited presentation to the Tennessee Chapter of the Healthcare Financial Management Association, Franklin, Tennessee.
- Nowicki (discussant), Fisher, R., Grant, J., and Yeager, T. (2013, March). *The Organizational Theory to Implementing an Effects-based Approach to Culture*. Invited discussant at the annual meeting of the Southwest Academy of Management.
- Nowicki, M. (2013, March). *Financial Management*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2013, February). Economics Driving Healthcare Reform. Invited introductory presentation at the Central Texas Board of Managers planning retreat, Austin.
- Huenergardt, S., Lee, L., Nowicki, M., and Spacek, L. (2012, December). *Healthcare Direction*. Invited panel discussion at the fall meeting of Leadership San Marcos, San Marcos.
- Nowicki, M. (2012, October). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Scottsdale.
- Nowicki, M., (moderator). Chenven, C., Lieneck, C. (2012, August). *Accountability for the care we provide*. Invited panel discussion at the annual HFMA/ACHE Summer Institute, 2012, Austin.
- Zalucki, P., and Nowicki, M. (2012, August). *Fundamentals of healthcare management*. Invited presentation at the Certification Preparation Course sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.

- Nowicki, M. (2012, April). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2011, December). *Fundamentals of healthcare financial management*. Invited presentation sponsored by the Indiana Chapter of the Healthcare Financial Management Association, Indianapolis.
- Nowicki, M. (2011, November). *Leading in times of change: Preparedness in times of healthcare reform*. Invited keynote presentation sponsored by the Seton Family of Hospitals, Austin.
- Nowicki, M. (2011, October). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Atlanta.
- Zalucki, P., and Nowicki, M. (2011, August). *Fundamentals of healthcare management*. Invited presentation at the Certification Preparation Course sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.
- Nowicki, M. (2011, May). *Healthcare overview*. Invited presentation to the executive sales team sponsored by Cardinal Health, Dallas.
- Nowicki, M., (moderator). Durbin, B., Parrish, B., Anderson, L., and Watson, T. (2011, April). *Expert panel on healthcare finance*. Invited panel discussion at the annual conference and trade show sponsored by Texas Organization of Rural and Community Hospitals, Dallas.
- Nowicki, M. (2011, April). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2010, December). *Future of healthcare*. Invited panel discussion sponsored by Leadership San Marcos, San Marcos.
- Nowicki, M. (2010, October). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Phoenix.
- Nowicki, M. (2010, August). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.
- Nowicki, M. (2010, April). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Atlanta.

Nowicki, M., Forgione, D., Boettiger, J., and Meadows, N. (2010, January). *Sustaining a financially vibrant healthcare organization*. Moderator of a panel discussion at the joint meeting of the South Texas Chapter of the American College of Healthcare Executives and the South Texas Chapter of the Healthcare Financial Management Association, San Antonio.

Nowicki, M. (2009, November). *Healthcare financial essentials for the revenue cycle leader*. Invited presentation at the Revenue Cycle Strategies Conference sponsored by the Healthcare Financial Management Association, Chicago.

Nowicki, M. (2009, October). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Atlanta.

Nowicki, M. (2009, September). *Healthcare economics and the need for reform*. Invited presentation to the Student Economics Association of the McCoy College of Business, San Marcos.

Nowicki, M. (2009, June). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.

Nowicki, M. (2009, May). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.

Nowicki, M. (2009, March). *The effects of the economic recession on the healthcare industry*. Invited presentation at the quarterly meeting of the Kentucky Chapter of the Healthcare Financial Management Association, Louisville.

Nowicki, M. (2009, January). *Risk issues we face in our daily roles*. Panel discussion at the joint meeting of the South Texas Chapter of the Healthcare Financial Management Association and the San Antonio Chapter of the American College of Healthcare Executives, San Antonio.

Nowicki, M. (2008, October). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, San Diego.

Nowicki, M. (2008, May). *Finance*. Invited presentation at the Certification Preparation Course sponsored by the American College of Healthcare Executives, Chicago.

Nowicki, M. (2008, March). *Healthcare finance for non-financial executives*. Invited presentation at the annual meeting of the Texas Healthcare Financial Management Association, Austin.

Nowicki, M. (2007, February). *Impact of the uninsured*. Moderator of a panel discussion of San Antonio healthcare leaders to a meeting of Leadership San Antonio, San Antonio.

Nowicki, M. (2007, January). *The future of healthcare financing*. Moderator of a panel discussion of hospital CFO's to the joint meeting of the South Texas Chapter of the American College of Healthcare Executives and the South Texas Chapter of the Healthcare Financial Management Association, San Antonio.

Nowicki, M. (2006, October). *Finance*. Invited presentation at the CHE Exam Preparation Course sponsored by the American College of Healthcare Executives, Chicago.

Nowicki, M. (2006, July). *Trends that signal continuous disruption in our industry*. Invited presentation to the South Texas Chapter of the American College of Healthcare Executives, San Antonio.

Nowicki, M. (2006, July). *Walking the public reporting systems minefield*. Moderator of a panel discussion of hospital CMO's to the South Texas Chapter of the American College of Healthcare Executives, San Antonio.

Nowicki, M. (2005, July). *Financial management for healthcare executives*. Invited VHA/ACHE Summer Satellite Series presentation sponsored by the Voluntary Hospitals of America, Dallas.

Gee, P., Molpus, J., & Nowicki, M. (2005, April). *Four trends that signal disruption: Are the financial underpinnings of the healthcare delivery model under more stress than ever?* Invited webcast sponsored by the Healthcare Financial Management Association Chicago.

Nowicki, M. (January, 2005). *Developing and maintaining a strategic financial plan*. Invited video tape for TTUHSC HealthNet, Lubbock.

Nowicki, M. (January, 2005). *HIM's role in the revenue cycle*. Invited talk at the annual winter conference of the Health Information Management Program, Texas State University, San Marcos.

Nowicki, M. (2004, September). *Texoma Medical Center board retreat*. Invited one-day seminar for Texoma Healthcare System, Lake Texoma.

Nowicki, M. (2004, August). *Using financial tools to improve department operations*. Invited VHA/ACHE Summer Satellite Series presentation sponsored by the Voluntary Hospitals of America (VHA), Dallas.

- Nowicki, M. (2004, May). *Financial management*. Invited one-day seminar sponsored by the Healthcare Financial Management Association for Mercy Health Partners of Northern Ohio.
- Nowicki, M. (2004, March). *Fiscal fitness: Develop and maintain a strategic financial plan*. Invited talk at the annual meeting of the Texas Organization of Rural and Community Hospitals, Dallas.
- Nowicki, M. (2004, May). *Key indicators in hospital financial statements*. Invited presentation to the American Hospital Association, Washington, D.C.
- Nowicki, M. (2004, April). *Care management: Balancing costs and quality*. Invited presentation to the American Data Network, Glen Rose, Texas.
- Nowicki, M. (2003, October). *The future of healthcare*. Invited talk at the annual meeting of the Texas Association of Health Plans, San Antonio.
- Nowicki, M. (2003, March). *The evolving role of the healthcare CFO*. Invited presentation to the Healthcare Financial Management Association CFO Exchange, San Francisco.
- Nowicki, M., & Galloway, R. (February, 2003). *Life after your BHA*. Invited talk at the monthly meeting of the SWT Student Chapter of the American College of Healthcare Executives, San Marcos.
- Nowicki, M., & Summers, J. (December, 2002). *Personality types and healthcare CFO's*. Invited talk at the monthly meeting of the SWT Student Chapter of American College of Healthcare Executives, San Marcos.
- Nowicki, M. (2002, May). *The evolving role of the CFO*. Invited talk at the CFO Retreat, Specialty Hospital Group, Austin.
- Nowicki, M. (2002, April). *The Davis Chapter Management System (DCMS)*. Invited talk at the Healthcare Financial Management Association Leadership Training Conference, San Juan.
- Nowicki, M. (2002, January). *Improve performance & workforce retention through HFMA certification*. Invited talk at the quarterly meeting of the Oklahoma Chapter of the Healthcare Financial Management Association, Tulsa.
- Nowicki, M. (2001, September). *Business etiquette in interviews*. Invited talk at the monthly meeting of the SWT Student Chapter of American College of Healthcare Executives, San Marcos.

Nowicki, M. (2001, September). *HFMA certification*. Invited talk at the quarterly meeting of the Gulf Coast Chapter of the Healthcare Financial Management Association, Houston.

Nowicki, M. (2001, August). *Thinking through board roles, relationships, and responsibilities*. Invited talk at the annual board retreat of the Texas Hospital Association, Dallas.

Nowicki, M. (2001, June). *Welcoming remarks*. Invited talk at the Certification Luncheon during the Annual National Institute of the Healthcare Financial Management Association, San Antonio.

Nowicki, M. (2001, January). *Reducing your credentialing liability: An expert's view*. Invited talk at the annual winter conference of the Health Information Management Program, Southwest Texas State University, San Marcos.

Nowicki, M. (2000, December). *Reducing your credentialing liability: An expert's view*. Invited talk at the annual meeting of the South Texas Chapter of the American Medical Staff Professionals, San Antonio.

Nowicki, M. (2000, November). *Managing by ethics*. Invited talk at the annual meeting of the Texas Society of Medical Staff Services, Austin.

Nowicki, M. (2000, June). *HFMA certification—why and how*. Invited talk at the annual meeting of the South Texas Chapter of the Healthcare Financial Management Association, South Padre.

Nowicki, M. (2000, June). *Welcoming remarks*. Invited talk at the Certification Luncheon during the Annual National Institute of the Healthcare Financial Management Association, Orlando.

Nowicki, M. (2000, April). *Reducing your credentialing liability—an expert's view*. Invited talk at the annual meeting of the Texas Society for Medical Staff Services, Corpus Christi.

Nowicki, M. (2000, February). *Taking leadership beyond boundaries*. Invited talk at the annual meeting of the Chief Financial Officer (CFO) Forum of the Healthcare Financial Management Association, San Antonio.

Nowicki, M. (1999, May). *Financial management for non-financial managers*. Invited talk at the annual meeting of the Texas Medical Association, Dallas.

Nowicki, M. (1999, February). *The importance of certification*. Invited talk at the annual meeting of the Arkansas Chapter of the Healthcare Financial Management Association, Hot Springs.

Nowicki, M. (1998, June). *Resolving ethical disputes*. Invited talk at the quarterly meeting of the South Texas Chapter of the Healthcare Financial Management Association, South Padre Island.

Nowicki, M. (1998, June). *HFMA certification--Founders awards*. Invited talk at the quarterly meeting of the South Texas Chapter of the Healthcare Financial Management Association, South Padre Island.

Nowicki, M., & Welborn, R. (1997, March). *Professional image and business etiquette seminar*. Invited talk at the monthly meeting of the SWT Student Chapter of the American College of Healthcare Executives, San Marcos.

Nowicki, M. (1996, February). *Federal influences on state and local governments*. Invited talk at the certified public manager program of the SWT Public Service Academy, San Marcos.

Nowicki, M. (1995, June). *Preparing reviewers for AUPHA panel reviews*. Invited discussion leader at the annual meeting of the Association of University Programs in Health Administration, Chicago.

Kramer, J., & Nowicki, M. (1994, October). *Preparing program directors for AUPHA panel reviews*. Invited discussion leader at the annual leadership conference of the Association of University Programs in Health Administration, Alexandria.

Jones, W., Loebs, S., Maddox, C., & Nowicki, M. (1994, June). *The role of health administration programs in health care reform Initiatives*. Invited panel discussion at the annual meeting of the Association of University Programs in Health Administration, San Diego.

Nowicki, M. (1996, June). *New economics of hospital and ambulatory care in urban areas*. Invited talk at the annual meeting of the Texas Hospital Association, San Antonio.

Nowicki, M. (1995, February). *Healthcare reform*. Invited talk at the monthly meeting of the Austin Chapter of the Institute of Management Accountants, Austin.

Nowicki, M. (1995, January). *Healthcare reform & HIM, working with your CEO*. Invited talk at the first annual winter conference of the Health Information Management Program, Southwest Texas State University, San Marcos.

Burke, G., Nowicki, M., & Summers, J. (1994, October). *Business ethics: Three perspectives to key decisions*. Invited talk at the annual Rural or Small Hospital Fall Forum sponsored by Texas Hospital Association, Ft. Worth.

Nowicki, M. (1994, May). *Hospital strategies in response to healthcare reform*. Invited talk to the Mid Texas Chapter of the American College of Healthcare Executives, Temple.

Nowicki, M. (1994, May). *Hospital strategies in response to healthcare reform*. Invited talk at Issues in Healthcare Reform, an educational seminar sponsored by the SWT Student Chapter of the American College of Healthcare Executives, San Marcos.

Nowicki, M. (1994, March). *Healthcare Reform*. Invited talk to the SWT Student Chapter of the American College of Healthcare Executives, San Marcos.

Nowicki, M. (1994, March). *Ethical implications of management decision-making*. Invited talk to the department heads of Paradise Valley Hospital, Phoenix.

Nowicki, M. (1994, March). *Ethics, values, and healthcare*. Invited talk at the annual meeting of the Texas Nurses' Association, District 7, Temple.

Nowicki, M. (1994, March). *Managing by ethics in healthcare*. Invited talk at the quarterly meeting of the Arizona Chapter of the Healthcare Financial Management Association, Phoenix.

Nowicki, M. (1993, April). *Ethical issues in healthcare*. Invited talk at the annual pulmonary care seminar of Vencor Hospital--South Texas, San Antonio.

Nowicki, M. (1993, April). *Managing by ethics in healthcare financial management: Ano?* Invited talk at the annual meeting of the Arkansas Chapter of the Healthcare Financial Management Association, Hot Springs.

Nowicki, M. (1993, March). *Leadership: Responsibility of the educated*. Invited keynote address at the annual induction of Lambda Tau (Medical Technology Honorary), San Marcos.

Nowicki, M. (1993, March). *Healthcare reform*. Invited keynote address at the annual meeting of Medical Management Inc., San Antonio.

Nowicki, M. (1992, October). *Leadership: Responsibility of the educated*. Invited talk to the SWT Student Chapter of the American College of Healthcare Executives, San Marcos.

Hass, J. & Nowicki, M. (1992, January). *Delivery & financing of health care in the United States*. Invited discussion on KSTL Radio 1470, San Marcos.

Hass, J., McWhorter, J., Nowicki, M., & Ricker, G. (1992, January). *Delivery & financing of health care in the United States*. Invited panel discussion at a special meeting of the San Marcos Area League of Women Voters, San Marcos.

- Nowicki, M. (1992, August). *Leadership: Responsibilities of the educated*. Invited address at SWT Graduate School Commencement, San Marcos.
- Nowicki, M. (1991, November). *Managing by personality in healthcare financial management*. Invited talk at the state meeting of the Arkansas Chapter of the Healthcare Financial Management Association, Little Rock.
- Nowicki, M. (1991, September). *Ethics in health information management decision-making*. Invited talk at the quarterly meeting of the Texas Medical Records Association, District VI-B, Austin.
- Nowicki, M. (1991, May). *Managing by personality in healthcare financial management*. Invited talk at the quarterly meeting of the South Texas Chapter of the Healthcare Financial Management Association, South Padre.
- Nowicki, M. (1990, October). *Ethics in healthcare administration*. Invited talk at the quarterly meeting of the Central Texas District of the Texas Hospital Association, Waco.
- Nowicki, M. (1990, July). *The future development of the department of health administration*. Invited talk at a special meeting of the SWT Department of Health Administration faculty, San Marcos.
- Nowicki, M. (1990, July). *Ethical implications of management decision making*. Invited talk at the annual meeting of the American Veterinary Medical Record Association, San Antonio.
- Nowicki, M. (1990, June). *Quality assurance: Impact on medical record management*. Invited talk at the annual meeting of the Texas Medical Record Association, San Antonio.
- Nowicki, M. (1989, August). *Organizing the freshman seminar course*. Discussion leader at a special meeting of the SWT Freshman Seminar Faculty Orientation, San Marcos.
- Nowicki, M. (1989, May). *Profit and non-profit hospitals: Is there a difference?* Invited talk at the quarterly meeting of the South Texas Chapter of the Healthcare Financial Management Association, South Padre Island.
- Gordon, J., Bell, J., Cabaniss, C., Grant, M., & Nowicki, M. (1989, April). *Using writing in the freshman seminar*. Panel participant at the special meeting of SWT Faculty, San Marcos.
- Nowicki, M. (1988, March). *Implementing change in organizations*. Invited talk at the annual meeting of the Texas Public Health Association, San Antonio.

Nowicki, M. (1988, April). *Is quality the trend for the future?* Invited talk Texas Medical Records Association meeting, Area VI-B, Austin.

Nowicki, M. (1988, April). *Professional ethics in the food service industry.* Invited talk at the annual meeting of the Nutrition and Food Service Management Association, Austin.

Nowicki, M. (1986, April). *Missions of a comprehensive university: Teaching and research.* Invited talk at the special meeting of the SWT Department of Health Administration Faculty, San Marcos.

Nowicki, M. (1984, July). *Management issues in chemical dependency programs.* Invited talk at the annual meeting of the Kentucky School of Alcohol & Drug Studies, Highland Heights.

Nowicki, M. (1983, September). *Management under DRG's.* Invited presentation at the annual meeting of the Clinical Laboratory Management Association, Bal Harbor.

Nowicki, M. (1982, January). *Economic considerations for equipment purchases.* Invited presentation at the annual meeting of the American College of Nuclear Physicians, Tucson

Nowicki, M. (1980, January). *Humana looks at the purchase and utilization of Imaging systems.* Invited lecture at an international conference on Diagnostic Imaging in the United States sponsored by Robert S. First, Inc., Atlanta.

3. Consultancies:

Nowicki, M. (2015 to present). IBM/Truven/Simpler, Charlotte.

Nowicki, M. (2011, May). Cardinal Health, Dallas.

Nowicki, M. (2010, December). Kaiser-Permanente Regional Office, Pasadena.

Nowicki, M. (2009, July). Howard University Medical Center, Washington, D.C.

Nowicki, M. (2009, March). Lawson Software, Minneapolis.

Nowicki, M. (2008, ongoing). Healthcare Financial Management Association, Thought Leader Panel (pro-bono), Chicago.

Nowicki, M. (2008, August). University Hospitals of Cleveland, Cleveland.

Nowicki, M. (2006, July). Hopkins County Memorial Hospital (affiliated with the Baylor Health Care System), Sulphur Springs.

Nowicki, M. (2006, ongoing). The Advisory Board Company, Financial Leadership Council, Washington, D.C.

4. Workshops:

Nowicki, M. (2018, June). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Santa Fe.

Nowicki, M. (2018, May). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association at Indiana University Health, Indianapolis.

Nowicki, M. (2018, May). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Diego.

Nowicki, M. (2018, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Francisco.

Nowicki, M. (2018, January). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Naples, Florida.

Nowicki, M. (2017, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.

Nowicki, M. (2017, November). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Boston.

Nowicki, M. (2017, November). *Preparing for ACHE Certification*. Invited workshop sponsored by the South Texas Chapter of the American College of Healthcare Executives, San Antonio.

Nowicki, M. (2017, October). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, San Diego.

Nowicki, M. (2017, July). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, New York.

Nowicki, M. (2017, May). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Seattle.

- Nowicki, M. (2017, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Antonio.
- Nowicki, M. (2017, January). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Scottsdale.
- Nowicki, M. (2016, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2016, December). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Orlando.
- Nowicki, M. (2016, November). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Ft. Lauderdale.
- Nowicki, M. (2016, September). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, New Orleans.
- Nowicki, M. (2016, August). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Diego.
- Nowicki, M. (2016, April). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Rosemont.
- Nowicki, M. (2016, April). *Healthcare financial management essentials*. Invited workshop sponsored by Simpler, Charlotte.
- Nowicki, M. (2016, March). *Healthcare financial management essentials*. Invited workshop sponsored by Simpler, Charlotte.
- Nowicki, M. (2016, February). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Phoenix.
- Nowicki, M. (2015, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2015, November). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Denver.
- Nowicki, M. (2015, October). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Atlanta.

Nowicki, M. (2015, August). *Healthcare financial management essentials*. Invited workshop sponsored by Simpler, Charlotte.

Nowicki, M. (2015, June). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Cape Cod.

Nowicki, M. (2015, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Seattle.

Nowicki, M. (2015, February). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Washington, D.C.

Nowicki, M. (2015, February). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Steamboat Springs.

Nowicki, M. (2014, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.

Nowicki, M. (2014, September). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, San Francisco.

Nowicki, M. (2014, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Orlando.

Nowicki, M. (2014, February). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, New Orleans.

Nowicki, M. (2014, January). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Key West.

Nowicki, M. (2013, December). *Introduction to healthcare financial management 101*. Invited workshop to the Indiana Chapter of the Healthcare Financial Management Association, Ft. Wayne.

Nowicki, M. (2013, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.

Nowicki, M. (2013, November). *Healthcare 101: Fundamentals of healthcare financial management*. Invited workshop to the Kentucky Chapter of the Healthcare Financial Management Association, Lexington.

- Nowicki, M. (2013, November). *Healthcare 101: Fundamentals of healthcare financial management*. Invited workshop to the Kentucky Chapter of the Healthcare Financial Management Association, Louisville.
- Nowicki, M. (2013, November). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Antonio.
- Nowicki, M. (2013, June). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Cape Cod.
- Nowicki, M. (2013, August). *J1 medical hospital finance training*. Invited workshop sponsored by the Healthcare Financial Management Association to the Indiana Army National Guard, Indianapolis.
- Nowicki, M. (2013, May). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Memphis.
- Nowicki, M. (2013, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Francisco.
- Nowicki, M. (2013, January). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Park City.
- Nowicki, M. (2012, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2012, October). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Denver.
- Nowicki, M. (2012, May). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Seattle.
- Nowicki, M. (2012, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Orlando.
- Nowicki, M. (2012, February). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Las Vegas.

- Nowicki, M. (2011, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2011, November). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, San Diego.
- Nowicki, M. (2011, August). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, New York.
- Nowicki, M. (2011, April). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Seattle.
- Nowicki, M. (2011, March). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, New Orleans.
- Nowicki, M. (2011, January). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Vail.
- Nowicki, M. (2010, December). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2010, October). *Healthcare financial management essentials*. Invited workshop sponsored by the Healthcare Financial Management Association, Denver.
- Nowicki, M. (2010, October). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, San Francisco.
- Nowicki, M. (2010, May). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Seattle.
- Nowicki, M. (2010, February). *Fundamentals of healthcare financial management*. Invited two-day workshop sponsored by the Healthcare Financial Management Association, San Antonio.
- Nowicki, M. (2009, December). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2009, October). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Orlando.
- Nowicki, M. (2009, June). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Williamsburg.

- Nowicki, M. (2009, April). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Nashville.
- Nowicki, M. (2009, March). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Kentucky Chapter of the Healthcare Financial Management Association, Lexington.
- Nowicki, M. (2009, February). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Washington, D.C.
- Nowicki, M. (2009, January). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, San Antonio.
- Nowicki, M. (2008, December). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Orlando.
- Nowicki, M. (2008, December). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Chicago.
- Nowicki, M. (2008, October). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Phoenix.
- Nowicki, M. (2008, September). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Minneapolis.
- Nowicki, M. (2008, May). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, San Antonio.
- Nowicki, M. (2008, May). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Seattle.
- Nowicki, M. (2008, March). *Fundamentals of healthcare financial management*. Invited workshop by the Healthcare Financial Management Association, New Orleans.
- Nowicki, M. (2008, January). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Denver.
- Nowicki, M. (2007, November). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, San Antonio.

- Nowicki, M. (2007, October). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Nashville.
- Nowicki, M. (2007, June). *Critical financial skills for hospital success*. Invited workshop for the Indian Health Services sponsored by the American College of Healthcare Executives, Denver.
- Nowicki, M. (2007, May). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Hilton Head.
- Nowicki, M. (2007, May). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, New York.
- Nowicki, M. (2007, April). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, San Francisco.
- Nowicki, M. (2007, April). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Marco Island.
- Nowicki, M. (2007, March). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Dallas.
- Nowicki, M. (2007, February). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Charlotte.
- Nowicki, M. (2007, January). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Phoenix.
- Nowicki, M. (2006, November). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, St. Petersburg.
- Nowicki, M. (2006, September). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Nashville.
- Nowicki, M., and Berger, S. (2006, September). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Baltimore.

- Nowicki, M. (2006, August). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Coeur d'Alene.
- Nowicki, M. (2006, June). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, Cape Cod.
- Nowicki, M. (2006, May). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the Voluntary Hospitals of America (VHA), St. Louis.
- Nowicki, M. (2006, April). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Minneapolis.
- Nowicki, M., and Berger, S. (2006, April). *Critical financial skills for hospital success*. Invited workshop sponsored by the American College of Healthcare Executives, San Diego.
- Nowicki, M. (2006, March). *Fundamentals of healthcare financial management*. Invited workshop sponsored by Healthcare Financial Management Association, San Diego.
- Nowicki, M. (2006, February). *Hospital administration primer*. Invited presentation sponsored by Cepheid Corporation, Sunnyvale.
- Nowicki, M. (2006, February). *Fundamentals of healthcare financial management*. Invited workshop sponsored by Healthcare Financial Management Association, Ft. Lauderdale.
- Nowicki, M. (2005, November). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Phoenix.
- Nowicki, M. (2005, October). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Boston.
- Nowicki, M. (2005, July). *Hospital and healthcare financial management*. Invited workshop sponsored by the Texas Hospital Association, San Antonio.
- Nowicki, M. (2005, February). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association for Baylor Healthcare System, Dallas.

- Nowicki, M., & Berger, S. (2005, December). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Orlando.
- Nowicki, M. (2005, April). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Marco Island.
- Nowicki, M. (2005, April). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, Alexandria.
- Nowicki, M. (2005, March). *Fundamentals of healthcare financial management*. Invited workshop sponsored by the Healthcare Financial Management Association, San Francisco.
- Nowicki, M., & Berger, S. (2004, November). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, San Antonio.
- Nowicki, M., & Berger, S. (2004, June). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Health Executives, Albuquerque.
- Nowicki, M. (2004, April). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the Voluntary Hospitals of America (VHA), San Diego.
- Nowicki, M., & Berger, S. (2004, March). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Phoenix.
- Nowicki, M., & Berger, S. (2004, January). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College the American College of Healthcare Executives, Albuquerque.
- Nowicki, M. (2004, January). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Key West.
- Nowicki, M., & Berger, S. (2003, September). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Boston.
- Nowicki, M., & Berger, S. (2003, July). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Colorado Springs.

- Nowicki, M., & Berger, S. (2003, May). *Turning basic financial information into strategy: A Guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Hilton Head.
- Nowicki, M., & Berger, S. (2003, March). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Chicago.
- Nowicki, M., & Berger, S. (2003, January). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Snowbird.
- Nowicki, M., & Berger, S. (2002, December). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Orlando.
- Nowicki, M., & Berger, S. (2002, November). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, San Antonio.
- Nowicki, M., & Berger, S. (2002, August). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Santa Fe.
- Nowicki, M., & Berger, S. (2002, June). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Newport.
- Nowicki, M., & Berger, S. (2002, January). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited workshop sponsored by the American College of Healthcare Executives, Scottsdale.
- Nowicki, M., & Berger, S. (2001, August). *Turning basic financial information into strategy: A guide to improving the bottom line*. Invited pilot for a national seminar of the American College of Healthcare Executives, Chicago.
- Nowicki, M. (2001, May). *Supervisory management for healthcare financial managers*. Invited workshop at the national cluster of the Healthcare Financial Management Association, Las Vegas.
- Nowicki, M. (2001, April). *Supervisory management for healthcare financial managers*. Invited workshop at the national cluster of the Healthcare Financial Management Association, Hilton Head Island.

Nowicki, M. (2000, October). *Supervisory management for healthcare financial managers*. Invited workshop at the national cluster of the Healthcare Financial Management Association, New Orleans.

Koubataev, A., Nowicki, M., & Piliavsky, A. (1997, February). *Healthcare financial management in Russia*. Invited workshop for Russian Health Ministry and selected hospital chief executive officers and chief financial officers sponsored by the American International Health Alliance, Moscow, Russia.

Nowicki, M., & Koubataev, A. (1996, September). *Healthcare financial management in Estonia*. Invited workshop for Estonian hospital chief executive officers and chief financial officers sponsored by the American International Health Alliance, Tallin, Estonia.

Nowicki, M., West, T., & Koubataev, A. (1995, March). *Healthcare financial management in the Former Soviet Union*. Invited workshop for Russian hospital chief executive officers and chief financial officers sponsored by the American International Health Alliance, Golitsyno, Russia.

Nowicki, M. (1994, August). *Healthcare financial management*. Invited workshop at a conference of Indonesian hospital chief executive officers sponsored by the Institute for Training & Development, Amherst.

5. Other Works not in Print:

- a. **Works "submitted" or "under review"**
 - b. **Works "in progress"**
 - c. **Other works not in print**
- C. Grants and Contracts**

1. Funded External Grants and Contracts

Ewing, E., Nowicki, M. & Parker, R. (1975). *Analysis of Information Systems Requirements of HMO's*, grant awarded by the U.S. Department of Health, Education, and Welfare, Health Resources Administration.

2. Submitted, but not Funded, External Grants and Contracts:

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

San Antonio Chapter of the American College of Health Executives Award for Outstanding Contributions to Research	2005
Texas State University College of Health Professions Research Excellence Award	2005
Southwest Texas State University College of Health Professions Research Excellence Award	2003

IV. Service

A. Institutional

1. University:

Marshall, University Commencement	2016, Fall
Marshall, University Commencement	2014, Fall
Member, Research Misconduct Inquiry Committee	2014
Member, M & O Advisory Review Group	2014
Member, Executive Research Plan Committee	2012-13
Marshall, University Commencement	2012
Chair, Hearing Tribunal regarding faculty dismissal	2010
Member, University Council	2009
Marshall, University Commencement	2004
Member, Faculty Salary Market Study Oversight Committee	2004
Member, Coordinated Peer Review of the University Bookstore	2003
Member, Selection Committee for the Presidential Awards for Scholarship	2000-02
University Fund Drive Sector Leader	1999-present
University Teaching Excellence Initiative	1994
Faculty Senate Academic Standards Committee	1993
Faculty Senate Ad Hoc Committee on General Studies	1993
Student Commencement Speaker Selection Committee	1993-98
University Assessment Advisory Council	1993-96
Platform Marshall, University Commencement	1992
Member, Publications Subcommittee of the Public Relations Advisory Council	1991
Advisor, Alpha Lambda Delta (Freshman Honors)	1991-96
Member, Presidential Award for Excellence in Teaching Selection Committee	1991-93
Member, Academic Advising Task Force	1991-92
Member, Instructional Council	1990
Member, Faculty Workload Definition & Expectation Task Force	1989-90
Member, Assessment Task Force	1989-90
Member, Enrollment Management Task Force	1989-90

Member, Tenure & Promotion Policy Review Task Force	1987-88
Member, University Suspension Appeals Committee	1986-89

2. College

Member, College of Liberal Arts Tenure & Promotion Review Group	2016
Speaker, McCoy College of Business Alpha Kappa Psi chapter	2015
Speaker, GWU College of Public Health finance class	2015
Member, McCoy College of Business Tenure & Promotion Group	2013
Member, College of Health Professions Council	2007-2013
Member, College of Fine Arts Tenure & Promotion Review Group	2008
Member, College of Health Professions Tenure & Promotion	2006-2013
Member, Graduate Council	2006-2013
Member, College of Health Professions Budget Committee	2001-08
Member, College of Health Professions Research Enhancement Committee	2001-05
Member, College of Health Professions Student Awards Committee	2000-07
Member, College of Business Tenure & Promotion Review Group	2000-01
Member, College of Liberal Arts Tenure & Promotion Review Group	1999
Chair, School of Health Professions Grade Appeals Committee	1996-97
Member, School of Health Professions Course Evaluation Committee	1996
Member, School of Health Professions Teaching Recognition Committee	1993-95
Member, Graduate School Assessment Committee	1992-96
Member, School of Health Professions Tenure and Promotion Review Group	1992-94
Member, Graduate School Minority Scholarship Committee	1991-93
Intern, College of General Studies	1991
Member, Health Science Center Building Dedication Committee	1991
Chair, School of Health Professions Development Campaign	1990
Member, School of Health Professions Review Group	1988-95
Member, Graduate Council	1988-95
Member, School of Health Professions Council	1986-90
Marshall, Graduate School Commencement	1986, 1988, 1993, 2000, 2008

3. Department/School

Professor Member, Communication Disorders Personnel Committee	2017-present
Chair, School of Health Administration Search Committee	2014-present
Member, School of Nursing Personnel Committee	2014-2017
Presenter, Baccalaureate Program in Health Administration for AUPHA Approval	2006
Booth Manager, Texas Hospital Association Meeting	2012
Advisor, Upsilon Phi Delta	2005-07
Coordinator, MHA Field Placements	2004-05, 2010-12
Graduate Advisor	2003-2012

Coordinator, Alumni Relations	1998-07
Member, Comprehensive Exam Committee	1996
Chair, Task Force to Review AUPHA Membership	1995
Chair, Faculty Search Committee for Health Administration	1994
Chair, Faculty Search Committee for Health Information Management	1994
Co-Presenter, Baccalaureate Program in Health Administration for AUPHA Approval	1991
Acting Chair, Department of Health Administration	1990
Chair, Graduate Program Accreditation Task Force	1989
Advisor, Graduate Program in Health Administration	1987-91
Founder & Advisor, SWT Student Chapter of the American College of Healthcare Executives	1987-90
Booth Manager, Texas Hospital Association Meetings	1987-90
Program Director, Graduate Program in Allied Health Research	1987-89
Co-Presenter, Baccalaureate Program for AUPHA Approval	1987
Chair, Graduate Program Accreditation Task Force	1987
Program Director, Graduate Program in Healthcare Administration	1986-89
Program Director, Baccalaureate Program in Healthcare Administration	1986-87
Chair, Baccalaureate Program AUPHA Task Force	1986

B. Professional:

Member, Finance Committee, National ACHE	2016-present
ACHE Regent for Texas--Central & South	2016-present
ACHE Interim Regent for Texas--Central & South	2015
Board Member, Central Texas Chapter of the American College of Healthcare Executives	2015-present
Reviewer, HFMA Innovation Grant Review Team	2013-present
Member, Regents Advisory Council American College of Healthcare Executives	2008-14
Nominee, Medicare Payment Advisory Commission	2005
Member, Davis Chapter Management System Task Force, Healthcare Financial Management Association	2005-06
Member, Expert Panel, Healthcare Leadership Alliance	2004
Member, National Founders Award Task Force, Healthcare Financial Management Association	2003-04
Chair, National Board of Examiners, Healthcare Financial Management Association	2001-02
Chair, National Advisory Council on Forums, Healthcare Financial Management Association	2001-02
Member, Task Force on Charter Requirements, Healthcare Financial Management Association	2000-01
Chair, National Chapter Services Council, Healthcare Financial Management Association	2000-01

Vice Chair, National Board of Examiners, Healthcare Financial Management Association	2000-01
Group Leader—Core, National Board of Examiners, Healthcare Financial Management Association	2000-01
Member, National Board of Directors, Healthcare Financial Management Association	1999-02
Chapter Liaison Representative—Region 9, Healthcare Financial Management Association	1998-99
Member, National Advisory Council on Career Development, Healthcare Financial Management Association	1998-00
Faculty Member, On-Line Certification Course, American College of Healthcare Executives	1998
Member, Editorial Board, <i>Frontiers of Health Services Management</i>	1998-01
Member, National Board of Examiners Healthcare Financial Management Association	1997-02
Chair, Undergraduate Panel Review Team (Western Kentucky University), Association of University Programs in Health Administration	1996
Outside Reviewer, Promotion & Tenure Application, Oregon State University,	1995
Reviewer, Auburn University Application for Associate Membership in the Association of University Programs in Health Administration	1995
Chair, Undergraduate Panel Review Team (University of North Carolina), Association of University Programs in Health Administration	1995
Facilitator, Future Direction of the Association of University Programs in Health Administration	1994
Chair, Undergraduate Panel Review Team (Penn State University) Association of University Programs in Health Administration	1994
Chair, Founders Awards Committee, South Texas Chapter, Healthcare Financial Management Association	1993-03
Member, Scholarship Committee, South Texas Chapter, Healthcare Financial Management Association	1993
Member, Nominating Committee, South Texas Chapter, Healthcare Financial Management Association	1993-94
Chair, Nominating Committee, South Texas Chapter, Healthcare Financial Management Association	1992
Chair, Regents Award Selection Committee, South Texas Region, American College of Healthcare	1992
Member, Undergraduate Panel Review Team (UNLV), Association of University Programs in Health Administration	1992
Ex-Officio Member, Committee on Awards and Testimonials, American College of Healthcare Executives	1991
Chair, Book-of-the-Year Committee, American College of Healthcare Executives	1991
Member, State Coordinating Council, Healthcare Financial Management Association	1991

President, South Texas Chapter, Healthcare Financial Management Association	1991
Chair, Regents Award Selection Committee, South Texas Region American College of Healthcare Executives	1990
President-Elect, South Texas Chapter, Healthcare Financial Management Association	1990
Chair, Program Committee, South Texas Chapter, Healthcare Financial Management Association	1990
President, Central Texas Chapter, American College of Healthcare Executives	1990
Member, Book-of-the-Year Committee, American College of Healthcare Executives	1989
Oral Interviewer, Membership Exam, American College of Healthcare Executives	1989-93
Vice President, South Texas Chapter, Healthcare Financial Management Association	1989
Chair, Membership Committee, South Texas Chapter, Healthcare Financial Management Association	1989
Member, Regents Advisory Council, Texas Area A, American College of Healthcare Executives	1989-92
President-Elect, Central Texas Chapter, American College of Healthcare Executives	1989
Chair, Program Committee, Central Texas Chapter American College of Healthcare Executives	1989
Member, Regents Advisory Council, Texas, American College of Healthcare Executives	1988
Co-Founder, Central Texas Chapter, American College of Healthcare Executives	1988
Member, Program Committee, South Texas Chapter, Healthcare Financial Management Association	1988-90
Member, Task Force, South Texas Chapter, Healthcare Financial Management Association	1987-88
Member, Multihospital Systems National Advisory Committee, Joint Commission on the Accreditation of Hospitals	1983-85

C. Community:

Member, Ethics Commission, City of San Marcos	1994-96
Vice Chair, Charter Review Commission, City of San Marcos	1993
Co-Chair, Ethics Committee, Central Texas Medical Center	1991-92
Member, Ethics Committee, Central Texas Medical Center	1990-92

D. Service Honors and Awards

American College of Healthcare Executives Exemplary Service Award	2017
American College of Healthcare Executives Distinguished Service Award	2015
Honorary Member, Pi Sigma Alpha	2012
Central Texas Chapter of the American College of Healthcare Outstanding Service Award	2010
Medicare Payment Advisory Commission Nominee	2009
Southwest Texas State University College of Health Professions Service Excellence Award	2002
South Texas HFMA Distinguished Service Award	2001
Healthcare Financial Management Association Founders Medal of Honor Award for Outstanding Service	2001
Honorary Coach, SWT Volleyball	2000
Healthcare Financial Management Association Muncie Gold Award for Outstanding Service	1998
Honorary Coach, SWT Women's Basketball	1995
Alpha Lambda Delta (Freshmen Honor Society) Award for Outstanding Service as Faculty Advisor	1994
South Texas HFMA Chapter Achievement Award	1992
South Texas Chapter of the Healthcare Financial Management Association Award for Outstanding Leadership as President	1992
American College of Healthcare Executives Regents Award for Significant Contributions	1991
Healthcare Financial Management Association Follmer Bronze Award for Outstanding Service	1991
Honorary Coach, SWT Football	1990
Central Texas Chapter of the American College of Healthcare Executives Award for Outstanding Leadership as President	1990
Commonwealth of Kentucky's Kentucky Colonel Commission for Outstanding Service to the State of Kentucky	1985

E. Service Grants and Contracts

1. Funded External Service Grants and Contracts:

Nowicki, M. (2014). *Long-Term Care Gift*, \$120,896 awarded by the Williamson Foundation

Nowicki, M. (2013). *Long-Term Care Gift*, \$124,000 awarded by the Williamson Foundation.

Nowicki, M. (2012). *Long-Term Care Gift*. \$123,000 awarded by the Williamson Foundation.

Nowicki, M. (2011). *Long-Term Care Gift*. \$115,000 gift awarded by the Williamson Foundation.

Nowicki, M. (2010). *Long-Term Care Gift*. \$85,000 awarded by the Williamson Foundation.

Nowicki, M., Summers, J., Juarez, R., Pfeiffer, C., & Sullivan, S. (1995). *Community Oriented Primary Care Initiative*, \$26,500 contract awarded by the Texas Department of Health.

Nowicki, M. (1991-93). *Traineeships for Students in Graduate Health Administration Programs*, \$16,327 formula grant awarded by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration.

Nowicki, M. (1991-93). *Grants for Graduate Programs in Health Administration*, \$77,708 formula grant awarded by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration.

Nowicki, M. & Snead, B. (1989-92). *Rural Health Care Transition Grant Program*, \$147,674 grant awarded by the U.S. Department of Health and Human Services, Health Care Financing Administration.

Nowicki, M. (1991). *Recruiting Small and Rural Health CFO's to HFMA*, \$1,000 grant awarded by the Healthcare Financial Management Association.

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

Texas State Vita
as of September 2018

I. Academic/Professional Background

A. Name: Zo Ramamonjarivelo **Title:** Associate Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
PhD	2012	University of Alabama at Birmingham	Administration-Health Services	The Antecedents and Consequences of Public Hospital Privatization
MBA	2006	University of Alabama	Business Administration	

C. University Experience

Position	University	Dates
Associate Professor	Texas State University	2017-present
Assistant Professor	Governors State University	2012-2017 Tenured: May 12, 2017
Instructor	Governors State University	2011-2012

D. Relevant Professional Experience**E. Other Professional Credentials (licensure, certification, etc.)**

Lean Six Sigma Green Belt Certified-Governors State University-2013.

II. Teaching

A. Teaching Honors and Awards

B. Courses Taught:

Texas State University: Fall 2017-present

- AUPHA - Certified Bachelor of Health Care Administration Undergraduate Program
 - HA 3315 - Healthcare Administration History, Culture, and Language
- CAHME- Accredited Master of Health Care Administration Graduate Program
 - HA 5325 - Patient Care Management and Integrated Delivery Systems

Governors State University: Fall 2011- Spring 2017

- AUPHA - Certified Bachelor of Health Care Administration Undergraduate Program
 - HLAD 3104 - Health Care Statistics
 - HLAD 3106 - Introduction to Epidemiology
 - HLAD 3108 - Policy and Politics in Health Care
- CAHME- Accredited Master of Health Care Administration Graduate Program
 - HLAD 7101 - Introduction to Health Care Organizations
 - HLAD 7105 - Research Methods
 - HLAD 7111 - Organizational Theories in Health Administration
 - HLAD 8101 - Quantitative Decision Making of Health Care Organizations
 - HLAD 8102 - Health Care Program Planning and Evaluation
 - HLAD 8103 - Health Care Quality Improvement Concepts and Tools
 - HLAD 8108 - Strategic Management and Marketing

C. Graduate Theses/Dissertation, Honors Theses or Exit Committees: (if supervisor, please indicate)

MHA Thesis Committee Member

- Ann M. Jaso (2012), "Exploring the Level of Awareness of Hospice Care among Native Caregivers of the Great Lakes Region: A Pilot Study."

D. Courses Prepared and Curriculum Development:

Texas State University

- HA 3315 - Healthcare Administration History, Culture, and Language
 - Added health care-based movies for case studies.
- HA 5325 - Patient Care Management and Integrated Delivery Systems
 - Successfully made the School of Health Administration a Qualified Training Provider of Lean Six Sigma Green Belt in Health Care

- certification by the Institute of Industrial and Systems Engineers (IISE).
 - Successfully implemented the Lean Six Sigma Green Belt in Health Care certification exam as the final exam for this course.

Governors State University

- HLAD 3104 - Health Care Statistics
 - Revised the syllabus.
- HLAD 3106 - Introduction to Epidemiology
 - Revised the syllabus.
- HLAD 7101 - Introduction to Health Care Organizations
 - Revised the syllabus.
- HLAD 7105 - Research Methods
 - Revised the syllabus.
- HLAD 7111 - Organizational Theories in Health Administration
 - Revised the syllabus.
- HLAD 8102 - Health Care Program Planning and Evaluation
 - Revised the syllabus.
- HLAD 8103 - Health Care Quality Improvement Concepts and Tools
 - Changed course title.
 - Revised the syllabus.
 - Successfully made the Department of Health Administration a Qualified Training Provider of Lean Six Sigma Green Belt in Health Care certification by the Institute of Industrial and Systems Engineers (IISE).
 - Successfully implemented the Lean Six Sigma Green Belt in Health Care certification exam as the final exam for this course.
- HLAD 8108 - Strategic Management and Marketing
 - Revised the syllabus.
- HLAD 5001- An Introduction to Health Disparities
 - Successfully developed the course.
- New Bachelor and Master of Science in Health Informatics programs
 - Successfully developed the new programs.

E. Funded External Teaching Grants and Contracts:

- Employee Performance Appraisal Simulation project funded by a Mini-grant from the Association of University Programs in Health Administration (2013-2014). Amount: \$3,500.

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

- Fisk Mini-grant for technology from Governors State University (2013-2015). Amount \$600.

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:**I. Other****III. Scholarly/Creative****A. Works in Print (including works accepted, forthcoming, in press)****1. Books (if not refereed, please indicate)****a. Scholarly Monographs:****b. Textbooks:****c. Edited Books:****d. Chapters in Books:****e. Creative Books:****2. Articles****a. Refereed Journal Articles:**

Epané, J., Weech-Maldonado, R., Hearld, L., Menachemi, N., Sen, B., O'Connor, S., Ramamonjarivelo, Z. (2017). Hospitals' use of hospitalists: Implications for financial performance. *Health Care Management Review*, 00(0), 00-00 (published online, ahead of print).

McRoy, L., Epané, J., Ramamonjarivelo, Z., Powers, M., Weech-Maldonado, R., Rust, G. (2017). Country of birth and variations in asthma wheezing prevalence and emergency department utilization: A NHANES study. *Journal of Immigration and Minority Health*, 19(6), 1290-1295. DOI 10.1007/s10903-016-0459-2.

Comer-HaGans, D., Ramamonjarivelo, Z., Chambers, N. (2017). Employee Performance Appraisal Simulation (EASE). *Journal of Health Administration Education*, 34 (1), 63-84.

Ramamonjarivelo, Z., Epané, J., Hearld, L., McRoy, L., Weech-Maldonado, R. (2016). The impact of privatization on efficiency and productivity: The case of US public hospitals. *Journal of Health Care Finance*, Special Issue in Honor of Dr. Louis C. Gapenski. *Journal of Health Care Finance*, 42 (2), 104-123.

Peterson, C. E., Dykens, J. A., Brewer, N., Buscemi, J., Watson, K., Comer-HaGans, D., Ramamonjarivelo, Z., Fitzgibbon, M. (2016). Society of Behavioral Medicine supports

increasing HPV vaccination uptake: An urgent opportunity for cancer prevention. *Translational Behavioral Medicine. Policy Brief.*

- Peterson, C. E., Dykens, J. A., Brewer, N., Buscemi, J., Watson, K., Comer-HaGans, D. Ramamonjarivelo, Z., Fitzgibbon, M. (2016). Position statement: Increase HPV vaccination uptake: An urgent opportunity for cancer prevention. *Society of Behavioral Medicine.*
- Comer-HaGans, D., Austin, S., Ramamonjarivelo, Z. (2016). Individuals with disabilities who have diabetes: Do we have targeted interventions? *Intellectual and Developmental Disabilities*, 54 (2), 106-111. doi: 10.1352/1934-9556-54.2.106
- Ramamonjarivelo, Z., Weech-Maldonado, R., Hearld, L., Menachemi, N., Epané, J.P., O'Connor, S. (2015). Public hospitals in financial distress: Is privatization a strategic choice?" *Health Care Management Review*, 40 (4), 337-47. doi: 10.1097/HMR.0000000000000032
- Austin, S., Ramamonjarivelo, Z., Qu, H., Ellis-Griffith, G. (2015). Acupuncture use in the United States: Who, where, why and at what Price? *Health Marketing Quarterly*, 32 (2), 113-128.
- Ramamonjarivelo, Z., Martin, D., Martin, W. (2015). The Determinants of medical tourism intentions: Applying the theory of planned behavior. *Health Marketing Quarterly*, 32(2), 165-179.
- Chambers, N., Comer-HaGans, D., Ramamonjarivelo, Z. (2014). Approaches to engaging low-income communities in improving their diabetes health: A review of the literature published in the 21st Century. *Journal of Management Policy and Practice*, 15 (5), 82-101.
- Comer-Hagans, D., Lu, N. Ramamonjarivelo, Z. (2014). Utilization of dilated eye exams among adults with diabetes. *European Scientific Journal*, 3 (Special Edition), 35-45.
- Ramamonjarivelo, Z., Weech-Maldonado, R., Hearld, L., Pradhan, R. (2014) Public hospitals in peril: Factors associated with financial distress. *Journal of Health Care Finance*, 40 (3), 14-30.
- Elder, K., Ramamonjarivelo, Z., Wiltshire, J. C., Horn, W. S., Hullett, S. & Allison, J. (2012), Trust, Medication Adherence, and Hypertension Control in Southern African American Men. *American Journal of Public Health*. 102 (12), 2242-2245.
DOI:10.2105/AJPH.2012.300777
- Martin, D. S., Ramamonjarivelo, Z. & Martin, W.S. (2011). MEDTOUR: A scale for measuring medical tourism intentions. *Tourism Review*. 66, (1/2), 45-56.

Ayers, D., Menachemi, N., Ramamonjiarivelo, Z., Matthews, M., Brooks, R.G. (2009). Adoption of electronic medical records: The role of network effect. *Journal of Product and Brand Management*. 18, (2), 127-135.

b. Non-Refereed Journal Articles:

Rauterkus, A., Ramamonjiarivelo, Z. (2010). Why choose a credit union? Determinants of credit union deposits. *The Social Science Research Network*.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1571335.

3. Conference Proceedings

a. Refereed Conference Proceedings:

Rauterkus, A., Ramamonjiarivelo, Z., Munchus III, G. (2016). Determinants of credit union deposits during times of an economic crisis: A retrospective view. Academy of Financial Services. Las Vegas.

Comer-HaGans, D., Austin, S., Ramamonjiarivelo, Z. (2015). Individuals with disabilities and diabetes: Do we have targeted interventions? MBAA International Annual Conference -Business & Health Administration Association. Chicago.

Ramamonjiarivelo, Z. (2014). Is privatization the solution to the financial distress of public hospitals? Academy of Management. Philadelphia.

Chambers, N., Comer-HaGans, D., Ramamonjiarivelo, Z. (2014). Approaches to engaging low-income communities in improving their diabetes health: A review of the literature published in the 21st century. MBAA International Annual Conference -Business & Health Administration Association. Chicago.

b. Non-Refereed Conference Proceedings

4. Abstracts:

Ramamonjiarivelo Z., Comer-HaGans, D., Chukwudozie, I. B., Spencer, S., Henderson, V., Pittendrigh, B., Bravo, J. B., Watson, K., Balthazar, C., Winn, R., Odoms-Young A., Hoskins, K. Creating a mobile device-based educational animation for African American women with hereditary breast cancer risk. Poster presentation at the American Association for Cancer Research Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities at and the Medically Underserved. Atlanta, September 2017.

Comer-HaGans, D., Ramamonjiarivelo, Z., Spencer, S., Kaur, R., Chukwudozie, B., Henderson, V., Watson, K., Balthazar, C., Evans, R., Winn, R., Odoms-Young, A., Hoskins, K. Motivating African American women with hereditary breast cancer risk to participated in genetic counselling. Poster presentation at the American Association

for Cancer Research Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities at and the Medically Underserved. Atlanta, September 2017.

Ramamonjarivelo Z., Weech-Maldonado, R., McRoy, L., Epané, J.P., Zengul, F., Hearld, L. The impact of privatization of public hospitals on payer mix. Poster presentation at AcademyHealth Annual Research Meeting. New Orleans, June 2017.

Ramamonjarivelo Z., Zengul, F., Epané, J.P., Hearld, L., McRoy, L., Weech-Maldonado, R. Does the provision of high-technology services change after the privatization of public hospitals? Poster presentation at AcademyHealth Annual Research Meeting. New Orleans, June 2017.

Comer-HaGans, D., Austin, S., Ramamonjarivelo, Z. Disparities in diabetes complication prevention among individuals with diabetes and cognitive limitation disabilities. Poster presentation at AcademyHealth Annual Research Meeting. New Orleans, June 2017.

Ramamonjarivelo, Z., Austin, S., Comer-HaGans, D. Assessing health services utilizations of individuals diagnosed with coronary heart disease and diabetes. Podium presentation at MBAA International, Chicago, March 2017.

Austin, S., Ramamonjarivelo, Z., Comer-HaGans, D. An estimation of total health care expenditures associated with osteoarthritis and coronary heart disease co-morbidity among US adults. Podium presentation at MBAA International, Chicago, March 2017.

Austin, S., Ramamonjarivelo, Z., Comer-HaGans, D. Health Care Utilization among U.S. Adults with Arthritis and Coronary Heart Disease: Evidence for Action. Poster presentation at American Public Health Association Annual Meeting. Denver, November 2016.

Watson, K., Comer-HaGans, D., Ramamonjarivelo, Z. "GUIDE (GSU-UICC-Disparities-Education)-Training and Research Program: Improving Outcomes Through Partnerships and Training". Podium presentation at American Public Health Association Annual Meeting. Denver, Oct 29-Nov 2, 2016.

Ramamonjarivelo, Z., Hearld, L., Weech-Maldonado, R. The impact of public Hospitals' privatization on nurse staffing. Poster presentation at AcademyHealth Annual Research Meeting. Boston, June 2016.

Epané, J.P., Mc. Roy, L., Ramamonjarivelo, Z., Zengul, F., Weech-Maldonado, R. Hospitalists and Hospitals' Patients' Experience of Care (HCAHPS). Poster presentation at AcademyHealth Annual Research Meeting. Boston, June 2016.

Epané, J.P., Weech-Maldonado, R., Hearld, L., Menachemi, N., Sen, B., O'Connor, S., Ramamonjarivelo, Z. Hospital financial performance implications for use of hospitalists. Poster presentation at AcademyHealth Annual Research Meeting. Boston, June 2016.

Ramamonjarivelo, Z., Comer-HaGans, D., Austin, S. The characteristics of individuals who access health care at a full vs. partial patient-centered medical home: A patient perspective. Podium presentation at MBAA International. Chicago, April 2016.

Comer-HaGans, D., Austin, S., Ramamonjarivelo, Z. Diabetes complication prevention among individuals with cognitive limitations. Podium presentation at *MBAA International*. Chicago, April 2016.

Austin, S., Comer-HaGans, D., Ramamonjarivelo, Z. Arthritis and coronary heart disease dyad: Health-related quality of life and health care utilization among U.S. adults. Podium presentation at MBAA International. Chicago, April 2016.

Ramamonjarivelo, Z., Comer-HaGans, D., Austin, S. The characteristics of individuals who access health care at a full vs. partial patient-centered medical home: A patient perspective. Podium presentation at Governors State University Research Day. University Park, April 2016.

Comer-HaGans, D., Ramamonjarivelo, Z. Health disparities among children with disabilities. Podium presentation at Governors State University Faculty Salon. April 2015.

Ramamonjarivelo Z., Comer-HaGans, D., Austin S. Factors associated with employment status and financial situation of individuals diagnosed with cancer. Podium presentation at MBAA International Conference. Chicago, March 2015.

Austin, S., Ramamonjarivelo, Z., Comer-HaGans, D. Individual or contextual factors: What matters most in uptake of pneumococcal vaccination among high-risk group individuals in the U.S.? Podium presentation at MBAA International Annual Conference. Chicago, March 2015.

Ramamonjarivelo, Z., Luceta, M., Epané, J.P., Hearld, L., Weech-Maldonado, R. The impact of privatization on efficiency and productivity: The case of American public hospitals.

Poster presentation at AcademyHealth Annual Research Meeting. Minneapolis, June 2015.

Luceta, M., Epané, J.P., Ramamonjarivelo, Z., Powers, M., Xu, J., Weech-Maldonado, R. Rust, G. Country of birth and variations in asthma and wheezing prevalence, and emergency department utilization in children: A NHANES study. Poster presentation at AcademyHealth Annual Research Meeting. Minneapolis, June 2015.

Epané, J.P., Luceta, M. Ramamonjarivelo, Z., Weech-Maldonado, R. Hospitalists and hospitals' processes of care for pneumonia.

Poster presentation at AcademyHealth Annual Research Meeting. Minneapolis, June 2015.

Ramamonjarivelo, Z., Weech-Maldonado, R., Hearld, L. Factors associated with disparities in receipt of patient-centered care and its impact on outcomes among cancer patients.

Poster presentation at Interdisciplinary Summer School "Social Sciences Meet Health Care". Dresden, Germany, September 2014.

Ramamonjarivelo Z., Hearld, L., Epané, J.P., McRoy & L. Weech-Maldonado, R. Privatization of public hospitals and its impact on community orientation. Poster presentation at AcademyHealth Annual Research Meeting. San Diego, June 2014.

McRoy, L., Ramamonjarivelo, Z., M., Epané, J.E., Kilgore, M., Weech-Maldonado. Direct-to-consumer advertising and asthma diagnosis of Medicaid-insured children.

Poster presentation at AcademyHealth Annual Research Meeting. San Diego, June 2014.

Ramamonjarivelo, Z., Weech-Maldonado, Hearld, L., Pradhan, R. & Morrisey, M. Is privatization the solution to the financial distress of public hospitals? Poster presentation at AcademyHealth Annual Research Meeting. Baltimore, June 2013.

Comer-Hagans, D., Ning, L. & Ramamonjarivelo, Z. Socioeconomic status and demographic disparities in utilizing dilated eye exam.

Poster presentation at AcademyHealth Annual Research Meeting. Baltimore, June 2013.

Epané, J. P., Ramamonjarivelo, Z., McRoy, L., & Weech-Maldonado, R. Are faith-based hospitals different from other private not-for-profit hospitals: A longitudinal analysis (2000-2010).

Poster presentation at AcademyHealth Annual Research Meeting. Baltimore, June 2013.

Ramamonjarivelo, Z., Weech-Maldonado, R., Hearld, L., Menachemi, N., Epané, J., O'Connor, S. (2013). Privatization of Public Hospitals from 1997 to 2009. Is financial distress a major factor? Podium presentation at AcademyHealth Annual Research Meeting. Baltimore, June 2013.

Ramamonjarivelo, Z., Weech-Maldonado, R., Hearld, L., Epané, J., & Pradhan, R. The antecedents of public hospitals' financial distress. Poster presentation at AcademyHealth Annual Research Meeting. Florida, June 2012.

Austin, S., Qu, H., Griffith, E. & Ramamonjarivelo, Z. Factors influencing acupuncture utilization among adults in the United States: results from a socio-behavioral model. Poster presentation at AcademyHealth Annual Research Meeting. Orlando, FL. June 2012.

Ramamonjarivelo, Z., Panjamapirom, A., Austin, S. Gupte, G. & King, K. Understanding Globalization of Healthcare through Medical Tourism: A Resource-Based View Approach. Poster presentation at American College of Healthcare Executives Panel on Medical Tourism. Triangle Healthcare Executives' Forum of North Carolina, Cary, NC. June 2012.

Elder, K., Baek, J.D., & Ramamonjarivelo, Z. Impact of patient and socio-demographic factors on perception of patient-centered care among people with chronic condition. Poster presentation at American Public Health Association Annual Meeting and Exposition. Washington, DC. October 29-November 2, 2011.

Ramamonjarivelo, Z., Elder K. Wiltshire, & J. Piper C. African American men's rating of health care quality: An assessment of the Consumer Assessment of Health Plans. Poster presentation at American Public Health Association Annual Meeting and Exposition. Washington, DC. October 29-November 2, 2011.

Elder, K., Ramamonjarivelo, Z., Wiltshire, J., & Piper C. African American men's rating of healthcare and its impact on healthcare utilization. Poster presentation at American Public Health Association Annual Meeting and Exposition. Washington, DC. October 29-November 2, 2011.

Ramamonjarivelo, Z., Weech-Maldonado, R., & Menachemi, N. Ownership Conversion Trends Among Non-Federal General Medical and Surgical Hospitals. Poster presentation at AcademyHealth Annual Research Meeting. Seattle, WA. June 2011.

Ramamonjarivelo, Z., Elder, K., Wiltshire, J. C., Horn, W. S., Hullett, S. & Allison, J. Trust, Medication Adherence, and Hypertension Control in Southern African American Men. Poster presentation at AcademyHealth Annual Research Meeting. Seattle, WA. June 2011.

Austin, S. & Ramamonjarivelo, Z. Chiropractic Medicine: Respondents Characteristics, Reasons for Utilization, and Differences in Reasons for Use by Gender. Poster presentation at AcademyHealth Annual Research Meeting. Seattle, WA. June 2011.

Gupte, G., Austin, S., Ramamonjarivelo, Z., & Panjamapirom, A. Acceptance of innovative teaching tools among healthcare management educators. Poster presentation at the Association of University Programs in Health Administration Annual Meeting. Charleston, SC. June 2011.

Ramamonjarivelo, Z., Panjamapirom, A., Gupte, G. & Au, D. Healthcare Management Education: Meeting the Challenges in Healthcare. Poster presentation at Association of University Programs in Health Administration Annual Meeting. Portland, OR. June 2010.

Austin, S., Ramamonjarivelo, Z. & Shewchuk, R. Why Do Individuals Receive Acupuncture: A Cross-Sectional Analysis Based on US Adult Sample? Poster presentation at AcademyHealth Annual Research Meeting. Boston, MA. June 2010.

Panjamapirom, A., Gupte, G., Ramamonjarivelo, Z., Austin, S. & Au, D. Medical Tourism: A Systematic Review of the Literature. Poster presentation at AcademyHealth Annual Research Meeting. Boston, MA. June 2010.

Ramamonjarivelo, Z. & Gupte, G. Medical Tourism: A Cost-Benefit Analysis. Poster presentation at AcademyHealth Annual Research Meeting. Chicago, IL. June 2009.

5. Reports:

Ramamonjarivelo, Z., Hearld, L., Weech-Maldonado, R. The impact of the privatization of public hospitals on nurse staffing. R03 Grant Final Progress Report submitted to the Agency for Healthcare Research and Quality (November 29, 2017).

Ramamonjarivelo, Z., Hearld, L., Weech-Maldonado, R. The impact of the privatization of public hospitals on nurse staffing. R03 Grant Interim Progress Report submitted to the Agency for Healthcare Research and Quality (November 29, 2016).

6. Book Reviews:**7. Other Works in Print:****Encyclopedia entries:**

Ramamonjarivelo, Z. (2014). Perspective on Bumrungrad International Hospital. A Perspective in "Understanding Medical Tourism" In: Anthony J. Culyer (ed). *Encyclopedia of Health Economics*. Volume 3. San Diego: Elsevier, 2014, 404-410. doi:10.1016/B978-0-12-375678-7.01007-5.

B. Works not in Print**1. Papers Presented at Professional Meetings:**

Ramamonjarivelo, Z., Hearld, L., Weech-Maldonado, R. The impact of the privatizations of public hospitals on nurse staffing. Academy of Management. Atlanta, August 2017.

Ramamonjarivelo, Z., Zengul, F., Epané, J.P., Hearld, L., McRoy, L., Weech-Maldonado, R. The privations of public hospitals and the provision of high-technology services. Academy of Management. Atlanta, August 2017.

Ramamonjarivelo, Z., McRoy, L., Epané, J.P., Hearld, L., Weech-Maldonado, R. The impact of privatization on efficiency and productivity: The case of American public hospitals. Academy of Management. Vancouver, August 2015.

Comer-HaGans, D., Austin, S., Ramamonjarivelo, Z. Individuals with disabilities and diabetes: Do we have targeted interventions? MBAA International Annual Conference. Chicago, March 2015.

Ramamonjarivelo Z., Weech-Maldonado, R., Hearld, L., Pradhan, R. Is privatization the solution to the financial distress of public hospitals? Academy of Management. Philadelphia, August 2014.

Ramamonjarivelo Z., Hearld, L., Epané, J.P., McRoy, L. Weech-Maldonado, R. Privatization of public hospitals and its impact on community orientation. Academy of Management. Philadelphia, August 2014.

Ramamonjarivelo Z., Is privatization the solution to the financial distress of public hospitals? Academy of Management. Philadelphia, August 2014.

Chambers, N., Comer-HaGans, D., Ramamonjarivelo, Z. Twenty-first century approaches on engaging low-income communities in improving their diabetes health. MBAA International. Chicago, March 2014.

Ramamonjarivelo, Z. Public hospitals in peril: Factors associated with financial distress. Academy of Management Annual Meeting. Orlando, August 2013.

2. Invited Talks, Lectures, and Presentations:

3. Consultancies:

4. Workshops:

5. Other Works not in Print

a. Works “submitted” or “under review”:

- Comer-HaGans, D., Austin, S., Ramamonjarivelo, Z., Matthews, A. Diabetes health services utilization among individuals with diabetes and cognitive limitation disabilities. *Preventive Medicine*.
- Ramamonjarivelo, Z., Weech-Maldonado, R., Hearld, L., Pradhan, R. The impact of public hospitals' privatization on financial performance. *Medical Care Research and Review*.
- Ramamonjarivelo, Z., Hearld, R., Epané, J.P., McRoy, L., Weech-Maldonado, R. Assessing the impact of privatization of public hospitals on community orientation: A stakeholder approach. *Advances in Health Care Management*.
- Ramamonjarivelo, Z., Comer-HaGans, D., Austin, S., Watson, K., Matthews, A. Racial and geographic differences in access to a usual source of care that follows the patient-centered medical home model: Analyses from the Medical Expenditure Panel Survey data. *Patient Experience Journal*.
- Austin, S., Ramamonjarivelo, Z., Comer-HaGans, D., Pisu, M. Trends and racial/ethnic disparities in pneumococcal polysaccharide vaccination. *Population Health Management Journal*.

b. Works “in progress”:

- The factors associated with disparities in genetic counselling utilization among high-risk breast cancer individuals.
- The impact of public hospitals' privatization on nurse staffing.
- The impact of public hospitals' privatization on payer-mix.
- The impact of public hospitals' privatization on medical high-technology adoptions.
- The impact of access to a patient-centered medical home on health care utilizations and costs.

c. Other works not in print:**C. Grants and Contracts****1. Funded External Grants and Contracts:**

- R03-Agency for Healthcare Research and Quality (2015-2017).
 - **Project Title:** The Impact of Public Hospitals' Privatization on Nurse Staffing.
 - **Role:** Principal Investigator.
Amount: \$84,760

2. Submitted, but not Funded, External Grants and Contracts:

- Robert Wood Johnson Foundation (2017)
Project Title: Building trust and mutual respect to improve healthcare.
Amount: \$250,000.
- R21- National Institute of Minority Health and Disparities (2017).
 - **Project Title:** Assessing the impact of Medicaid expansion on racial and ethnic disparities in diabetes-related ambulatory care sensitive hospitalizations". (Not funded but scored and received invitation to resubmit).
Amount: \$275,000
- Robert Wood Johnson Foundation (2017)
 - **Project Title:** Trends, Geographical disparities and determinants: An analysis of rural and urban ambulatory care sensitive emergency department visits.
Amount: \$150,000
- New Connections: Increasing Diversity of Robert Wood Johnson Programming (2016 and 2017).
 - **Project Title:** Factors associated with disparities in cancer patients' experience with care using a nationally representative sample.
Amount: \$50,000

3. Funded Internal Grants and Contracts:

- **Research Enhancement Program – Texas State University**
Assessing racial/ethnic disparities in experiences of care among Medicare beneficiaries diagnosed with cancer using the linked SEER-CAHPS® Database. (January 2018-May 2019).
 - **Amount:** \$8,000

- **Research Training Grant – Governors State University**
Training offered by the Agency for Health Care Research and Quality to use the Medical Expenditure Panel Survey Data.
 - **Amount:** \$3,000

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

- The Programs to Increase Diversity among Individuals Engaged in Health-Related Research (AZ PRIDE) funded by the National Heart, Lung, and Blood Institute (June 2016-June 2017).
 - **Role-** Mentee/Trainee
- The GUIDE Cancer Disparities Research Training. P20 Grant funded by the National Institutes of Health/National Cancer Institute- P20 Grant (September 1, 2015- August 31,2019).
 - **Role-** Mentee/Trainee
- Best paper award, MBAA International -Business and Health Administration Association Annual Meeting, 2015.
- All Academy of Management William H. Newman Award nominee, 2014.
- Academy of Management Health Care Management Division best dissertation-based paper nominee, Academy of Management Annual Meeting, 2014.
- Academy of Management Health Care Management Division best paper nominee, Academy of Management Annual Meeting, 2014.
- Second best dissertation paper, Academy of Management Annual Meeting, 2013.
- Dr. M. Alfred Haynes Research Training Institute for Social Equity Scholar, 2013.
- Third Best Poster Award, Association of University Programs in Health Administration, 2011.

IV. Service

A. Institutional

Texas State University

1. University:

2. College:

- **College of Health Professions:**
 - Member of the College Curriculum Committee (Fall 2017-present).

3. Department/School**Governors State University****1. University:**

- Member of Faculty Senate Executive Committee (2016 -2017).
- Member of the Faculty Senate (2014-2017).

2. College:

- **College of Health and Human Services:**
 - Member of the College of Health and Human Services Strategic Planning Committee (Spring 2016).
 - Member of Curriculum Committee of the College of Health and Human Services (2011-2014).

3. Department/School:

- Member of the Master of Health Administration Program Admission Committee (2014-2017).
- Member of the Accreditation Committee for Health Administration Department (Fall 2011-Spring 2017).
- Member of the Faculty Search Committee (2011-2017).
- Founder and Coordinator of the Upsilon Phi Delta Honor Society Governors State University Chapter (2014-2017).
- Member of the Bachelor and Master of Health Informatics Programs Committee (2013-2016).
- Student Advisor-Master of Health Administration student advisor (2011-2017).

B. Professional:**Manuscript/Abstract Reviewer**

- Academy of Management (2008-present).
- AcademyHealth (2016).
- American Public Health Association (2016).
- European Academy of Management (2016-present).
- Southern Management Association (2008-present).
- Southern Management Association Best Paper Committee Member (2016).
- Journal of Health Care Management (2014-present).
- AIMS Public Health (2016-present).
- Patient Experience Journal (2016-present).
- Health Services Management Research (2017-present).

C. Community:

- Community Health Council Member of Advocate South Suburban Hospital (July 2016-Summer 2017).
- Member of the Friends of Park Forest Health Department Advisory Board (Fall 2012-Spring 2016).
- University Park Children Health Fair (January 2012).

D. Services, Honors and Awards:

E. Service Grants and Contracts:

1. Funded External Service Grants and Contracts:

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

TEXAS STATE VITA

September 201

I. Academic/Professional Background

A. Name: Dr. Cecil Oren Renick Title: Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
JD	1983	Mississippi College	Law	
MPH	1974	Tulane University	Health/Health Care Administration/Management	
THM	1970	New Orleans Baptist Theol. Sem.	Theology/Theological Studies	
MA	1967	Mississippi College	History, General	The Great Adventure: The Work of the Rev. Dr. W.P. Davis & the Committee of Concern
BA	1966	Mississippi College	Political Science and Government, General	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Professor, School of Health Administration	Texas State University., TX	September 2001 - Present
Tenure, Department of Health Administration	Texas State University., TX, United States	September 1996 - Present
Adjunct Professor, Department	Medical College of Wisconsin., WI, United States	September 2007 - August 2014
Director, Service Learning Initiative, Academic Affairs	Texas State University., TX, United States	September 2007 - September 2010
Chair, Department of Health Administration	Texas State University., TX, United States	September 2003 - August 2007
Adjunct Associate Professor, Department	Medical College of Wisconsin., WI, United States	September 1997 - August 2006
Associate Professor, Department of Health Administration	Southwest Texas State University., TX, United States	September 1995 - August 2001

Assistant Professor, Department of Health Administration	Southwest Texas State University., TX, United States	September 1990 - August 1995
Adjunct Assistant Professor & Preceptor, Schools of Medicine & Public Health	Tulane University	September 1979 - August 1990
Adjunct Assistant Professor & Practicum Supervisor, School of Business	Mississippi College., MS, United States	September 1976 - August 1981
Professor & Practicum Supervisor, Seminary Extension Dept.	Southern Baptist Convention	September 1978 - August 1980
Professor, Department	John Curtis Junior College	September 1969 - August 1970

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Executive Director	Equicor, Inc., Equicor Health Plan (Chicago & Northwest Indiana), Chicago, IL, United States	May 1987 - September 1990
Executive Director	Louisiana Foundation for Medical Care, Inc., New Orleans, LA, United States	1986 - 1987
Executive Director	Southeast Louisiana Medical Review Foundation, Inc., New Orleans, LA, United States	January 1979 - May 1986

E. Other Professional Credentials (licensure, certification, etc.)

Fellow, American College of Healthcare Executives. (1990 - Present).

Healthcare Management Certification. (1990 - Present).

Louisiana State Bar Association. (1984 - Present).

Mississippi State Bar Association. (1983 - Present).

Licensure, American Bar Association. (1983 - Present).

II. TEACHING

A. Teaching Honors and Awards:

Award/Honor Recipient: Favorite Professor, Alpha Chi National College Honor Society.

2017

**Award/Honor Recipient: Service-Learning Excellence Fellow.
2017**

Award / Honor Recipient: Favorite Professor, Alpha Chi National College Honor Society.

2011

Award / Honor Recipient: Runner-Up Award, Presidential Award for Excellence in Teaching.

2011

Award / Honor Recipient: Faculty Excellence Award in Teaching, College of Health Professions.

2009

Award / Honor Nominee: Piper Professor Nominee, Texas State University.

1999

1994

Award / Honor Nominee: School Awards for Teaching, Scholarship and Service, School of Health Professions.

1999

1998

Award / Honor Recipient: Favorite Professor, Alpha Chi National College Honor Society.

1996

1994

Award / Honor Recipient: Who's Who in America.

1994

Award / Honor Recipient: Honorary Member, Golden Key National Honor Society, Texas State University.

1993

Award / Honor Recipient: Teacher of the Year, School of Health Professions.

1993

B. Courses Taught:

Texas State University:

AHS 5307 - TRE & ISS AH ED

HA 3311 - INDEPENDENT STUDY

HA 3324 - SPVSRY MGMT MGRS
HA 3327 - ESSENT HLTHCARE LA
HA 3327 - ESSENT HLTHCARE LAW
HA 3327 - MEDICOLEGAL ASP OF HA
HA 3341 - TRNG & PR DEV HLTH
HA 3347 - ESSENT HLTHCRE LAW
HA 4121 - PROB IN HA
HA 4121 - PROB IN HC ADMIN
HA 4221 - PROB IN HA
HA 4302 - MANAGED CRE ORG&ADMIN
HA 4302 - MNGED CRE ORG & AD
HA 4304 - PATIENT CARE MGMT
HA 4307 - ESSENT HLTHCRE LAW
HA 4327 - MEDICLEG ASP HA
HA 4328 - HOSPITAL ORG
HA 4328 - HOSPITL ORG&MGT
HA 4440 - PRAC INTNSHP A
HA 4441 - PRAC INTNSHP B
HA 4441 - TUTOR HLTH ADM
HA 5111 - TOPICS IN HA
HA 5211 - TOPICS IN HA
HA 5304 - HEALTHCARE FIN THEORY
HA 5311 - TRENDS HLTH ADMIN
HA 5321 - HEALTHCARE LAW
HA 5323 - ADM MGD CARE ORG

HA 5399A - THESIS

HA 5399B - THESIS

HHR 5111 - PROB IN AHS

HHR 5211 - PROB IN AHS

HIST 1320 - HIST US TO DATE

HON 2306B - BASEBALL & AM EXP

HON 2391F - BASEBALL & AMERICA

HON - THESIS

LTCA 5322 - ORGANIZATION LTCA

LTCA 5324 - MANAGEMENT LTC FAC

D. Courses Prepared and Curriculum Development:

History of Civilization, Curriculum Development, John Curtis Junior College. Taught: 1969 - 1970.

United States Government, Curriculum Development, John Curtis Junior College. Taught: 1969 - 1970.

United States History, Curriculum Development, John Curtis Junior College. Taught: 1969 - 1970.

Organizational Behavior and Design, Curriculum Development, Medical College of Wisconsin. Taught: 1997 - 2006.

Additional Comments: (Distance Learning M.P.H. Degree Program for Physicians)

Health Services Management, Curriculum Development, Mississippi College. Taught: 1976 - 1981.

Additional Comments: (Managed Care Systems & Continuous Quality Improvement)

Hospital Administration Practicum, Curriculum Development, Mississippi College. Taught: 1976 - 1981.

Hospital Management Policies, Curriculum Development, Mississippi College. Taught: 1976 - 1981.

Ethics, Curriculum Development, Seminary Extension Department. Approved: 1978 - 1980.

Theology, Curriculum Development, Seminary Extension Department. Approved: 1978 - 1980.

Health Services Management, Curriculum Development, Tulane University. Taught: 1979 - 1990.

Additional Comments: (Managed Care Systems & Continuous Quality Improvement)

Problems in Public Health Practice- Preceptor, Curriculum Development, Tulane University. Taught: 1979 - 1990.

Honors 2391- Baseball and the American Experience, First Time Course Preparation, Texas State University. Taught: 2005 - Present.

Health Care Law, Revise Existing Course, Medical College of Wisconsin. Taught: 1997 - 2006.

HA 5307- Trends and Issues in Allied Health Education- Continuous Quality Improvement, Revise Existing Course, Texas State University. Approved: 1991 - 1996.

HA 5311- Trends and Issues in Healthcare Administration- Continuous Quality Improvement, Revise Existing Course, Texas State University. Approved: 1991 - 1996.

HA 4302- Managed Care Organizations and Management, Revise Existing Course, Texas State University. Approved: 1995.

Additional Comments: Managed Care

HA 5111- Managed Care Organizations and Management, Revise Existing Course, Texas State University. Approved: 1995.

Additional Comments: Directed Study Elective

HA 5211- Managed Care Organizations and Management, Revise Existing Course, Texas State University. Approved: 1995.

Additional Comments: Directed Study Elective

HA 5323- Managed Care Organizations and Alternative Delivery Systems, Revise Existing Course, Texas State University. Approved: 1995.

Additional Comments: Managed Care

G. Teaching Professional Development Activities Attended

Dean's Seminar, "Genetic Testing and the Diagnosis of Pediatric Maladies," College of Health Professions, San Marcos, TX, United States. (November 2017).

College of Health Professions Annual Scroll Ceremony, "Duties and Responsibilities of My Chosen Profession," College of Health Professions, San Marcos, TX, United States. (September 2017).

Meeting of the Board Directors and Arizona Programs, "Strategic Marketing," National Volunteer Caregiving Network, Phoenix, AZ, United States. (June 2017).

College of Health Professions, "Interprofessional Education Event," San Marcos, TX, United States (May 2017).

Healthcare Landscape 2017, "The Challenge of Change," ACHE, San Antonio, TX, United States. (February 2017).

Collaborative, "Ethical Challenges in Healthcare Leadership" and "Creating a Committed Workforce," ACHE, San Marcos, TX, United States. (November 2016).

Dean's Seminar, "Respiratory Muscle Testing and Training," College of Health Professions, Round Rock, TX, United States. (November 2016).

Annual Conference, "Connect, Collaborate, Celebrate," Shepherd's Centers of America and the National Volunteer Caregiving Network, Kansas City, MO, United States. (October 2016).

Annual Scroll Ceremony and Inter-professional Education Event, "Ethical Leadership," College of Health Professions, San Marcos, TX, United States. (September 2016).

Annual Conference, "Co-opetition and Collaboration," School of Health Administration, San Marcos, TX, United States. (April 2016).

Annual Conference, "Aging in Community – Home and Community-Based Programs," American Society on Aging, Washington, DC, United States. (March 2016).

Training, "Seven Habits of Highly Effective People: Habits Six and Seven: Synergy and Sharpening the Saw," Texas State University, San Marcos, TX, United States. (February 2016).

Collaborative, "Successfully Leading Change in Healthcare Organizations and Recognizing and Addressing Conflicts of Interest," ACHE, San Marcos, TX, United States. (November 2015).

Meeting, "The Future of Seton Health Plans and Pharmacyclics," Healthcare Leadership Coalition, San Marcos, TX, United States. (November 2015).

College of Health Professions Annual Scroll Ceremony, "Building a Successful Career Upon the Firm Foundation of Three L's," College of Health Professions, San Marcos, TX, United States. (October 2015).

Online Course, "Instructional Technologies Support, Foundations of Online Course Design and Development," Texas State University, San Marcos, TX, United States. (July 2015).

Training, "Instructional Technologies Support Training," Texas State University, San Marcos, TX, United States. (June 2015).

Symposium, "Cooperstown Symposium on Baseball and American Culture," National Baseball Hall of Fame, Cooperstown, NY, United States. (May 2015).

Meeting of the Board of Directors, "Strategic Management," National Volunteer Caregiving Network, Long Beach, CA, United States. (April 2015).

Training, "EEO and Title IX Online Course," Texas State University, San Marcos, TX, United States. (April 2015 **and April 2017**).

Meeting, "Balancing Strength and Warmth: Diversity and Leadership in Health Care," Healthcare Leadership Coalition, San Marcos, TX, United States. (February 2015).

Symposium, "Cooperstown Symposium on Baseball and American Culture," National Baseball Hall of Fame, Cooperstown, NY, United States. (May 2013).

Symposium, "Cooperstown Symposium on Baseball and American Culture," National Baseball Hall of Fame, Cooperstown, NY, United States. (May 2012).

Symposium, "Cooperstown Symposium on Baseball and American Culture," National Baseball Hall of Fame, Cooperstown, NY, United States. (June 2011).

Symposium, "Cooperstown Symposium on Baseball and American Culture," National Baseball Hall of Fame, Cooperstown, NY, United States. (June 2010).

Symposium, "Cooperstown Symposium on Baseball and American Culture," National Baseball Hall of Fame, Cooperstown, NY, United States. (June 2009).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

a. Scholarly Monographs:

Refereed:

Renick, O., Estrada, A., Hamed, N., Williams, S. H. (2005). *A civic engagement paradigm for reforming higher eEducation & recreating the community.* San Marcos, TX: Texas Institute for Long Term Care, Texas State University.

Renick, O., Dolezal, C., Marlow, T. (2000). *Faith in action: A mutual adoption pact institute for quality improvement in long term health care.* San Marcos, TX: Southwest Texas State University.

Renick, O., Barber, A., Ermis, E. (1996). *World of wisdom, Age of innocence: An intergenerational exchange program.* San Marcos, TX: Institute for Quality Improvement in Long Term Health Care, Southwest Texas State University.

c. Edited Books:

Refereed:

Renick, O., Osborne, R., Hamid, M. (2006). *The ties that bind.* Springfield, MO: TMA Press.

Renick, O., Marlow, T. (2001). *The ties that bind.* Dunedin, FL: TMA Press.

Renick, O., Dolezal, C., Tscalidis, E. (1998). *The ties that bind.* Dunedin, FL: TMA Press.

d. Chapters in Books:

Refereed:

Renick, O., Velez, L., Gibb, R., Switzer, K. (2013). Racing into the Storm. *Women's Marathonning.* Jackson, MS: The University Press of Mississippi.

Renick, O., Rosen, J., Louis, J., Schmeling, M. (2010). Inextricably Linked. *Fame to Infamy: Race, Sport & the Fall from Grace.* Oxford, MS: The University of Mississippi Press.

Renick, O., Osborne, R., Hamid, M. (2006). A Civic Engagement Paradigm for Programs of Health Services Administration. *The Ties That Bind.* Springfield, MO: TMA Press.

Osborne, R., Renick, O. (2005). Service Learning. *Handbook on the Teaching of Psychology.* Washington, D.C.: American Psychology Association.

Renick, O. (1999). The Hispanic History of San Marcos. *Reprint Three Chapters of The ties that bind.* Hays County Historical Commission.

e. Creative Books:

Renick, O. (2015). *Smoke over Mississippi: a journey of hope and reconciliation.* Covington, LA: Insight Press.

2. Articles:

a. Refereed Journal Articles:

- Renick, O. (2007). The devastation of Mel Parnell's New Orleans: Katrina was no baseball Annie. *The Cooperstown Symposium on Baseball and American Culture*, 214-227.
- Renick, O., Metzler, L., Murray, J., Renick, J. (2005). A civic engagement paradigm for reforming health administration education & recreating the community. *The Journal of Health Administration Education*(Winter), 107-118.
- Renick, O. (2003). When New York was the capital of baseball: Remembering Bob Cooke and the Herald Tribune. *The Cooperstown Symposium on Baseball and American Culture*, 244-256.
- Renick, O. (2002). How Thomson's shot heard round the world changed my life & made me a hero. *The Cooperstown Symposium on Baseball & American Culture*(December), 30-50.
- Renick, O., Hale, J., Metzler, L. (2002). The searchers II: How consumers can find cost-effective, quality health care. *Employee Benefits Journal*(December), 28-35.
- Renick, O., Marlow, T., Edwards, E. (2001). Intergenerational alliances: Leading the way to healthier communities. *Long-Term Care Interface*(April), 41-46.
- Renick, O. (2001). Safe at Home: Forging intergenerational alliances. *The Cooperstown Symposium on Baseball & American Culture*, 25-39.
- Hrehor, K., Renick, O. (2001). The legal challenge to ERISA preemptions. *Employee Benefits Journal*(March), 25-29.
- Renick, O., Ransom, S. (2001). The search for eden: An alternative path for nursing homes. *Long-Term Care Interface*(January), 45-48.
- Renick, O., Nelson, M. (2000). Advance patient directives: In the eye of the storm. *Long-Term Care Interface*(May/June), 35-42.
- Renick, O., Nelson, M. (2000). Advance patient directives: Personal peace, economic boon. *Long-Term Care Interface*(July/August), 41-43, 46.
- Renick, O., Chamberlain, C., Marlow, T., Schade, B. (2000). The searchers: How consumers can find cost effective, quality health care. *Employee Benefits Journal*(March), 3-8.
- Renick, O. (1999). Satisfaction surveys and the physician-patient relationship. *Reporter*(July/August), 1-2.

- Renick, O., Barber, A., Ermis, E., Williams, S., Blunk, E. M. (1997). An intergenerational exchange program: Addressing isolation and loneliness in nursing homes. *The Southwest Journal on Aging*, 12, 21-25.
- Renick, O. (1997). How to purchase the right health care in an age of chaos. *Quest for Quality and Productivity in the Health Services*(September), 49-57.
- Renick, C. O., Hodges, S., McDonald, M. (1996). Educational Reform in Healthcare Administration. *Medical Interface*(January), 96-100.
- Renick, O., Thompson, R. (1996). Quality initiatives & health care reform. *Medical Interface*(October), 105-108.
- Renick, C. O., Hanson, S., Nelson, M. (1994). Advance patient directives: Are they worth it? *Medical Interface*(June), 149-152.
- Renick, C. O., Hanson, S., Nelson, M. (1994). Advance patient directives: Assessing the alternatives. *Medical Interface*(May), 118-122.
- Renick, C. O., Hanson, S., Nelson, M. (1994). Advance patient directives: Preserving consumer choice. *Medical Interface*(April), 84-87.
- Renick, C. O. (1994). The search for value: A quality improvement cycle linking process, outcomes, & patient satisfaction. *The Journal of Health Administration Education*(Winter), 29-38.
- Renick, C. O., Thompson, R. (1993). A suggested paradigm for developing quality initiatives in health care. *Medical Interface*(May), 46-52.
- Renick, C. O. (1993). Smoke over Mississippi: Leadership's response. *Search*(Winter), 6-12.
- Renick, C. O., Hanson, S. (1992). Managed health-care systems: Worthy tools for reform. *Medical Interface*(October), 70-76.
- Renick, C. O. (1990). Exhausting administrative remedies in appeals of PRO contract bid rejections: A case study. *The Medical Staff Counselor*(Spring), 51-56.
- Renick, C. O. (1988). Why did HCFA sabotage this doctor-run PRO? *Medical Economics*(September), 48-53.
- Miller, R., Renick, C. O. (1976). A review of the Mississippi professional standards review organization screening criteria for diabetes mellitus. *Journal of the Mississippi State Medical Association*, XVII(2), 44-46.
- Miller, R., Renick, C. O. (1975). An introduction to the development of screening criteria for the Mississippi professional standards review organization. *Journal of the Mississippi State Medical Association*, XVI(10), 326-346.

Miller, R., Renick, C. O. (1975). The criteria manual of the Mississippi professional standards review organization. *Journal of the Mississippi State Medical Association*, XVI(11), 343-346.

b. Refereed Journal Articles Submitted:

Renick, C. O., Adepoju, O. (2017). Bridging the gap to patient centered care: integrating community based volunteer caregiving in integrated delivery care models. *Journal of Ambulatory Care Management* (not accepted for publication).

Adepoju, O., Morrison, E., Renick, C.O. (2017). The role of diversity and inclusion in health administration. *The Journal of Health Administration Education* (not accepted for publication).

c. Non-refereed Articles:

Renick, C. O. (2017). Non-emergency medical transportation program implemented at Texas State University. *News You Can Use*, 1-3.

Renick, C. O. (2015). Intergenerational service learning: A model for volunteer caregiving. *Health Progress*, 39-43.

Renick, C. O. (2015). NVCN Initiatives. *News You Can Use*, 1-2.

Renick, C. O. (2015). The widow's might. *San Marcos Daily Record*, 1A & 16A.

Kolb, A., Valentine, C., Williams, S., Renick, C. O. (2007). Effects of strong for life exercise program on functional performance of older adults. *Gerinotes*, 5-8.

Renick, C. O. (2004). Cowboy on the Mound: The Tex Hughson story. Part 1. Be trustworthy. *San Marcos Daily Record*, 1A, 8A-9A.

Renick, O. (2004). Cowboy on the Mound: The Tex Hughson story. Part 2. Be resolute. *San Marcos Daily Record*, 1A, 3A & 7A.

Renick, C. O. (2004). Cowboy on the Mound: The Tex Hughson story. Part 3. Be prepared. *San Marcos Daily Record*, 1A, 7A.

Renick, O., Schultz, T., Rizvi, F. (2000). Full circle: Full justice. (The Legal Issues of Universal Web Access). *Universal Web Accessibility Symposium*, Section2.

Renick, O. (1998). Going Home. *Between the Lines*.

Renick, O. (1994). Oregon's healthcare rationing plan. *One Voice*, 3.

Renick, O. (1993). Coalition continues to work: Survey developed to ask patients to say what they like. *One Voice*, 3.

Renick, O. (1993). Hawaii's healthcare system: Reform at the state level. *One Voice*, 4.

Renick, O. (1993). Test phase of coalition's patient satisfaction survey completed. *One Voice*, 1,4.

Renick, O. (1992). America's health dollar in 1990 and beyond. *One Voice*, 2.

Renick, O. (1992). Employee assistance programs: A caveat. *One Voice*, 3.

Renick, O. (1992). Managed healthcare systems: A cause whose time has come. *One Voice*, 1 & 5.

Renick, O. (1992). Out of the chaos. *One Voice*, 2.

Renick, O. (1992). The search for value: A quality improvement cycle linking process, outcomes, and patient satisfaction. *One Voice*, 6.

Renick, O. (1990). Managed health care systems: A revolution in the making. *The Forum*, 3, 4-5.

Renick, O. (1990). The search for value. *The Medical Manager*, 4-6.

4. Abstracts:

Renick, C. O., Osborne, R., Bohn, M. (2005). *Establishing common ground: Using humanities courses to teach students the value of difference*. (pp. 238).

Renick, C. O. (1999). *Intergenerational alliances: Leading the way to healthier communities*.

5. Reports:

Renick, C. O. (2012). *Texas Long Term Care Institute: a culture change model of quality improvement: foundations for change at the Brenham state supported living center*. San Marcos, TX: Texas State University.

Renick, C. O. (2011). *Texas Long Term Care Institute: summary of activities for fiscal year 2011*. San Marcos, TX: Texas State University.

Renick, C. O. (2010). *Texas Long Term Care Institute: summary of activities for fiscal year 2010*. San Marcos, TX: Texas State University.

Renick, C. O. (1999). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

Renick, C. O. (1998). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

Renick, C. O. (1997). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

Renick, C. O. (1996). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

Renick, C. O. (1995). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

Renick, C. O. (1994). *An interview with the Hon. T. F. Badon, county attorney of Amite county from 1960-1972*.

Renick, C. O. (1994). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

Renick, C. O. (1993). *An oral history: Conversations with Edward Lea Caston, sheriff of Amite county, Mississippi from 1960-1964*.

Renick, C. O. (1993). Patient satisfaction reports. *Annual Project of the Insurance Committee*. San Marcos, TX: Southwest Texas State.

6. Book Reviews:

Oliver-Brandon, Bonnie, & Renick, C. O. (2017). *Smoke over Mississippi*.

Fields, S., Renick, C. O. (2014)]. *A locker room of her own: celebrity, sexuality & female athletes*.

Additional Comments: Review commends essay (chapter) on Roberta Gibb, Katherine Switzer & women's marathon by Renick, O. & Velez, L.

Renick, C. O. (2002). *The Challenge of Regulating Managed Care*.

Renick, C. O. (1999). Intergenerational Communication. Between the Lines. *The Ties That Bind*.

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

Renick, C., American Society on Aging Annual Conference, "Intergenerational service learning: a model for volunteer caregiving and patient centered care," Chicago, IL, United States. (March 2017).

Renick, C., NVCN/SCA National Conference, Connect, Collaborate, Celebrate, "A hero of service: The Rev. Dr. William Penn Davis and the quality diamond," book signing event, Kansas City, MO, United States. (October 2016).

Renick, C., NVCN/SCA National Conference, Connect, Collaborate, Celebrate, "Intergenerational service learning: bridging the generational divide," Kansas City, MO, United States (October 2016).

Renick, C., College of Health Professions Inaugural Inter-professional Education Conference, "The Rev. Dr. William Penn Davis and the quality diamond," Texas State University, San Marcos, TX, United States. (September 2016).

Renick, C., Mississippi Department of Archives and History, History is Lunch Series, "Smoke over Mississippi: a journey of hope and reconciliation," book signing event, Jackson, MS, United States. (June 2016).

Renick, C., Perspectives in Baptist History and Identity, "Dr. William Penn Davis: a life given to hope and reconciliation," book signing event, Baylor University, Waco, TX, United States. (May 2016).

Renick, C., Commencement Address, "Smoke over Mississippi: a journey of hope and reconciliation," book signing event, Texas Christian High School, Houston, TX, United States. (May 2016).

Renick, C., Smoke over Mississippi: a journey of hope and reconciliation, "Health Information Management Spring Conference, Ethics Address," book signing event, Texas State University, San Marcos, TX, United States. (April 2016).

Renick, C., Interfaith Caregivers of Greater Mercer County, "Smoke over Mississippi: a journey of hope and reconciliation," book signing event, Lawrenceville, NJ, United States. (April 2016).

Renick, C., United Campus Ministry, Keynote Address, "Smoke over Mississippi: a journey of hope and reconciliation," book signing event, San Marcos, TX, United States. (April 2016).

Renick, C., Honors College, "Smoke over Mississippi: a journey of hope and reconciliation," book signing event, Texas State University, San Marcos, TX, United States. (March 2016).

Renick, C., Spring Session of the General Missionary Baptist State Convention of Mississippi, History Presentation, "Smoke over Mississippi: a journey of hope and reconciliation," book signing event, Natchez, MS, United States. (March 2016).

Renick, C., Tabert, J., American Society on Aging Annual Conference, "Volunteer caregiving: longevity, cost effectiveness and quality of life," Washington, DC, United States. (March 2016).

Renick, C., Franks, A., 27th Cooperstown Symposium on Baseball and American Culture, "A murderers' row of anti-heroes: Ty Cobb meets Walter White," National Baseball Hall of Fame, Cooperstown, NY, United States. (May 2015).

Additional Comments: The paper was selected for a plenary session presentation. It was co-presented with a student from my Honors College course entitled Baseball and the American Experience. The detailed abstract is attached.

Renick, C. O., NVCN/SCA National Conference. Soaring into the Future, "Bridging the gap to patient centered care: community based volunteer caregiving," Lake Junaluska, NC, United States. (October 2014).

Renick, C. O., NVCN/SCA National Conference. Soaring into the Future, "The Quality Diamond," Lake Junaluska, NC, United States. (October 2014).

Renick, C. O., Ramos, M., Twenty-Fifth Cooperstown Symposium on Baseball & American Culture, "Mario's choice: to cheat or not to cheat," Cooperstown, NY, United States. (May 2013).

Renick, C. O., Emmons, M., Twenty-Fourth Cooperstown Symposium on Baseball & American Culture, "Umpire Gary Darling: arbitrator of America's game," Cooperstown, NY, United States. (May 2012).

Renick, C. O., Twenty-Third Cooperstown Symposium on Baseball & American Culture, "Roberto Clemente & continuous quality improvement: move over Deming, Crosby, Juran, Shewhart, & Covey," Cooperstown, NY, United States. (June 2011).

Renick, C. O., Renick, O., Caring for the Caregivers Seminar, "Lou Gehrig & ALS: a caregiver's story," Austin, TX, United States. (September 2010).

Sullivan, B., Renick, C. O., Lou Gehrig & ALS: a caregiver's story, "Lou Gehrig & ALS: a caregiver's story," Cooperstown, TX, United States. (June 2010).

Renick, O., Renick, J., Twenty First Cooperstown Symposium on Baseball & American Culture, "The rev. Billy Sunday: fire around the bases & brimstone along the sawdust trail," Cooperstown, NY, United States. (June 2010).

Renick, C. O., "Rays of Hope" National Conference for Caregiver Organizations, "Intergenerational alliances: preparing tomorrow's caregivers," Orlando, FL, United States. (April 2010).

Renick, C. O., Sullivan, B., "Rays of Hope" National Conference for Caregiver Organizations, "Lou Gehrig & ALS: a caregiver's story," Orlando, FL, United States. (April 2010).

Renick, O., Annual Managers' Meeting, "Put me in coach...I'm ready to play...a new ballgame," McCoy's Building Supply Company, Galveston, TX, United States. (January 2010).

Renick, C. O., Twentieth Cooperstown Symposium on Baseball and American Culture, "Mario Ramos: A baseball life in transition," Cooperstown, NY, United States. (June 2008).

Renick, O., Osborne, R., Learning Express Webinar of the Robert Wood Johnson Foundation's Faith in Action Program, "How to develop youth volunteer programs with higher education institutions." (May 2008).

Renick, C. O., Nineteenth Cooperstown Symposium on Baseball and American Culture, "Biloxi baseball blues: A Post-Katrina Story of Resilience," Cooperstown, NY, United States. (June 2007).

Renick, C. O., International Race, Ethnicity, and Place Conference, "An antidote to radical religious fundamentalism: Interfaith caregiving, dialogue, and alliances," Texas State University, San Marcos, TX, United States. (November 2006).

Renick, C. O., Kozak, T., Robertson, K., Eighteenth Cooperstown Symposium on Baseball and American Culture, "Katina was no "baseball Annie": The devastation of Mel Parnell's New Orleans," Cooperstown, NY, United States. (June 2006).

Osborne, R., Renick, C. O., Bohn, M., International Conference on New Directions in the Humanities, "Establishing common ground: Using humanities courses to teach students the value of difference," University of Cambridge, Cambridge, United Kingdom. (August 2005).

Renick, O., Annual Meeting of the Association of University Programs in Health Administration, "Service-learning & the ethics of engagement," Boston, MA, United States. (June 2005).

Renick, O., Seventeenth Cooperstown Symposium on Baseball and American Culture, "The promise of '46: The baseball journey of Dave "Boo" Ferriss," Cooperstown, NY, United States. (June 2005).

Renick, O., Health and Long-Term Care Crisis Estate Planning Seminar, "Identifying the problem," San Antonio, TX, United States. (May 2005).

Renick, O., Nowicki, M., AUPHA's Annual Meeting, "A civic engagement paradigm for Reforming Health Administration Education and Recreating the Community," San Diego, CA, United States. (June 2004).

Renick, O., Sixteenth Cooperstown Symposium on Baseball & American Culture, "Cowboy on the mound: The Tex Hughson story," Cooperstown, NY, United States. (June 2004).

Renick, O., Osborne, R., Pedagogies of Engagement Conference of the Association of American Colleges and Universities, "Pedagogies of engagement: Service-learning," Chicago, IL, United States. (June 2004).

Renick, O., 2004 Congress on Healthcare Management of the American College of Healthcare Executives, "Ethical decision making through quality improvement," Chicago, IL, United States. (March 2004).

Renick, O., 2004 State Meeting of the Robert Wood Johnson Foundation's Faith in Action Programs, "Smoke over Mississippi: The interfaith response," Round Rock, TX, United States. (February 2004).

Renick, O., Metzler, L., Williams, S. H., Robert Wood Johnson Foundation's FIA National Conference, "A service-learning paradigm: MAP, safe at home & strong for life," Indianapolis, IN, United States. (April 2003).

Renick, O., Fourteenth Cooperstown Symposium on Baseball and American Culture, "Remembering Bob Cooke, the Herald Tribune, and when New York was the capitol of baseball," Cooperstown, NY, United States. (June 2002).

Renick, O., Murray, J., Metzler, L., Texas School Safety Center's Annual State Safety Summit, "Service-learning: Mutual adoption pact & safe at home programs," Austin, TX, United States. (March 2002).

Renick, O., Murray, J., Metzler, L., College of Health Profession's Research Forum, "Service-learning: Mutual adoption pact & safe at home programs," San Marcos, TX, United States. (March 2002).

Renick, O., Thirteenth Cooperstown Symposium on Baseball and American Culture, "How Thomson's shot heard round the world changed my life and made me a hero," Cooperstown, NY, United States. (June 2001).

Renick, O., Southwest Regional Safe Schools Conference and the National Resource Center for Safe Schools, "Mutual adoption pact," Austin, TX, United States. (February 2001).

Renick, O., Universal Web Accessibility Symposium, "Full circle: Full justice. (The Legal Issues of Universal Web Access)," San Antonio, TX, United States. (October 2000).

Renick, O., Twelfth Cooperstown Symposium on Baseball and American Culture, "Safe at home: Forging intergenerational alliances," Cooperstown, NY, United States. (October 2000).

Renick, O., Dolezal, C., Marlow, T., Mendez, H., Williams, J., Thirty-Third Presidential Seminar, "Intergenerational alliances: Leading the way to healthier communities," Southwest Texas State University, San Marcos, TX, United States. (April 2000).

Renick, O., Journal Club, "Patient satisfaction surveys and the consumer accolades network," Medical College of Wisconsin, Milwaukee, WI, United States. (March 2000).

Renick, O., Renick, J., Texas Education Association for the T-STAR Network, "Writing on the wall," Austin, TX, United States. (February 2000).

Renick, O., Marlow, T., Annual Meeting of the Association of Schools of Allied Health Professions, "Intergenerational alliances: Leading the way to healthier communities," Atlanta, GA, United States. (October 1999).

Renick, O., Marlow, T., Annual Meeting of the Texas Society of Allied Health Professions, "The mutual adoption pact: Building intergenerational relationships," San Marcos, TX, United States. (October 1999).

Renick, O., the Annual Meeting of the Interfaith Volunteer Caregivers of the Robert Wood Johnson Foundation, "The mutual adoption pact & the ties that bind," Kansas City, MO, United States. (June 1999).

Renick, O., Dolezal, C., Marlow, T., Annual Congress on Administration of the American College of Healthcare Executives, "Intergenerational alliances: Leading the way to healthier communities," Chicago, IL, United States. (March 1999).

Renick, O., Annual Regional Meeting of the National Federation of Interfaith Caregivers, "The mutual adoption pact & the ties that bind," Denton, TX, United States. (March 1999).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "A critical pathway to professional responsibility," San Antonio, TX, United States. (October 1998).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "The confessions of a managed care advocate," San Antonio, TX, United States. (October 1998).

Renick, O., National Council on the Aging Annual Conference, Vital Aging: Partnering for the Future, "The mutual adoption pact: Creating win-win intergenerational alliances," Washington D.C., United States. (April 1998).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "Train the trainers: The eden alternative," San Marcos & New Braunfels, TX, United States. (April 1998).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "Train the trainers: The eden alternative," San Marcos & New Braunfels, TX, United States. (March 1998).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "The mutual adoption pact: Creating win-win intergenerational alliances," Houston, TX, United States. (October 1997).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "Train the trainers: The eden alternative," San Marcos & New Braunfels, TX, United States. (October 1997).

Renick, O., annual conference of the Society for Health Systems of the Institute of Industrial Engineers (Managing Resources Across the Continuum of Care), "How to purchase the right healthcare in an age of chaos," St. Louis, MO, United States. (September 1997).

Renick, O., Annual Meeting of the Texas Society of Allied Health Professions, "Train the trainers: The eden alternative," San Marcos & New Braunfels, TX, United States. (May 1997).

Renick, O., annual meeting of the Texas Society of Allied Health Professions, "Buying the right health care in a world of chaos," Austin, TX, United States. (November 1996).

Renick, O., annual Texas All Well Health Promotion Conference, "The selection and implementation of intergenerational programs for community organizations," San Marcos, TX, United States. (June 1996).

Renick, O., Fifth Annual Intergenerational Conference sponsored by Texas Generations United, "Bridging the generations," San Marcos, TX, United States. (April 1996).

Renick, O., Tenth Anniversary Meeting of The Texas Long Term Care Volunteer Conference, "World of wisdom, age of innocence: An intergenerational exchange program," Austin, TX, United States. (March 1996).

Renick, C., Health Information Management Winter Conference, "The managed care revolution," San Marcos, TX, United States. (January 1996).

Renick, O., Texas Health Information Management Association, "The search for value," District 17, Austin, TX, United States. (November 1995).

Renick, O., Ermis, E., first national Intergenerational Institute sponsored by Clemson University's Strom Thurmond Institute and Department of Parks, Recreation and Tourism Management, and the Leisure and Aging Section of NRPA, "World of wisdom, age of innocence: An intergenerational exchange program," District 17, San Antonio, TX, United States. (October 1995).

Renick, O., Annual meeting of the Texas Society of Allied Health Professions, "World of wisdom, age of innocence: An intergenerational exchange program," District 17, Austin, TX, United States. (October 1995).

Renick, O., Fourth Annual TAGS/DAGS (Gerontology Societies). Summer Forum. Cooperation or Competition? Intergenerational Issues in an Aging Society, "Intergenerational programs & initiatives," Arlington, TX, United States. (July 1995).

Renick, O., annual All Well Texas School Health Promotion Conference, "World of wisdom, age of innocence: An intergenerational exchange program," San Marcos, TX, United States. (June 1995).

Renick, O., annual All Well Texas School Health Promotion Conference, "World of wisdom, age of innocence: An intergenerational exchange program," San Marcos, TX, United States. (May 1995).

Renick, O., annual meeting of the American Academy of Religion (Ethics Section), Southwestern Commission, "Golden rule leadership: The ethical basis for continuous quality improvement," Dallas, TX, United States. (March 1995).

Renick, O., annual meeting of the Texas Society of Allied Health Professions, "Advance patient directives: Are they worth it?," El Paso, TX, United States. (October 1994).

Renick, O., Youth Exchanging With Seniors (Y.E.S.). annual meeting of the All-Well School Health Relations Conference for teachers and health educators entitled "Comprehensive School Health: Putting the Pieces Together", "Intergenerational relationships: Leadership, service and independence," San Marcos, TX, United States. (June 1994).

Renick, O., annual meeting of the American Academy of Religion (Ethics Section), "Advance patient directives: Assessing the alternatives," Dallas, TX, United States. (March 1994).

Renick, O., Medical News network (Seattle taping for national distribution), "Continuous quality improvement & physician practice patterns," Seattle, WA, United States. (March 1994).

Renick, O., annual meeting of the American Academy of Religion (Ethics Section)American Managed Care and Review Association's annual Managed Care Summit & Exhibition, "The search for value: A quality improvement cycle linking process, outcomes, & patient satisfaction," Seattle, WA, United States. (March 1994).

Renick, O., Medical News network (Seattle taping for national distribution), "Continuous quality improvement & physician practice patterns," Seattle, WA, United States. (October 1993).

Renick, O., annual meeting of the American Academy of Religion (Ethics Section)American Managed Care and Review Association's annual Managed Care Summit & Exhibition, "Intergenerational relationships: Leadership, service, & independence," San Marcos, TX, United States. (June 1993).

Renick, O., Paper Technology, and Information Symposium for Educators sponsored by the Association of University Programs in Health Administration, "Healthcare coalitions: Reform at the grassroots," Philadelphia, PA, United States. (April 1993).

Renick, O., annual meeting of the Texas Society of Allied Health Professions, "Research on a shoestring: The center for the study of quality," Dallas, TX, United States. (October 1992).

Renick, O., Paper Technology, and Information Symposium for Educators sponsored by the Association of University Programs in Health Administration annual meeting of

- the Texas Society of Allied Health Professions, "Research on a shoestring: The center for the study of quality," Dallas, TX, United States. (October 1992).
- Renick, O., Quality, Technology, and information Symposium for Educators sponsored by the Association of University Programs in Health Administration, "The search for value: A quality improvement study model for linking outcomes, process, and patient satisfaction," Philadelphia, PA, United States. (June 1992).
- Renick, O., Annual meeting of the American Academy of Religion (Ethics Section). Southwestern Commission, "Smoke over Mississippi: Leadership's response," Dallas, TX, United States. (March 1992).
- Renick, O., Annual meeting of the Texas Society of Allied Health Professions, "Advance directives: Preserving consumer choice," Lubbock, TX, United States. (October 1991).
- Renick, O., Scientific poster Paper presented at the 8th International Symposium on Quality Assurance in Health Care, "Quality questions and quality initiatives: A suggested paradigm for developing quality improvement methods," Washington D.C., United States. (May 1991).
- Renick, O., annual quality assurance conference of the American Managed Care and Review Association, "Evaluating the referral patterns of primary care physicians," New Orleans, LA, United States. (December 1990).
- Renick, O., Mulvihill, L., annual conference and exhibition of the American Managed Care and Review Association, "The search for value: A medical care evaluation study linking quality, cost, and member satisfaction," San Antonio, TX, United States. (1988).
- Renick, O., annual Tri-Regional Peer Review Organization Conference, "Rights of employers and employees," St. Petersburg, FL, United States. (1986).
- Renick, O., seminar of the Greater Baton Rouge Health Care Alliance, "Trends in health benefit design," Baton Rouge, LA, United States. (1986).
- Renick, O., Southwest Regional Seminar of the American College of Utilization Review Physicians, "Implementation and management of the prospective payment system," Dallas, TX, United States. (1984).
- Renick, O., Cowie, M., National Data Assembly of the American Medical Peer Review Association, "Using non-acute profiles to identify problems under the prospective payment system," Reno, NV, United States. (1983).
- Renick, O., Gevertz, C., Hyde, C., national Data Assembly of the American Medical Peer Review Association, "Using non-acute profiles to identify problems under the prospective payment system," Reno, NV, United States. (1982).

2. Invited Talks, Lectures, and Presentations:

Renick, C., leading age Texas leadership conference, "The Rev. Dr. William Penn Davis and the quality diamond," Leading Age, Horseshoe Bay, TX, United States. (February 2017).

Renick, C., guest lecture on ethics and history, "Smoke over Mississippi: a journey of hope and reconciliation," Mississippi College, Clinton, MS, United States. (October 2016).

Renick, C., networking call, "Promoting population health through a continuum of care: safe at home," Catholic Health Association, Washington, DC, United States. (February 2015).

Renick, O., caregiving & dementia seminar, "Transition leadership: patient centered care, the Affordable Care Act & volunteer caregiving," Texas State University, San Marcos, TX, United States. (November 2014).

Renick, O., welcome & opening ceremonies. NVCN/SCA National Conference, "Reflection & reunion," Lake Junaluska, NC, United States. (October 2014).

Renick, O., Annual meeting of the membership of NVCN, "The state of the National Volunteer Caregiving Network & volunteer caregiving," Lake Junaluska, NC, United States. (October 2014).

Renick, O., culture change symposium, "Culture change in Texas," Texas Culture Change Coalition & Texas Long Term Care Institute, San Marcos, TX, United States. (September 2012).

Renick, O., faith community nurse training & certification program, "Legal issues for faith community nursing," Texas Long Term Care Institute, San Marcos, TX, United States. (April 2012).

Renick, O., culture change symposium, "Culture change in Texas," Texas Culture Change Coalition & Texas Long Term Care Institute, San Marcos, TX, United States. (September 2011).

Renick, O., faith community nurse training & certification program, "Legal issues for faith community nursing," Texas Long Term Care Institute, San Marcos and San Antonio, TX, United States. (May 2011).

Renick, O., faith community nurse training & certification program, "Legal issues for faith community nursing," Texas Long Term Care Institute, San Marcos and San Antonio, TX, United States. (February 2011).

Renick, O., "Journaling: capturing our story," First Baptist Church, San Marcos, TX, United States. (September 2010).

Renick, O., faith community nurse training & certification program, "Comparing the great world religions & Legal issues for faith community nursing," Texas Long Term Care Institute, San Marcos, TX, United States. (May 2010).

Renick, O., "Journaling: capturing our story," Lion's Club, San Marcos, TX, United States. (April 2010).

Renick, O., Faith in Action National Network, "Spirituality & dementia," San Marcos, TX, United States. (December 2009).

Renick, O., Philosophy Dialogue, "Aesthetics & athletics: reflections on baseball," Texas State University, San Marcos, TX, United States. (March 2009).

Renick, O., Address to the Texas State University Baseball Team & Coaches, "Put me in coach...I'm ready to play...a new ballgame," Texas State University, San Marcos, TX, United States. (January 2009).

Renick, O., Leadership San Marcos, "A terminal condition: America's health care crisis of high cost, questionable quality and declining access," Central Texas Medical Center, San Marcos, TX, United States. (December 2007).

Renick, O., Chancellor's Council, "Everything I need to know about healthcare I learned from baseball," Texas State University System, Austin, TX, United States. (August 2007).

Renick, O., Brannon, S., Lee, J., Williams, S., "Intergenerational service-learning & I civic engagement programs," Presbyterian Women, First Presbyterian Church, San Marcos, TX, United States. (September 2006).

Renick, O., Campus Christian Community – Faculty Lunch Bunch, "Smoke over Mississippi," San Marcos, TX, United States. (October 2005).

Renick, O., Multicultural Talent Show of the School of Social Work and the Student Affairs Diversity Team, "The music of the civil rights movement," Texas State University, San Marcos, TX, United States. (March 2005).

Renick, O., Campus Christian Community, "Women heroes of America's civil rights movement," San Marcos, TX, United States. (February 2005).

Renick, O., Teaching and Learning Excellence Series for New Faculty, "Presentation on grantsmanship," Texas State University, San Marcos, TX, United States. (December 2004).

Renick, O., Estrada, A., Williams, S., Philosophy Dialogue Series, "A civic engagement paradigm for reforming higher education," San Marcos, TX, United States. (October 2004).

Renick, O., Department of Philosophy Dialogue Series, "Civic engagement: Achieving service excellence at Texas state university," Texas State University, San Marcos, TX, United States. (October 2004).

Renick, O., presentation at the Rotary, "Cowboy on the mound: The Tex Hughson story," San Marcos, TX, United States. (September 2004).

Renick, O., "Smoke over Mississippi," First Christian Church, Energizers, San Marcos, TX, United States. (July 2004).

Renick, O., Campus Christian Community – Faculty Lunch Bunch, "Smoke over Mississippi," San Marcos, TX, United States. (February 2004).

Renick, O., Racial Harmony Day Conference, "Smoke over Mississippi: The interfaith response," School of Social Work, Texas State University, San Marcos, TX, United States. (January 2004).

Renick, O., Department of Philosophy Dialogue Series, "A civic engagement paradigm for reforming higher education & recreating community," Texas State University, San Marcos, TX, United States. (October 2003).

Renick, O., "The HIPAA privacy regulations," Legal Update for Administrators, Texas State University, San Marcos, TX, United States. (October 2003).

Renick, O., "Ethical decision making through quality improvement," Ethics Committee, Central Texas Medical Center, San Marcos, TX, United States. (July 2003).

Renick, O., "Mutual adoption pact and safe at home programs," Energizers Group, First Christian Church, San Marcos, TX, United States. (June 2001).

Renick, O., Freshman Mitte Scholar Community Service Workshop, "Mutual adoption pact," Honors Program, Southwest Texas State University, San Marcos, TX, United States. (October 2000).

Renick, O., Seminar for Long Term Care Administrators, "Principled leadership," San Marcos, TX, United States. (October 2000).

Renick, O., Ethics Committee, "Advance patient directives," Central Texas Medical Center, San Marcos, TX, United States. (August 2000).

Renick, O., Open House, "Why I support charter schools," Katherine Anne Porter School, Wimberley, TX, United States. (August 2000).

Renick, O., annual meetings for the ACHE student chapters of Texas sponsored by the SWT Student Chapter and the Texas Hospital Association, "How to purchase the right healthcare in an age of chaos," Austin, TX, United States. (October 1997).

Renick, O., annual meetings for the ACHE student chapters of Texas sponsored by the SWT Student Chapter and the Texas Hospital Association, "How to purchase the right healthcare in an age of chaos," Austin, TX, United States. (February 1997).

Renick, O., community leaders (health care, education, business, political), "Intergenerational programs for community organizations," Main Street Business Association, Aberdeen, MS, United States. (December 1996).

Renick, O., "Advance patient directives," Hillside Manor Nursing Home, San Marcos, TX, United States. (November 1996).

Renick, O., "Intergenerational programs: Meals on wheels," Greater San Marcos Area Senior Association, Inc. (identification of priorities and selection of intergenerational program to support), San Marcos, TX, United States. (November 1996).

Renick, O., workshops for SWT faculty and staff, "The seven habits of highly effective people," San Marcos, TX, United States. (November 1996).

Renick, O., Presbyterian Men's Breakfast, "Intergenerational programs: Churches as sleeping giants," San Marcos, TX, United States. (October 1996).

Renick, O., "Intergenerational programs: Meals on wheels," Greater San Marcos Area Senior Association, Inc. (identification of priorities and selection of intergenerational program to support), San Marcos, TX, United States. (October 1996).

Renick, O., Faculty Forum for the School of Health Professions, "The Seven Habits of Highly Effective People," Faculty Development Committee, San Marcos, TX, United States. (October 1996).

Renick, O., Summer Meeting, "Presentation on Quality Improvement Teams to Representatives of the Participating Facilities," Texas Eden Alternative, Grand Saline, TX, United States. (July 1996).

Renick, O., SWT Diversity Month Presentation, "Affirmative Action Discussion," San Marcos, TX, United States. (March 1996).

Renick, O., Civil Rights and The Algebra Project, SWT Diversity Month Presentations, "Facilitator of presentations with Robert Moses on Freedom Summer 1964," San Marcos, TX, United States. (March 1996).

Renick, O., "Intergenerational programs: Meals on wheels," Greater San Marcos Area Senior Association, Inc. (identification of priorities and selection of intergenerational program to support), San Marcos, TX, United States. (March 1996).

Renick, O., "Meet the Professors" Series, "Managed health care & health care reform," Southwest Texas State University, San Marcos, TX, United States. (March 1996).

Renick, O., workshops for SWT faculty and staff, "The seven habits of highly effective people," San Marcos, TX, United States. (March 1996).

Renick, O., workshops for SWT faculty and staff, "The seven habits of highly effective people," San Marcos, TX, United States. (November 1995).

Renick, O., "World of wisdom, age of innocence: An intergenerational exchange program," Kiwanis Club, San Marcos, TX, United States. (August 1995).

Renick, O., "Medical error," SWT Pre-med/Pre-dent Society Meeting, San Marcos, TX, United States. (February 1995).

Renick, O., Presentations (four) at the SWT Team Training Seminars, "Quality improvement tools and successful meetings." (January 1995).

Renick, O., "advance patient directives to the Kiwanis Club," San Marcos, TX, United States. (May 1994).

Renick, O., ACHE Student Chapter's Continuing Education Seminar (ACHE Category II Credit), "Advance patient directives: Preserving consumer choice," San Marcos, TX, United States. (May 1994).

Renick, O., annual symposium of the Managed Care Coalition of Central Texas, "Small employers health insurance availability act," San Marcos, TX, United States. (March 1994).

Renick, O., "Meet the Professor" Series, "Healthcare reform," Southwest Texas State University, San Marcos, TX, United States. (February 1994).

Renick, O., "Separate presentations on health care reform to community organizations: Manufacturers' Association," Rotary Club, and Kiwanis Club, San Marcos, TX, United States. (October 1993).

Renick, O., "Separate presentations on health care reform to community organizations: Manufacturers' Association," Rotary Club, and Kiwanis Club, San Marcos, TX, United States. (September 1993).

Renick, O., "Separate presentations on health care reform to community organizations: Manufacturers' Association," Rotary Club, and Kiwanis Club, San Marcos, TX, United States. (August 1993).

Renick, O., Medically Speaking (cable television interview), "Managing healthcare costs." (1992).

Renick, O., Medically Speaking (radio program, KSPL), "Managing healthcare costs." (1992).

Renick, O., Thompson, R., annual symposium of the Managed Care Coalition of Central Texas, "In search of health care value," San Marcos, TX, United States. (April 1992).

Renick, O., series on aspects of managed care and coalitions to the Central Texas Managed Care coalition, "Presentations on managed care," San Marcos, TX, United States. (1991).

Renick, O., Presentations to the Adult Leadership of the New Hope Baptist Mission resulting in the adoption of a Mission Statement and Goals, "Strategic planning," San Marcos, TX, United States. (1991).

Renick, O., Moderator & Responder roles to the Central Texas Medical Center and the San Marcos business community, "Symposium on managed health care," San Marcos, TX, United States. (1991).

Renick, O., interview with the staff writer for Health Issues, "Living wills offer patients another choice," Daily Record, San Marcos, TX, United States. (March 1991).

Renick, O., Department of Health Administration, "Exhausting administrative remedies," Southwest Texas State University, San Marcos, TX, United States. (1990).

3. Consultancies:

Academic, Medical College of Wisconsin (Development of Course Study Guides for Distance Learning Program in Health Care Administration), Milwaukee, WI, United States. (1993 - 2014).

Additional Comments: (As a result of this project, approximately \$4,000 was contributed to the HRC of the School of Health Professions.)

Academic, Consultant, Vanguard Care, Inc, Dallas, TX, United States. (1995 - 1996).

Additional Comments: Development of Eden Alternative implementation plan for nursing home chain of 12 facilities

Non-Governmental Organization (NGO), Central Texas Medical Center, San Marcos, TX, United States. (1991 - 1995).

Additional Comments: Development of Managed Care Coalition

Managed Care Organization Networks, Consultant, Research & Planning Consultants, Austin, TX, United States. (1990 - 1991).

Academic, Tulane University, New Orleans, LA, United States. (1987).

Additional Comments: Development of Evening Master of Public Health Program

4. Workshops:

Renick, C. O., "Say Y.E.S. to San Marcos," Student Chapter of the American College of Healthcare Executives, Central Texas Medical Center and New Hope Church, San Marcos, TX, United States. (1993).

Renick, C. O., "Medical care evaluation seminars," Mississippi Foundation for Medical Care and the Department of Continuing Education, University of Mississippi School of Medicine, Jackson & locations throughout Mississippi. (1979).

Additional Comments: Approved for continuing education credit by the American Medical Association, the American Academy of Family Practice, and the American Medical Records Association

Renick, C. O., "Medical care evaluation seminars," Mississippi Foundation for Medical Care and the Department of Continuing Education, University of Mississippi School of Medicine, Jackson & locations throughout Mississippi. (1978).

Additional Comments: Approved for continuing education credit by the American Medical Association, the American Academy of Family Practice, and the American Medical Records Association

Renick, C. O., "Medical care evaluation seminars," Mississippi Foundation for Medical Care and the Department of Continuing Education, University of Mississippi School of Medicine, Jackson & locations throughout Mississippi. (1977).

Additional Comments: Approved for continuing education credit by the American Medical Association, the American Academy of Family Practice, and the American Medical Records Association

Renick, C. O., "Medical care evaluation seminars," Mississippi Foundation for Medical Care and the Department of Continuing Education, University of Mississippi School of Medicine, Jackson & locations throughout Mississippi. (1976).

Additional Comments: Approved for continuing education credit by the American Medical Association, the American Academy of Family Practice, and the American Medical Records Association

Renick, C. O., "Medical care evaluation seminars," Mississippi Foundation for Medical Care and the Department of Continuing Education, University of Mississippi School of Medicine, Jackson & locations throughout Mississippi. (1975).

Additional Comments: Approved for continuing education credit by the American Medical Association, the American Academy of Family Practice, and the American Medical Records Association

5. Other Works not in Print:

c. Other Works Not in Print:

Address:

Renick, C. O., Book signing event, "Annual conference of the Mississippi civil rights veterans," Tougaloo College, Tougaloo, MS, United States. (March & April 2017).

Renick, C. O., Book signing event, "13th annual Texas author day 2016," San Marcos Public Library, San Marcos, TX, United States. (November 2016).

Renick, C. O., "Faculty authored books reception 2015-2016," Texas State University, San Marcos, TX, United States. (October 2016).

Renick, C. O., Book signing event, "Mississippi College homecoming 2016," Leland Speed Library, Clinton, MS, United States. (October 2016).

Renick, C. O., Book signing event, "Mississippi book festival exhibitor 2016," Jackson, MS, United States. (August 2016).

Renick, C. O., Book signing event, "127th annual session of the general missionary Baptist state convention of Mississippi," Jackson, MS, United States. (July 2016).

Renick, C. O., Book signing event, "Lemuria books," Jackson, MS, United States. (July 2016).

Renick, C. O., Baseball Team Banquet, "How do you play this game, anyway?," San Marcos High School, San Marcos, TX, United States. (May 1997).

Renick, C. O., Annual Faculty Appreciation Luncheon of the Baptist Student Union, "The impossible dream," San Marcos, TX, United States. (March 1992).

Contributors:

Renick, O., "CQI Quality Team Report," The Chautauquan. (1998).

Creative Works Cited in Conference Papers / Presentations:

Renick, C. O., "Developing an effective business plan," NY, United States. (1996).

Renick, C. O., "Developing an effective business plan," NY, United States. (1995).

Films:

Renick, C. O., Bound by Fear Film Series. Community Mediation Service, ""Writing on the Wall"," Victory Over Violence Committee, Victory Over Violence Week. (1996).

Renick, C. O., Bound by Fear Film Series. Community Mediation Service, ""Writing on the Wall"." (1995).

Additional Comments: First film in a series of three films for distribution throughout the United States. Film received a communications Award of Excellence at the Annual Meeting of the Texas Chamber of Commerce Executives. Film was further a finalist in the National Telly Awards

Interviews:

Renick, O., "Can culture change rescue nursing homes from today's rough seas?," Long-Term Care Interface. (2002).

Additional Comments: Requested Interview

Renick, O., "An answer for rural elders. Aging Today," Y.E.S. (1993).

Managed Care Interfaces:

Renick, O., "Enrollee satisfaction with HMOs and its relationship with disenrollment," NY, United States. (2000).

Newsletters:

Renick, O., "A second coming of sorts," ACHE-SWT. (1999).

Additional Comments: announcing & describing the resumption of a journal, One Voice, via print & electronic media

Refereed Articles:

Renick, O., "A suggested paradigm for developing quality initiatives in health care," Health Care Reform as Social Change, American College of Physician Executives. (1993).

Renick, O., "Successfully implementing total quality management in healthcare," Foundation of the American College of Healthcare Executives, Chicago, IL, United States. (1992).

Responses:

Renick, O., Nelson, M., "Long-term care interface." (2000).

Additional Comments: Requested Response to Letter to Editor

Study Guides:

Renick, O., "Organizational behavior and design," Public Health Degree Program in Health Services Administration. Health Policy Institute-Division of Public Health. Medical College of Wisconsin. (2008).

Renick, O., "Organizational behavior and design," Public Health Degree Program in Health Services Administration. Health Policy Institute-Division of Public Health. Medical College of Wisconsin. (2006).

Renick, O., "Health care law," Master of Public Health Degree Program in Health Services Administration. Division of Public Health – Health Policy Institute, Medical College of Wisconsin. (2005).

Renick, O., "Organizational behavior & design," Master of Public Health Degree Program in Health Services Administration. Division of Public Health – Health Policy Institute, Medical College of Wisconsin. (2002).

Renick, O., "Health care law. Second Edition," Master of Public Health Degree Program in Health Services Administration. Division of Public Health – Health Policy Institute, Medical College of Wisconsin. (1997).

Renick, C. O., "Health care law," Master of Public Health Degree Program in Health Services Administration. Division of Public Health – Health Policy Institute, Medical College of Wisconsin. (1994).

The Journal of Health Administration Educations:

Renick, O., "Creating the perfect case study for your course." (2011).

Unpublished Fellowship Thesis:

Renick, O., "Managed health care: A revolution in the making," American College of Healthcare Executives. (1990).

Videotape Series:

Renick, C. O., Interqual, "Medical Care Evaluation - A Fresh Perspective." (1978).

Additional Comments: Series of three videotapes used in peer review seminars in Mississippi, Illinois, and made available for distribution throughout the United States

Renick, C. O., Louisiana Regional Medical Program, "Quality Assurance of Medical Care in Louisiana Charity Hospitals," Louisiana Hospital Television Network. (1978).

Additional Comments: used extensively in hospital continuing education programs and peer review seminars throughout Louisiana, Mississippi, and other southeastern states

Renick, C. O., Louisiana Regional Medical Program, "Quality Assurance of Medical Care in Louisiana Charity Hospitals," Louisiana Hospital Television Network. (1977).

Additional Comments: used extensively in hospital continuing education programs and peer review seminars throughout Louisiana, Mississippi, and other southeastern states

Renick, C. O., Louisiana Regional Medical Program, "Quality Assurance of Medical Care in Louisiana Charity Hospitals," Louisiana Hospital Television Network. (1976).

Additional Comments: used extensively in hospital continuing education programs and peer review seminars throughout Louisiana, Mississippi, and other southeastern states

Renick, C. O., Louisiana Regional Medical Program, "Quality Assurance of Medical Care in Louisiana Charity Hospitals," Louisiana Hospital Television Network. (1975).

Additional Comments: used extensively in hospital continuing education programs and peer review seminars throughout Louisiana, Mississippi, and other southeastern states

Renick, C. O., Louisiana Regional Medical Program, "Quality Assurance of Medical Care in Louisiana Charity Hospitals," Louisiana Hospital Television Network. (1974).

Additional Comments: used extensively in hospital continuing education programs and peer review seminars throughout Louisiana, Mississippi, and other southeastern states

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Renick, Cecil O. MAP Med-Rides: A Non-emergency Medical Transportation Program, National Volunteer Caregiving Network Directors' Challenge Grant, Private / Foundation / Corporate, \$2,000.00 (Funded: 2017). Grant.

Renick, Cecil O. Safe at Home Intergenerational Service Learning Program, St. David's Foundation, Private / Foundation / Corporate, \$5,000.00. (Funded: 2016 - 2017). Grant.

Renick, Cecil O. Volunteer Caregiving Transportation Program for Hays County, Mary Bonner Community Needs Program, Private / Foundation / Corporate, \$10,000.00. (Funded: 2014). Grant.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, Private / Foundation / Corporate, \$1,000.00. (Funded: 2012 - 2013). Grant.

Renick, Cecil O. Implementation of Continuous Quality Improvement through a Culture Change Process, Department of Aging and Disability Services, State, \$60,000.00. (Funded: 2011 - 2012). Contract.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, State, \$2,000.00. (Funded: 2011 - 2012). Grant.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, State, \$4,000.00. (Funded: 2010 - 2011). Grant.

Renick, Cecil O. Texas Long Term Care Institute, State, \$294,000.00. (Funded: 2009 - 2011). Contract.

Renick, Cecil O (Principal), Scarbrough, A (Co-Principal). Identifying Predictors & Determinants of Post- Disaster Resilience in the Elderly Living in the Gulf Coast: Building a Blueprint for a Culture of Resilience, Natural Hazards Center, Private / Foundation / Corporate, \$2,000.00. (Funded: 2010). Grant.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, Municipal, \$4,000.00. (Funded: 2009 - 2010). Grant.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, Municipal, \$3,000.00. (Funded: 2008 - 2009). Grant.

Renick, Cecil O. Texas Long Term Care Institute, State, \$319,000.00. (Funded: 2007 - 2009). Contract.

Renick, Cecil O. Primary Care and Specialty Care Gap Analysis, Travis County Healthcare District, Other, \$24,000.00. (Funded: 2007 - 2008). Contract.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, Municipal, \$3,000.00. (Funded: 2007 - 2008). Grant.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, Municipal, \$2,000.00. (Funded: 2006 - 2007). Grant.

Renick, Cecil O. Safe at Home, City of San Marcos- Human Services Advisory Board, Municipal, \$2,000.00. (Funded: 2005 - 2006). Grant.

Renick, Cecil O. Strong for Life, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$10,000.00. (Funded: 2005 - 2006). Grant.

Renick, Cecil O. Strong for Life, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$25,000.00. (Funded: 2003 - 2004). Grant.

Renick, Cecil O. Safe at Home: An Intergenerational Safety Net, The Robert Wood Johnson Foundation, Municipal, \$10,000.00. (Funded: 2002 - 2003). Grant.

Additional Comments: Grant Award over the course of 12 months

Renick, Cecil O. Safe at Home: An Intergenerational Safety Net, Texas Long Term Care Institute, Municipal, \$20,000.00. (Funded: 2001 - 2003). Grant.

Renick, Cecil O. Mutual Adoption Pact, Texas Long Term Care Institute, Private / Foundation / Corporate, \$15,000.00. (Funded: 2001 - 2002). Grant.

Renick, Cecil O. Faith in Action: Mutual Adoption Pact, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$10,000.00. (Funded: 1999 - 2001). Grant.

Renick, Cecil O. Safe at Home: An Intergenerational Safety Net, The Robert Wood Johnson Foundation, Municipal, \$35,000.00. (Funded: 2000). Grant.

Additional Comments: Grant Award over the course of 18 months

Renick, Cecil O. HMO Medicaid Compliance Procedure, Texas Health & Human Services Commission, State, \$22,000.00. (Funded: 1999). Contract.

Renick, Cecil O. Faith in Action: Mutual Adoption Pact, Donald D. Hammill Foundation, Private / Foundation / Corporate, \$2,000.00. (Funded: 1999). Grant.

Renick, Cecil O. Faith in Action: Mutual Adoption Pact, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$35,000.00. (Funded: 1997 - 1999). Grant.

Additional Comments: Grant Award for 18 months

Renick, Cecil O. Mutual Adoption Pact, Institute for Quality Improvement in Long Term Health Care, Private / Foundation / Corporate, \$15,000.00. (Funded: 1997 - 1999). Grant.

Additional Comments: Grant award for 18 months

Renick, Cecil O. World of Wisdom: Age of Innocence: An Intergenerational Exchange Program, Institute for Quality Improvement in Long Term Health Care, Texas State University, \$10,000.00. (Funded: 1994 - 1995). Grant.

Renick, Cecil O. United States Department of Health and Human Services, Health Care Financing Administration, Federal, \$3,400,000.00. (Funded: 1979 - 1986). Grant.

3. Submitted, but not Funded, External Grants and Contracts:

Renick, Cecil O. A Lift to Build Trust, Mutual Respect and Improve Health Care, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$176,543 (Submitted: October 2017). Grant.

Renick, Cecil. O. Med-Rides: A University Based Non-emergency Transportation Program for Elders, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$165,573 (Submitted: July 2017). Grant.

Renick, Cecil O. Med-Rides: A University Based Non-emergency Transportation Program for Elders, Kendal Charitable Fund, Private / Foundation / Corporate, \$48,000 (Submitted: May 2017). Grant.

Renick, Cecil O. Med-Rides: A University Based Non-Emergency Transportation Program for Elders, St. David's Foundation, Private / Foundation / Corporate, \$5,000 (Submitted: March 2017). Grant.

Additional Comments: invited to resubmit.

Sokan, Amanda (Principal), Renick, Cecil (Principal). New Methodologies for Independent Living Through Volunteer Caregiving, The Robert Wood

Johnson Foundation, Private / Foundation / Corporate, \$200,000.00.
(Submitted: 2015). Grant.

Renick, Cecil O. Faith Community Nurse & Health Advocate Certification Program, Kronkosky Foundation, Private / Foundation / Corporate, \$50,000.00. (Submitted: 2012). Grant.
Additional Comments: (One Year)

Renick, Cecil O. A Parish Nursing Program in East Austin, Private / Foundation / Corporate, \$329,000.00. (Submitted: 2011). Grant.

Renick, Cecil O. Faith Community Nurse & Health Advocate Certification Program, Kronkosky Foundation, Private / Foundation / Corporate, \$500,000.00. (Submitted: 2011). Grant.

Renick, Cecil O. Strong for Life Nation, Walmart Foundation, Private / Foundation / Corporate, \$642,000.00. (Submitted: 2011). Grant.
Additional Comments: (two years)

Renick, Cecil O. The Search for High-Value Health Care, The Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$198,000.00. (Submitted: 2010). Grant.

Renick, Cecil O. Culture Change Practices in Nursing Homes, National Institutes for Aging, Private / Foundation / Corporate, \$94,000.00. (Submitted: 2007). Grant.

Renick, Cecil O. Survivors of Disasters: Determinants of Disaster, National Institutes of Health, Private / Foundation / Corporate, \$100,000.00. (Submitted: 2007). Grant.

Renick, Cecil O. Chronic Disease and Obesity, MetLife Foundation, Private / Foundation / Corporate, \$97,000.00. (Submitted: 2006). Grant.

Renick, Cecil O. Texas Learn and Serve, Corporation for National & Community Service, Private / Foundation / Corporate, \$960,000.00. (Submitted: 2006). Grant.

Renick, Cecil O. Active Living Research – Case Studies, Robert Wood Johnson Foundation, Private / Foundation / Corporate, \$65,000.00. (Submitted: 2005). Grant.

Renick, Cecil O. Public Health Leadership Development Programs, Centers for Disease Control & Prevention, Private / Foundation / Corporate, \$62,000.00. (Submitted: 1999). Grant.

Additional Comments: Ranked as responsive and with merit, but funding was unavailable

Renick, Cecil O. A Mutual Adoption Pact Institute for Quality Improvement in Long Term Health Care, Private / Foundation / Corporate, \$12,000.00. (Submitted: September 1999). Grant.

Additional Comments: Accepted, but not funded due to current funding of a similar grant

Renick, Cecil O. Gangbusters, Office of the Governor. Criminal Justice Division. University Mentor Projects, Private / Foundation / Corporate. (Submitted: 1993). Grant.

3. Funded Internal Grants and Contracts:

Renick, Cecil O. Health Professions Freshman Interest Group with Service-Learning Component, Texas State Early Engagement of First-Year Students, Texas State University. (Funded: 2004 - 2005). Grant.

Renick, Cecil O. Service-Learning Initiative, Texas State Student Service Fee Committee, Texas State University. (Funded: 2004). Grant.

Renick, Cecil O. Rebound: A Program of Personal Effectiveness for Youth Offender Parolees, Research Enhancement Program, Texas State University. (Funded: 2001 - 2002). Grant.

Renick, Cecil O. Graduate Distance Education for Health Care Administration, School of Health Professions, Texas State University. (Funded: 1999). Grant.

Renick, Cecil O. Develop Collaborative Grant Proposal with the Bureau of Managed Care, Texas Health and Human Services Commission, Research Enhancement Program, Texas State University. (Funded: 1998). Contract.

Renick, Cecil O. School of Health Professions Distinguished Lecture Series: Ethics & Managed Health Care Systems, Distinguished Speakers Series, Texas State University. (Funded: 1998). Grant.

Renick, Cecil O. School of Health Professions Distinguished Lecture Series: Medicaid Managed Health Care Systems, Distinguished Speakers Series, Texas State University. (Funded: 1997). Grant.

Renick, Cecil O. Learning Through Quality, Distinguished Speakers Series, Texas State University. (Funded: 1995 - 1996). Grant.

Renick, Cecil O. An Intergenerational Symposium, Distinguished Speakers Series, Texas State University. (Funded: 1994 - 1996). Grant.

Renick, Cecil O. Youth Exchanging with Seniors: An Intergenerational Model to Maintain the Independence of the Rural Elderly, School of Health Professions, Texas State University. (Funded: 1993 - 1994). Grant.

Renick, Cecil O. The Center for the Study of Quality, Alkek Grant Program, Texas State University. (Funded: 1993). Grant.

Additional Comments: Alkek funds previously committed. Proposal transferred for use by SWT Quality Initiative to secure grant funds from other sources

Renick, Cecil O. Center for the Study of Quality, School of Health Professions, Texas State University. (Funded: 1991). Grant.

Renick, Cecil O. Legal Briefs Manual for Health Law, School of Health Professions, Texas State University. (Funded: 1991). Grant.

D. Scholarly / Creative Fellowships, Awards, Honors:

**Health Scholar Showcase, Texas State University
2017**

Award / Honor Recipient: Runner-Up Award, Presidential Award for Excellence in Scholarly / Creative Activities, College of Health Professions.

2008

Award / Honor Recipient: Faculty Excellence Award in Scholarship, College of Health Professions.

2007

2006

Award / Honor Nominee: Presidential Award for Excellence in Scholarly/Creative Activities, College of Health Professions.

2003

Award / Honor Recipient: Faculty of the Year, 2001-2002, College of Health Professions.

2002

Award / Honor Recipient: Outstanding Research, 2001-2002, College of Health Professions.

2002

Award / Honor Recipient: Award for Organization Excellence.

2001

1991 - 1992

Award / Honor Nominee: College Excellence in Scholarship Award, College of Health Professions.

2001

2000

Award / Honor Recipient: "Intergenerational Alliances: Leading the Way to Healthier Communities", Presidential Seminar.

2000

Additional Comments: Presenter and Honoree

Award / Honor Nominee: Presidential Seminar.
1999

E. Scholarly / Creative Professional Development Activities Attended:

Meeting of the Board of Directors, "Fund Development," National Volunteer Caregiving Network, San Marcos, TX, United States. (October 2015).

Continuing Education Program, "Outside the Hospital Walls: Designing the Care Continuum," Foundation of the American College of Healthcare Executives, Chicago, TX, United States. (December 2014).

"Central Texas & South Texas ACHE, Fall Education Seminar, Ethical Culture & Customer Service Presentations," American College of Healthcare Executives, San Marcos, TX, United States. (November 2014).

Conference Attendance, "Soaring Into the Future," NVCN/SCA, Lake Junaluska, NC, United States. (October 2014).

Lecture, "Revolutionizing the Care of Persons with Dementia," Texas State University Lecture Series, San Marcos, TX, United States. (October 2014).

Conference Attendance, "Culture Change Conference," TxCCC/DADS, San Marcos, TX, United States. (September 2014).

Continuing Education Program, "Benefits of ACHE Membership," Healthcare Leadership Coalition, San Marcos, TX, United States. (April 2014).

Presentation, "Professional Communication Presentation," School of Healthcare Administration, San Marcos, TX, United States. (November 2013).

Seminar, "Central Texas and South Texas ACHE Fall Education Seminar," American College of Healthcare Executives, San Marcos, TX, United States. (October 2013).

Conference Attendance, "Board of Directors Semi-Annual Conference: Strategic Planning and Affordable Care Act Presentations," National Volunteer Caregiving Network, Las Vegas, NV, United States. (August 2013).

Conference Attendance, "Board of Directors Semi-Annual Conference, Strategic Planning and Shepherd's Centers of America Presentations," National Volunteer Caregiving Network, Kansas City, MO, United States. (February 2013).

Presentation, "Quint Studur Presentation," School of Healthcare Administration, San Marcos, TX, United States. (November 2012).

Seminar, "Central Texas and South Texas ACHE Fall Education Seminar," American College of Healthcare Executives, San Marcos, TX, United States. (November 2012).

Training, "Quality Team Facilitation Skills Training," Texas Long Term Care Institute,, Brenham, TX, United States. (August 2012).

Training, "Strong for Life Trainer Orientation," Texas Long Term Care Institute,, San Marcos, TX, United States. (April 2012).

Continuing Education Program, "Interdisciplinary Perspective on Aging," Texas State University, San Marcos, TX, United States. (February 2012).

Continuing Education Program, "ACHE Education Credit Hours," Foundation of the American College of Healthcare Executives, Austin, TX, United States. (November 2011).

Workshop, "Texas Culture Change Coalition and Texas Long Term Care Institute Symposium," San Marcos, TX, United States. (September 2011).

Conference Attendance, Faith in Action National Network Annual Conference, Chicago, IL, United States. (August 2011).

Training, "Faith Community Nurse Training," Texas Long Term Care Institute, San Marcos, TX, United States. (May 2011).

Training, "Faith Community Nurse Training," Texas Long Term Care Institute, San Antonio, TX, United States. (February 2011).

"Engaging Aging Conference," Austin, TX, United States. (November 2010).

Seminar, "Caring for the Caregiver Seminar," Austin, TX, United States. (September 2010).

Training, "Faith Community Nurse Training," Texas Long Term Care Institute, San Marcos, TX, United States. (May 2010).

Conference Attendance, "Rays of Hope," Caregivers Conference, Orlando, FL, United States. (April 2010).

Forum, "Arts & Aging Forum," San Marcos, TX, United States. (March 2010).

Seminar, "Spirituality & Dementia Webinar," San Marcos, TX, United States. (December 2009).

Conference Attendance, Faith in Action National Network Annual Conference, Las Vegas, NV, United States. (May 2009).

Conference Attendance, "Community of Hope Annual Conference," Navasota, TX, United States. (1925).

Conference Attendance, "Spirituality & Aging Conference," San Marcos, TX, United States. (1925).

Training, "Ramps Across Texas & Safe at Home Training," San Marcos, TX, United States. (1925).

Workshop, "Service Learning Faculty Fellows Workshop," San Marcos, TX, United States. (1925).

IV. SERVICE

A. Institutional

1. University:

Founding Director, MAP Med-Rides (non-emergency medical transportation program), Service Learning Excellence (2017).

Chair, Academic Governance Committee. (2014 - Present).

Member, Academic Governance Committee. (2013 - Present).

Member, Gerontology Consortium. (2013 - Present).

Supervising Professor, Honors College Thesis (2017).

Member, Honors College Scholarship Committee. (2013 - Present).

Member, College Review Group, College of Health Professions. (2011 - 2014).

Director, Texas Long Term Care Institute. (2009 - 2014).

Honors Professor, Honors College. (2006 - Present).

Member, Service Learning Initiative Board. (2002 - Present).

Member, College Review Group, College of Applied Arts. (2014 - 2015).

Member, Search Committee, Director, School of Health Administration. (2012 - 2014).

University Mentor, Athletic Advisory Council. (2004 - 2013).

Graduation Marshall, Commencement. (2010 - 2011).

Member, Academic Program Review Committee, Psychology. (2010 - 2011).

Member, Regent's Professor Award Committee. (2010 - 2011).

- University Mentor, Athletic Academic, Advising Center. (2008 - 2009).
- Member, Diversity Committee. (2006 - 2009).
- Member, Gender Issues and Student-Athlete Well-Being. (2007 - 2008).
- Member, NCAA Self Study. (2007 - 2008).
- Member, Regent's Professor Award Committee. (2007 - 2008).
- Member, Advisory Council, Texas Long Term Care Institute. (2006 - 2008).
- Member, College Review Group, College of Fine Arts and Communication. (2006 - 2007).
- Member, Graduate Council. (2003 - 2007).
- Member, Organizing Committee, International Race, Ethnicity, and Place Conference. (2006).
- Graduation Marshall, Commencement. (2005 - 2006).
- Presenter, Estate Planning Seminar University Development, San Antonio. (2005).
- Keynote Presenter, Diversity Month, School of Social Work. (2004 - 2005).
- Member, Work Life Advisory Council. (2004 - 2005).
- Member, LBJ Distinguished Lecture, Series Committee. (2004).
- Member, Medical Provider Incentive, Compensation Plan Review Team. (2004).
- Member, Work Life Task Force. (2004).
- Presenter, Grant Writing, Office of Sponsored Projects. (2004).
- Presenter, Legal Update for Administrators. (2004).
- Member, Faculty/Student, Research Forum. (2003 - 2004).
- Member, New Academic Planning, Steering Committee. (2003 - 2004).
- Presenter, Civic Engagement Philosophy, Dialogue. (2003 - 2004).
- Member, Presidential Investiture, Steering Committee. (2002 - 2003).
- Member, Search Committee, Dean, College of Health Professions. (2002 - 2003).

Chair, Faculty Senate. (2001 - 2003).

Senator, Faculty Senate. (1997 - 2003).

Member, Presidential Selection Committee. (2001 - 2002).

Member, Presidential Seminar, Selection Committee. (2001 - 2002).

Member, Distinguished Lecture, Series Committee. (1997 - 2002).

Member, Academic Fast Track, Quality Team. (2000 - 2001).

Member, Faculty Senate. (2000 - 2001).

Facilitator, The Seven Habits of Highly Effective. (1995 - 2001).

Additional Comments: The Seven Habits of Highly Effective People & Advanced Applications:

*Synergy & Self-Directed Teams

*Seven Habits Renewal Continuous Quality

Improvement Initiative

Member, Quality Team Continuous Quality Improvement Initiative. (1994 - 2001).

Chair, Insurance Committee. (1992 - 2001).

Member, Insurance Committee. (1991 - 2001).

Member, Eden Alternative Task Force Institute for Quality Improvement in Long Term Health Care. (1995 - 1999).

Facilitator, Continuous Quality Improvement Initiative, Physical Plant Quality Team. (1998).

Facilitator, Continuous Quality Improvement Initiative, Physical Plant Quality Team Consultant. (1998).

Mediator, Grievance Process. (1998).

Member, Search Committee Associate V.P. for Quality and Planning. (1998).

Member, Student Health Center Student Affairs Multicultural, Diversity Team. (1995 - 1996).

Chair, Recruitment and Retention Committee. (1991 - 1993).

2. College:

Member, Personnel Committees, College of Health Professions. (2010 - Present).

Member, Grade Appeals Committee, College of Health Professions. (2009 - Present).

Member, Search Committee, Chair, Department of Health Information Management. (2013 - 2014).

Member, Faculty Search Committee, School of Nursing. (2008 - 2009).

Member, Faculty Development and Advancement Committee. (2005 - 2008).

Member, Search Committee, Director, School of Health Administration. (2006 - 2007).

Member, Strategic Planning & Facilities Planning Committees. (2005 - 2007).

Chair, Department of Health Services Research. (2004 - 2007).

Member, Advisory Committee, Physical Therapy Program. (1993 - 2001).

External Reviewer, Institute for Quality Improvement in Long Term Health Care. (2000).

Chair, Distinguished Lecture, Series Committee Managed Health Care. (1997 - 1999).

Member, Program Director, Search Committee, Radiation Therapy. (1997 - 1998).

Member, Recruitment, Retention, & Marketing Committee. (1994 - 1997).

Facilitator, Continuous Quality Improvement Initiative, Patient Flow Team. (1995 - 1996).

3. Department/School:

Faculty Senate Liaison, Faculty Senate Liaison. (2014 - Present).

Member, Faculty Search Committee. (2012 - Present).

Chair or Member, Graduate Exam Committees. (September 2011 - Present).

Chair, Graduate Exam Committees. (2011 - Present).

Member, Task Force, Graduate Online Certificate. (September 1, 2010 - Present).

Member, Task Force, Graduate Online Certificate. (2010 - Present).

Coordinator, Megan Hamid Memorial Scholarship Fund. (2006 - Present).

Professional Liaison, American Council on Aging and American society on Aging. (2016).

Professional Liaison, Community-Campus Partnerships for Health National Volunteer Caregiving Network, Texas Health Care Association & Texas Culture Change Coalition. (2007 - 2016).

Chair, Thesis Committee. (September 1990 - January 2016).

Additional Comments: Comprehensive Examination & Exit Committee on over thirty occasions

Member, Thesis Committee. (September 1990 - January 2016).

Additional Comments: Three Student Theses

Reviewer, U.S. News & World Report, Best Graduate Schools, Commission on Accreditation of Healthcare Management Education. (2014).

Chair, Academic Program Review Committee. (2013 - 2014).

University Mentor, Tenure Track Faculty. (2008 - 2014).

Chair, Faculty Search Committee. (2009 - 2011).

Member, Long Term Care Administration, Program Advisory Council. (2007 - 2009).

Chair, Faculty Evaluation Policy & Procedure Review Committee. (2008).

Coordinator, Alumni Relations. (2007 - 2008).

Member, College Review Group. (2004 - 2007).

Faculty Advisor, Texas State University, Student Chapter of the American College of Healthcare Executives. (1990 - 2003).

B. Professional:

Peer Reviewer, American Society on Aging, Aging in America Conference (2017).

External Reviewer for Tenure, School of Health Sciences, Human Services & Nursing, Lehman College, CUNY (2017).

President, Faith in Action National Network (National Volunteer Caregiving Network). (2012 - 2015).

Mentor, Leadership Network, American College of Healthcare Executives. (2010 - Present).

Board Member, Faith in Action National Network (National Volunteer Caregiving Network). (2007 - Present).

Health Care Crisis, Leadership. (2007 - Present).

Advisor/ Mentor, Managed Care to Members Seeking Fellow Status, American College of Healthcare Executives. (1994 - Present).

Advisor/Mentor in Managed Care, Members Seeking Fellow Status, American College of Healthcare Executives. (1994 - Present).

President Emeritus, National Volunteer Caregiving Network. (**2016 - Present**).

Member, Hope Hospice. (2009 - 2014).

Chair, Faith in Action National Network (National Volunteer Caregiving Network). (2010 - 2012).

Member, Texas Culture Change Coalition. (2010 - 2012).

President, Hope Hospice. (2010).

Additional Comments: President Elect

Member, Ethics Committee, Central Texas Medical Center San Marcos, San Marcos, TX, United States. (1992 - 2010).

Member, Community-Complex Partnerships for Health. (2007 - 2009).

Member, American College of Healthcare Executives. (2004 - 2008).

Member, Faculty Forums: Diversity and Managed Care, Association of University Programs of Healthcare Administration. (2004 - 2007).

Vice Chair, Interfaith Caregivers Alliance. (2001 - 2003).

Member, Texas Society of Allied Health Professions. (2000 - 2003).

Member, Meeting Presentations Committee, Texas Society of Allied Health Professionals. (2001).

Chair, Scholarship Committee, Texas Society of Allied Health Professions. (1998 - 2001).

Founder, One Voice, a quarterly journal publishing articles, including peer reviewed articles on managed health care and quality improvement. (1999 - 2000).

Vice Chair, Texas Society of Allied Health Professions. (1999 - 2000).

Chair, Local Planning Committee, Annual Conference Texas Society of Allied Health Professions. (1999).

Executive Editor, One Voice, a quarterly journal publishing articles, including peer reviewed articles on managed health care and quality improvement. (1992 - 1995).

Member, American College of Healthcare Executives. (1992 - 1995).

Member, Quality Improvement Committee of University Programs in Health Administration. (1993 - 1994).

Chair, American College of Healthcare Executives, Regent's Award Selection Committee Texas - Area A American College of Healthcare Executives. (1993).

Member, Board of Directors, Illinois Association of Health Maintenance Organizations. (1989 - 1990).

Chair, Public Relations Committee, Illinois Association of Health Maintenance Organizations. (1988 - 1990).

Member, Public Relations and Legislative Committees, Illinois Association Of Health Maintenance Organizations. (1988 - 1990).

Member, Health Cost Management (Business Coalition). Data Committee, Southeast Louisiana. (1986 - 1987).

Member, Institutional Review Board, Louisiana Department of Health and Human Services. (1986 - 1987).

Chair, Legal Counsel, LA, United States. (1985 - 1987).

Chair, Louisiana State Diabetes Advisory Counsel, LA, United States. (1981 - 1986).

C. Community:

Founder & Director, San Marcos 5K Stampede, McCoy's Building Supply (Title Sponsor). (2013 - 2016).

Member, United Way of Hays County, Funds Distribution Committee, Nominating Committee. (2007 - Present).

Chair, Mary Bonner Community Needs Program. (2008 - 2014).

Board Member and Chair, United Way of Hays County, Governance Committee. (2007 - 2012).

Ruling Elder, First Presbyterian Church, San Marcos, TX. (2007 - 2011).

Member, United Campus Ministry- Wesley, Texas State University, San Marcos, TX. (2005 - 2010).

Presenter, Civil Rights Movement, United Campus Ministry- Wesley and First Christian Church. (2004 - 2005).

Member, Health Services Committee Chamber of Commerce San Marcos, San Marcos, TX. (1999 - 2004).

Member, Task Force on Healthy Communities, San Marcos, TX. (1995 - 2002).

Vice President, Senior Association of the Greater San Marcos Area, San Marcos, TX. (2000 - 2001).

Member, Katherine Anne Porter School, Hays County Charter School. (1999 - 2001).

Founding Chair, Health Services Committee Chamber of Commerce, San Marcos, TX. (1995 - 1999).

President, Willie Mae Mitchell Community Opportunity Center, San Marcos, TX. (1995 - 1997).

Faculty Advisor, Baptist Student Union, Texas State University, San Marcos, TX. (1991 - 1994).

Member, Executive Board, San Marcos Baptist Association, San Marcos, TX. (1991 - 1994).

Member, Executive Committee and Missions Committee of Chicago Metropolitan Baptist Association. (1987 - 1990).

Board Member, Outstanding First Term, Board Member, Kingsley House and 1987 New Orleans Day Nursery Association. (1987).

Member, Board of Directors and Executive Committee, Kingsley House and New Orleans Day Nursery Association (Settlement House, United Way Agency). (1985 - 1987).

E. Service Honors and Awards:

Award/Excellence in Service, Achievement Award, College of Health Professions, Texas State University.

2017

Award / Honor Recipient: Presidential Award for Excellence in Service, Texas State University.

2013

Additional Comments: Runner-up Award

Award / Honor Recipient: Faculty Excellence Award in Service, College of Health Professions.

2011

2008

Award / Honor Recipient: Presidential Award for Excellence in Service.

2009

Additional Comments: Runner-up Award

Award / Honor Nominee: Ernest A. Lynton Award for Professional Service and Academic Outreach, Texas State University.

2006

Award / Honor Nominee: Presidential Award for Excellence in Service, College of Health Professions.

2003

2000

Award / Honor Nominee: President's Service Award, Points of Light Foundation, Southwest Texas State University.

2001

Award / Honor Nominee: University Excellence in Mentoring Award, Texas State University.

2000

Award / Honor Nominee: Presidential Award for Excellence in Service, School of Health Professions.

1999

1998

Award / Honor Nominee: Bonus Award, Quality Initiative, Quality Team.

1997

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Dr. Joseph B. Topinka Title: Assistant Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
LLM	2008	Loyola University of Chicago	Health Law	Yaw, Pitch, and Roll, Quarantine and Isolation at U.S. Airports
MHA	2007	Chapman University	Health/Health Care Administration/Ma nagement	
LLM	2003	Judge Advocate General's School	Law	
MBA	2002	Saint Martins College	Business Administration and Management, General	
JD	1993	Northern Illinois University	Law	
BA	1990	Univ of Illinois Urbana-Champaign	Political Science and Government, General	

C. University Experience

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Adjunct Professor	Our Lady of the Lake University, San Antonio	2015 - Present
Adjunct Professor	University of the Incarnate Word	2015 - Present
Assistant Professor	Texas State University	2015 - Present
Adjunct Instructor	Dominican University	2014 - Present

E. Other Professional Credentials (licensure, certification, etc.)

Fellow of the Healthcare Financial Management Association, Healthcare Financial Management Association. (June 1, 2017 - Present).

Fellow of American College of Healthcare Executives, American College of Healthcare Executives. (June 10, 2016 - Present).

Fellow, American Bar Foundation. (July 30, 2014 - Present).

Washington State Bar License, State of Washington. (November 6, 2016 - November 1, 2018). License Number: 38070.

Texas Bar License, State of Texas. (June 15, 2016 - June 4, 2018). License Number: 24090840.

Illinois Bar License, State of Illinois. (May 1, 1994 - May 4, 2018). License Number: 6220725.

II. TEACHING

A. Teaching Honors and Awards:

B. Courses Taught:

Texas State University:

HA 4318 - EMPL LAW HLTHC MGT

HA 4320 - SEMINAR IN HC ADM

HA 5335 - PUBL HLTH HLTC ADM

Dominican University:

Graduate School of Social Work-Post Master's Certificate in Working with the Military and their Families

University of the Incarnate Word:

HADM 6330.01 - Health Law

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

D. Courses Prepared and Curriculum Development:

HADM 6330.1 - Health Law, Revise Existing Course, University of the Incarnate Word.
Taught: August 2015 - Present.

E. Teaching Grants and Contracts

1. Funded External Teaching Grants and Contracts:

2. Submitted, but not Funded, External Teaching Grants and Contracts:

3. Funded Internal Teaching Grants and Contracts:

4. Submitted, but not Funded, Internal Teaching Grants and Contracts:

F. Other:

G. Teaching Professional Development Activities Attended

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

a. Scholarly Monographs:

b. Textbooks:

c. Edited Books:

d. Chapters in Books:

e. Creative Books:

2. Articles:

a. Refereed Journal Articles:

Topinka, J. B., Hewitt, B. A., McLeod, A. J., & Kruse, C. S. (Accepted / In Press). Healthy Students 2020: Analysis of a Self-Reported Health Assessment in a Public Four-Year University. *Texas Public Health Journal*.

Mileski, M., Topinka, J. B., Lee, K. A., Brooks, M. S., McNeil, C., & Jackson, J. (2017). An investigation of quality improvement initiatives in decreasing the rate of avoidable 30-day, SNF-to-hospital readmissions: A systematic review. *Clinical Interventions in Aging*, 12, 213–222. Retrieved from https://www.dovepress.com/articles.php?article_id=31011

Mileski, M., Topinka, J. B., Lee, K. A., Christopher, M., & Jenna, J. (2017). Investigation of Quality Improvement Initiatives in Decreasing the Rate of Avoidable 30-day, SNF-to-hospital Readmissions: A Systemic Review. *Clinical Interventions in Aging*, 12, 213–222. <https://doi.org/https://doi.org/10.2147/CIA.S123362>

b. Non-refereed Articles:

3. Conference Proceedings:

a. Refereed Conference Proceedings:

b. Non-refereed:

4. Abstracts:

5. Reports:

6. Book Reviews:

Topinka, J. B., Molnar, D. P., Gardner, B. I., & Wosky, R. E. (2017, March 3). The Great Influenza: The Epic Story of the Deadliest Plague in History. *Journal of Legal Medicine*. United Kingdom: Taylor and Francis.
<https://doi.org/10.1080/01947648.2015.1262197>

7. Essays:

8. Poems:

9. Short Stories:

10. Other Works in Print:

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

2. Invited Talks, Lectures, and Presentations:

Topinka, J. B. (Speaker), Joint Medical Operations Course, "Law of Armed Conflict," Defense Medical Readiness Training Institute, Defense Medical Readiness Training Institute, Fort Sam Houston, TX, United States. (November 30, 2017).

Topinka, J. B. (Speaker), Army Baylor MHA/MBA Program, "Employment Law," Army Baylor, Army Medical Department Center and School, Fort Sam Houston, TX, United States. (September 13, 2017).

Topinka, J. B. (Speaker), Public Health Emergency Managers Course, "Emergency Management and Public Health Regulations," Defense Medical Readiness Institute, Defense Medical Readiness Institute, Fort Sam Houston, TX, United States. (June 20, 2017).

Topinka, J. B. (Speaker), Joint Medical Operations Course, "Law and Ethics, Joint Medical Operations Course," Defense Medical Readiness Training Institute, Defense Medical Readiness Training Institute, Fort Sam Houston, TX, United States. (May 12, 2017).

Topinka, J. B. (Presenter), GSAHRMM Healthcare Expo, "Do you know any lawyer jokes? Collaboration Takes a Multidisciplinary Team to Ensure Patient Care Occurs," Greater San Antonio Association of Healthcare Resource and Material Managers, San Antonio, TX, United States. (May 11, 2017).

Topinka, J. B. (Speaker), Joint Medical Operations Course, "Law of Armed Conflict," Defense Medical Readiness Training Institute, Defense Medical Readiness Training Institute, Fort Sam Houston, TX, United States. (May 11, 2017).

Topinka, J. B. (Speaker), Public Health Emergency Management Course, "Emergency Management and Public Health Regulations and Standards," Defense Medical Readiness Institute, Defense Medical Readiness Institute, Fort Sam Houston, TX, United States. (April 3, 2017).

Topinka, J. B. (Panelist), Wells, J. (Panelist), Wolford, S. (Panelist), The Obama Legacy? Preliminary Perspectives, "War, Peace, and Leadership Change," Texas State University Center for International Studies, Alkek Teaching Theatre, San Marcos, TX, United States. (February 3, 2017).

Topinka, J. B. (panel member), Balanoff, H. (panel member), Mintz, S. (panel member), The Obama Legacy? Preliminary Perspectives, "Families and Health during the Obama Years," Texas State University Center for International Studies, Alkek Teaching Theatre, San Marcos, TX, United States. (February 2, 2017).

3. Consultancies:

4. Workshops:

5. Other Works not in Print:

a. Works "submitted" or "under review":

Creative Books:

Topinka, J. B. (Submitted / Under Review). *Just Judy, A Citizen and Leader for Illinois*. Munster, Indiana, United States of America: Hilton Publishing.

Journal Articles:

Mileski, M., Topinka, J. B., Adepoju, O. E., Brooks, M. S., Perez, J., & Nguyen, H. (Submitted / Under Review). Optimization of Management in Long Term Care Facilities: A Systematic Review. *INQUIRY*.

Mileski, M., Topinka, J. B., Jain, M., & Sistla, K. C. (Submitted / Under Review). Improving quality of life for patients with type I diabetes: A systematic review. *Current Diabetes Reviews*.

Mileski, M., Topinka, J. B., Elizaitis, B., Bryan, A., & Gonzales, J. (Submitted / Under Review). Improving fall prevention programs in long-term care facilities through staff training and intervention - A review of associated literature. *Journal of Patient Safety*.

Topinka, J. B. (Submitted / Under Review). Catching Up With Today's Top Health Law Issues to Avoid a "Complication, Disruption, Glitch, Nasty Surprise." *Frontiers*.

Mileski, M., Topinka, J. B., Elizaitis, B., Bryan, A., & Gonzales, J. (Submitted / Under Review). Improving fall prevention programs in long-term care facilities through staff training and intervention--A review of associated literature. *Journal of Patient Safety*.

Mileski, M., Topinka, J. B., Brooks, M. S., Lonidier, C., Linker, K., & Vander Veen, K. (Submitted / Under Review). Sensory and Memory Stimulation as a Means to Care for Individuals with Dementia in Long-Term Care Facilities: A Literature Review. *Clinical Interventions in Aging*.

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., & Augustin, D. (Submitted / Under Review). Veterans Perceptions Regarding Quality of Healthcare—A Systematic Review. *Quality Management in Health Care*.

Mileski, M., Topinka, J. B., Adepoju, O. E., Brooks, M. S., Perez, J., & Nguyen, H. (Submitted / Under Review). Optimization of Management in Long Term Care Facilities: A Systematic Review. *PLOS One*.

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., & Augustin, D. (Submitted / Under Review). Veterans perceptions regarding quality of healthcare: A systematic review. *Journal for Healthcare Quality*.

Mileski, M., Topinka, J. B., Jain, M., & Sistla, K. C. (Submitted / Under Review). Improving quality of life for patients with type I diabetes: A systematic review. *International Journal of Integrated Care*.

b. Works "in progress":

c. Other Works Not in Print:

Abstract submitted and Poster presenteds:

Mileski, M., Topinka, J. B., Jain, M., Sistla, K. C., CHP Research Forum, "Improving quality of life for patients with type I diabetes," San Marcos, TX. (April 14, 2017).

Mileski, M., Topinka, J. B., Brooks, M. S., Anderson, M., Augustin, D., CHP Research Forum, "Veterans perceptions regarding quality of healthcare," San Marcos, TX. (April 14, 2017).

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

Topinka, Joseph B. (Other), Percent Contribution: 100%. Fulbright US Scholar Program. (Submitted: August 1, 2017). Grant.

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

Kruse, Clemens Scott, Topinka, Joseph Baar. Funding of conference attendance, Office of Sponsored Research, Texas State University, \$16,000.00. (Submitted: October 25, 2017). Grant.

D. Scholarly / Creative Fellowships, Awards, Honors:

E. Scholarly / Creative Professional Development Activities Attended:

F. Media Recognition:

IV. SERVICE

A. Institutional

1. University:

Organizer, Common Experience 2017-2018. (June 28, 2016 - Present).

2. College:

3. Department/School:

B. Professional:

Certification Chair, South Texas Chapter of HFMA, San Antonio, TX, United States. (April 21, 2017 - Present).

Past President, San Antonio Bar Association Health Law Section, San Antonio, TX, United States. (February 16, 2016 - Present).

Coordinator / Organizer, Healthcare Landscape Organization Committee, San Antonio, United States. (June 10, 2013 - Present).

C. Community:

Post Commander, American Legion Post 0488, Riverside, IL. (October 16, 2016 - Present).

Chair, The Judy Baar Topinka Charitable Foundation, Riverside, IL. (July 1, 2015 - Present).

D. Organization Memberships:

San Antonio Bar Association (SABA). (2015 - Present).

Texas Bar Association (TBA). (2014 - Present).

South Texas Chapter of the Healthcare Financial Management Association. (2010 - Present).

American Bar Association's Health Law Section. (2008 - Present).

South Texas Chapter of the American College of Healthcare Executives (STACHE). (2008 - Present).

Bohemian Lawyers Association of Chicago (BLAC). (2007 - Present).

Washington State Bar Association (WSBA). (2006 - Present).

American Bar Foundation (ABF). (1994 - Present).

Chicago Bar Association (CBA). (1994 - Present).

Illinois State Bar Association (ISBA). (1994 - Present).

E. Service Honors and Awards:

F. Service Grants and Contracts:

1. Funded External Service Grants and Contracts:

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

G. Service Professional Development Activities Attended:

Faculty Overview

Name	2018 Fall	2019 Spring	Degree(s) & Discipline	Dates of Service	Rank/Title	Administrative Role	Status	Program of Primary Appointment	If not FT in program, indicate % time in program
Jose Betancourt	0	0	Dr.PH Global Public Health Policy; MS Strategic Studies; MS Strategic Intelligence, MS Business Mgt	Jan 2018-Present	Associate Professor	None	Full Time	HA: teaches primarily in MHA but is now teaching in BHA as well.	0%
Matthew Brooks	0	0	Ph.D. Health Admin; Grad Cert Gerontology, MPH Biostatistics, BS Biology	2010-Present	Professor	Associate Dean / School Director	Full Time	HA: currently administration of MHA, BHA, BSHS	25%
Lawrence Fulton	2	2	Ph.D. Mgt Sci Info Sys, MHA (Health Admin), MSStat (Statistics), MMAS (Military Arts & Science), MSS (Strategic Studies), MS Human Resources, BS CJ	Jan 2018-Present	Associate Professor	Undergraduate Programs Director	Full Time	HA: teaches primarily in BHA and in the MHA occasionally during the summer	100%
David Gibbs	1	1	Ph.D. Education, Adult, Professional, & Community, MS Education, BS Computer Science	August 2015-Present	Assistant Professor (HIM Department)	None	Full Time Texas State	HIM: teaches only HIM course in program	25%
Lloyd Greene	2	2	Ed.D., MA Counseling, BA Psychology / Sociology	2003-Present	Senior Lecturer	None	Full Time	HA: teaches primarily in BHA.	75%
Scott Kruse	0	0	Ph.D. Health Related Sciences, MHA (Health Admin), MSIT (Info Tech), MBA, BS Sys Eng	2013-Present	Associate Professor	MHA Program Director	Full Time	HA: MHA PD; assists in BHA program guidance as leadership team member	10%
Kimberly Lee	0	0	Ph.D. Org Leadership, MSHP (Health Admin), BS PT, BA Biology	2015-Present	Assistant Professor	None	Full Time	HA: teaches primarily in MHA but provides emotional intelligence education during orientation	5%
Cristian Lieneck	2	2	PhD Adult / Comm / Prof Education, MHA (Health Admin), BS Natural Science, EMT	2010-Present	Associate Professor	None	Full Time	HA: balanced between BHA / MHA.	75%
Michael Mileski	0	0	MHA (Health Admin), MS, MPH, DC (Chiropractic), BA	2013-Present	Assistant Professor	None	Full Time	HA: teaches primarily in Graduate LTC Certificate Program.	25%
Eileen Morrison	2	2	Ed.D Human Development, MPH (Public Health), BS (Public Health), AAS (Dental Hygiene)	2004-Present	Professor	None	Full Time	HA: teaches primarily in BHA (Retired end of Spring 2019)	50%
Michael Nowicki	2	2	Ed.D. Educational Policy Studies & Eval, MA Hospital Administration, BA Political Science	1986-Present	Professor	None	Full Time	HA: balanced between BHA / MHA.	50%
Zo Ramamonjiarivelos	1	1	Ph.D. Health Svcs Admin, MBA	2017-Present	Associate Professor	None	Full Time	HA: balanced between BHA / MHA.	50%
Paula Stigler-Granados	1	1	Ph.D. Global Health, MSPH Environ Hlth Sic, BA Geography / Anthropology	Jan 2018-Presen	Assistant Professor	None	Full Time	HA: balanced between BHA / MHA.	50%
Oren Renick	1	1	JD, MPH (Public Health), THM (Theology), MA History, BA, Poli Sci & Government	1990-Present	Professor	None	Full Time	HA: balanced between BHA / MHA.	50%
Joe Topinka	2	2	LLM x 2, MHA, MBA, JD, BA Political science	2016-Present	Lecturer	Residency Coordinator	Full Time	HA: teaches primarily in BHA.	75%

Fall 2018

Core courses		Section #	Faculty Last Name	FT faculty	Adj Faculty
1	HA3308 Healthcare Organizations	1	Nowicki	x	
2	HA3309 Ethics in the Health Profession	1	Morrison	x	
3	HA3315 Healthcare Administration History, Culture, and Language	1	Ramamonjiarivelo	x	
4	HA3324 Supervisory Management for Healthcare Managers	1	Greene	x	
5	HA3329 Human Resources Healthcare Management	1	Greene	x	
6	HA3340 Management Health Information Systems	1	Gibbs	x	
7	HA3341 Project Management & Professional Development in Healthcare	1	Morrison	x	
8	HA3344 Patient Care Management & Quality Improvement in Health Care Integrated Delivery Systems.	1	Fulton	x	
9	HA3347 Essentials of Healthcare Law	1	Renick	x	
10	HA3375 Principles of Accounting for Healthcare Managers	1	Lieneck	x	
11	HA3376 Financial Management for Healthcare Managers	1	Nowicki	x	
12	HA4141 Healthcare Comprehensive Exam and Review	1	Topinka	x	
13	HA4305 Healthcare Services Marketing	1	Granados-Stigler	x	
14	HA4315 Health Services Problem Solving and Decision Making	1	Fulton	x	
15	HA4318 Employment Law in Healthcare Management	1	Topinka	x	
16	HA4322 Public Health Administration	1	Granados-Stigler	x	
17	HA4325 Healthcare Strategic Management	1	Ramamonjiarivelo	x	
18	HA4848 Healthcare Administrative Residency	1	Topinka	x	
Electives		Section #	Faculty Last Name	FT faculty	Adj Faculty
HA3311 Independent Study, HA3324, 1 Student (Richard J. Stull Award Winning Essay)		1	Fulton		

Spring 2019

Core courses		Section #	Faculty Last Name	FT faculty	Adj Faculty
1	HA3308 Healthcare Organizations	251	Nowicki	x	
2	HA3309 Ethics in the Health Profession	251	Morrison	x	
3	HA3315 Healthcare Administration History, Culture, and Language	251	Ramamonjiarivelo	x	
4	HA3324 Supervisory Management for Healthcare Managers	251	Greene	x	
5	HA3329 Human Resources Healthcare Management	251	Greene	x	
6	HA3340 Management Health Information Systems	251	Gibbs	x	
7	HA3341 Project Management & Professional Development in Healthcare	251	Morrison	x	
8	HA3344 Patient Care Management & Quality Improvement in Health Care Integrated Delivery Systems.	251	Fulton	x	
9	HA3347 Essentials of Healthcare Law	251	Renick	x	
10	HA3347 Essentials of Healthcare Law	252	Renick	x	
11	HA3375 Principles of Accounting for Healthcare Managers	251	Lieneck	x	
12	HA3376 Financial Management for Healthcare Managers	251	Nowicki	x	
13	HA4141 Healthcare Comprehensive Exam and Review	251	Topinka	x	
14	HA4305 Healthcare Services Marketing	251	Granados-Stigler	x	
15	HA4315 Health Services Problem Solving and Decision Making	251	Fulton	x	
16	HA4318 Employment Law in Healthcare Management	251	Topinka	x	
17	HA4322 Public Health Administration	251	Granados-Stigler	x	
18	HA4325 Healthcare Strategic Management	251	Ramamonjiarivelo	x	
19	HA4848 Healthcare Administrative Residency	251	Topinka	x	
Electives		Section #	Faculty Last Name	FT faculty	Adj Faculty
HA3311 Independent Study, HIM, 1 Student		251	Kruse		

Summer 2019

Core courses		Section #	Faculty Last Name	FT faculty	Adj Faculty
1	HA3308 Healthcare Organizations	501	Nowicki	x	
2	HA3347 Essentials of Healthcare Law	501	Renick	x	
3	HA3375 Principles of Accounting for Healthcare Managers	501	Lieneck	x	
4	HA3376 Financial Management for Healthcare Managers	501	Nowicki	x	
5	HA4305 Healthcare Services Marketing	750	Lieneck	x	
6	HA4848 Healthcare Administrative Residency	501	Topinka	x	
Electives		Section #	Faculty Last Name	FT faculty	Adj Faculty
HA3311 Independent Study, Study Abroad		501	Topinka	x	

School of Health Administration
Undergraduate Student Field Placement Handbook



**School of Health Administration
Texas State University
601 University Drive
San Marcos, Texas 78666**

Revised August 2018

Send suggested changes to Joseph Baar Topinka
Joseph.Topinka@txstate.edu

Guidelines for Undergraduate field placements

Overview

The administrative internship is a full-time, organization-based field placement providing the student with exposure to healthcare administration and experience working on assigned projects. The student will be on-site for at least 40 hours per week. All course requirements are described in the course syllabus. The field placement begins on the first class day of the semester and concludes at the end of the last class day of the semester. The content of the field placement will differ from one student to another depending upon the individual needs of the student and the characteristics of the host organization.

Purpose

The purpose of the graduate field placement is to integrate the student's academic preparation with participation in and observation of actual management practice in a health or healthcare organization. The student will participate by interacting with senior level executives, departmental managers, and staff under the philosophy of explore, examine, and attend.

Explore all departments and sections within the organization,
Explore other organizations within the organizational family,
Explore other organization types to broaden knowledge,
Examine the full range of health administration and management, and
Attend a variety of staff, senior, and executive meetings and activities.

Students are to observe health management in action and participate in assigned projects under the guidance of a preceptor from the host organization. Supporting the student and preceptor is the academic mentor, a Texas State University faculty member responsible to oversee the academic and administrative elements of the field placement.

Objectives

Upon completing the field placement, the student should be able to do the following

1. Demonstrate professionalism, the ability to make decisions through rational methods, and communications skills – both written and oral.
2. Describe how the field placement activities integrate with knowledge acquired in the classroom.
3. Explain the roles and responsibilities of the various administrative positions, departmental functions, and various services provided by the host organization.
4. Identify formal and informal communication processes and aspects of the host organization.
5. Describe the organizational and legal structure of the host organization.
6. Describe the leadership styles and predominant cultures of the host organization.
7. Describe services provided by the host organization.
8. Describe change management, quality assessment, and the practice of ethics within the host organization.

Additionally, the student will complete a major project mutually agreed upon by the student and preceptor. The student will submit a project proposal to Professor Topinka earlier in the residency. The project will demonstrate that the student has a working understanding of project management in support of any particular organizational unit or program of the host organization.

Placement Process

1. The coordinator will distribute **field placement applications** to HA 4141 students before the first class meeting.
2. Students will submit the **field placement applications** to Professor Topinka at the designated time on TRACS.
3. Professor Topinka will match students with sites that align as closely as possible with the student's needs as identified on the field placement application.
4. Professor Topinka will contact the preceptor at the matched site to ensure that the preceptor can accept a student for the semester in question. The student will then contact the preceptor or preceptor's office to schedule an interview.
5. After the interview, Professor Topinka will check with both the site and the student to ensure compatibility. If not compatible, the coordinator will notify the site and match the student to another site.
6. If the student fails to complete pre-internship academic requirements, such as the exit exam, Professor Topinka will notify the preceptor and student that the field placement will not start until further notice.

Field Placement at Place of Employment

Students may request to complete their field placements at their place of employment as long as the field placement hours, physical location, and assignments are beyond what is expected in their job description and in the course of their regular duties. Additionally, the field placement will be under the direction of a preceptor other than their employment supervisor or other manager reporting to that supervisor. The student is responsible to discuss this request with Professor Topinka prior to submitting a **field placement application**. The student must clearly understand that a key priority of the School of Health Administration and the Program is to provide a well-rounded field placement experience.

Liability Insurance, Health Form, and Criminal Background Check

The university pays for liability insurance. The student must submit a completed health form prior to beginning the field placement. There will be no exceptions to this policy and students not in compliance will not be allowed to start the field placement. All students are required to **complete a criminal background check**. Some field placement sites may require a drug screen. In these cases, students will complete the necessary screen as directed. The student will be responsible for all associated costs.

Student Conduct

Students in field placements must conduct themselves in a professional manner and be responsible for understanding and complying with the policies of the host organization. Students must understand that they are in a learning role and that no line or staff authority may be assumed, even if assigned by the preceptor. Students are expected to be fully involved in those projects assigned by the preceptor.

If on-site problems occur, the preceptor has every right to ask that the student be removed. Should that occur, Professor Topinka will help the student understand the reason for the removal and develop personal and professional lessons from it. A grade of Fail may be issued. If a grade of Fail is issued, the student must repeat the placement process and register for HA 4848 in a subsequent semester. If a grade of fail is not issued, and if sufficient time remains in the semester, an alternative field placement site may be arranged.

The Professor of Practice's Supervision

While day-to-day supervision of the student is the responsibility of the preceptor, academic supervision of the student and oversight of university administrative requirements is the responsibility of Professor Topinka. Professor Topinka is the Texas State University faculty member responsible to oversee the academic and administrative elements of the field placement. He is responsible for all academic aspects of the field placement: receiving and evaluating weekly reports, receiving and approving the project proposal, receiving and evaluating the project, coordinating end of semester evaluations and forms, and issuing the final grade.

The Preceptor

Preceptors are essential to the success of the School of Health Administration field placement program. Their role is critical to the education of our graduate students.

The preceptor is the chief executive officer or other executive leader or senior manager who provides overall supervision of the student during the field placement. The preceptor may delegate the student's day-to-day supervision and scheduling to another manager or staff person of sufficient seniority and authority to provide a senior-leader experience for the student.

Preceptors are teachers and counselors for our students and we ask them to meet weekly or bi-weekly with students. Preceptors also set the tone for other leaders and managers who will meet with students during the field placement. Preceptors are asked to include students in a wide variety of meetings, activities, and projects, to include meetings of senior, executive, and governing committees and bodies.

The preceptor will help develop, review, and approve the student's schedule for rotations and projects. It is the responsibility of the student to initiate the schedule, unless the preceptor has already done so. The student should plan to attend as many of the organization's functions as possible (routine meetings, project planning and implementation events, special activities, etc.). While the student's home base in the organization will typically be a specific department or office, access to the entire organization and its functions is vital to encourage and facilitate an organization-wide schedule of rotations.

The student will provide feedback about the field placement site at the end of the experience. Areas of feedback will include initial orientation, accessibility to meetings, clarity of assigned projects, helpfulness of preceptor and other leaders, and opportunities to improve along the range of our Program's competencies. See Program competencies later in this handbook.

Professor Topinka will maintain regular contact with the preceptors as related to the placement process and as related to the conduct of the internship.

Financial compensation is not a requirement of the field placement, and students have agreed to complete a field placement without financial compensation. Any decision by a preceptor to offer financial compensation begins with a request by the student. Professor Topinka will involve himself in this matter or maintain records of past decisions. See question 7 in the Frequently Asked Questions section of this handbook.

Special thanks to our preceptors! You are the heart and soul of our field placement program and are vital to the success of our students.

Major Project

Students in field placements will complete and submit a paper describing a major project undertaken during the field placement. The project topic typically meets an organizational need and is agreed upon by the preceptor and the student. The project proposal is approved by Professor Topinka. While each student's project is unique, the proposal must sufficiently describe the problem, process to address the problem, data or other findings, conclusions, and recommendations. The paper format will adhere to the current edition of the APA Style Guide. A format for the project paper will be provided on TRACS.

Major Project Proposal

Students will submit their major project proposal to the preceptor and Professor Topinka by the date listed in TRACS. A format for the project proposal will be provided on TRACS. This academic paper will include at least the following information:

- A description of the organization in which the field placement is taking place.
- A description of the student's objectives (outcomes) for the field placement.
- A description of the project to be performed during the placement.
- A description of the student's objectives (outcomes) for the project focusing on how the project relates to knowledge gained from didactic coursework.

Progress Reports

Each student will submit a weekly progress report to Professor Topinka through TRACS. In these academic reports, the student will describe learning activities of the previous week and lessons learned from those activities. The student will demonstrate an integration of the learning activities with the Program curriculum. The reports should follow a day-by-day format for the description of learning activities. The lessons learned may be listed day-by-day or in a consolidated fashion. The report will be two to four pages in length and be both descriptive and analytical. The weekly report will be emailed as an attachment by noon each Monday. The student and faculty will maintain complete confidentiality of the reports and organizational information therein. A format for the report will be provided on TRACS.

Preceptor Feedback to Student

Professor Topinka will ask preceptors to perform an exit evaluation of the student using a format that is provided on TRACS. This opportunity is part of the student's professional development.

The preceptor feedback will ask for the student's areas of strength and areas for improvement as well as the student's competency level. See Program competencies.

Student Feedback to Preceptor

Professor Topinka will require students to provide site-specific feedback in their final project paper. The final report will describe the project as well as provide feedback to Professor Topinka.

Grade

Students in field placements are graded on a credit (pass) or no credit (fail) basis. Students must complete all requirements to receive a passing grade. The grade is made by the academic mentor based upon completion of requirements stated in the syllabus and this handbook, and input from the preceptor.

Program Competencies

The field placement provides an opportunity for the student to develop along the entire range of professional competencies as adopted for graduate students by the School of Health Administration. The student should strive to develop from the knowledge level of competency to the expert level.

Knowledge: The student cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events and sequences; and correctly uses subject area vocabulary. Additionally, the student discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; and explains area to others.

Application: The student determines and applies appropriate knowledge, makes decisions and takes actions; solves problems independently; utilizes others for expertise and decides when consultation is required; and conducts research in the field.

Expert: The student utilizes experience in applying knowledge in an operational setting; takes independent action; writes and publishes in the field; and evaluates and critiques works of others in the field.

1. Communications & Relationship Management

Relationship Management
Communication Skills
Negotiation

2. Leadership

Leadership Skills & Behavior
Operational Climate & Culture
Communicating Vision
Managing Change

3. Professionalism

Personal & Professional Accountability
Professional Development & Lifelong Learning
Contributions to the Community and Profession

4. Knowledge of the Healthcare Environment

Healthcare Systems and Organizations
Healthcare Personnel
The Patient's Perspective
The Community & Environment

5. Business Skills and Knowledge

General Management
Financial Management
Human Resources Management
Organizational Dynamics and Governance
Strategic Planning & Marketing
Information Management

Frequently Asked Questions About the field placement

1. What is the purpose of the field placement?

The purpose of the field placement is to assist you in integrating and applying your didactic learning to an actual healthcare setting. The field placement is a one-semester, full-time (40 hours a week) experience.

2. Who must complete a field placement?

All BHA students must complete a field placement in order to graduate.

3. Why is a field placement necessary?

Good educational practice mandates a blended didactic and experiential learning experience. The field placement provides integration and opportunities for application of lessons developed in the classroom.

4. How am I placed in a field placement?

Professor Topinka is the only one authorized to contact a preceptor regarding a placement. You may network among healthcare executives, but you are not permitted to initiate a discussion about field placements. The process is initiated and completed during HA 4141. The step-by-step process is described earlier in this handbook.

5. What is an ideal placement?

An ideal placement is an organization that reflects the interests of the student (as expressed in the application), has numerous learning opportunities (not just one department), has been shown to be an excellent site as confirmed by past students, and has a good preceptor with an interest in teaching.

6. What is an ideal preceptor?

An ideal preceptor is a senior executive with a graduate degree, board certified in a health-related specialty, who is willing to commit a reasonable amount of time to mentor you with a helpful attitude. The preceptor provides a good orientation, access to meetings and other leaders in the organization, clarity of assigned projects, and opportunities to improve your communications and professional skills. We want the preceptor to allow you to explore, examine, and attend throughout the organization.

7. Is a field placement ever compensated and, if compensated, how is the amount determined?

The field placement is not a compensated opportunity, it is a university course. Professor Topinka does not ask about or maintain records of past site-specific compensation practices. Professor Topinka will not make assignments based on that factor. Any discussions about compensation occur between the student and preceptor. The most critical factor in placement is finding a site that provides an excellent educational experience. Any requirements related to compensation cannot interfere with course objectives.

8. What is my role during the field placement?

Your role is that of a student, observing health management in action and participating in assigned projects under the guidance of a preceptor from the host organization. You will participate by interacting with senior level executives, departmental managers, and staff under the philosophy of explore, examine, and attend. Approach each department rotation with a learning attitude and spirit of cooperation.

Explore all departments and sections within the organization,
Explore other organizations within the organizational family,
Explore other organization types to broaden knowledge,
Examine the full range of health administration and management, and
Attend senior leader meetings at the organizational level.

9. How much should I engage in discussions at executive, governing, and staff meetings?

Do not make suggestions for improvement in any areas, unless asked. You are not a consultant to the institution, but a student. This is important to remember.

10. What will make me a good student in the field placement?

Preceptors are looking for students who are energetic, highly interested, willing to expend every effort to succeed, eager to accept or find project assignments, and maintain a very positive attitude. Preceptors expect you to maintain professionalism in your appearance and in your communications. In addition, this is a formal part of your curriculum, so you are there to learn in an experiential setting. Take advantage of this unique opportunity and explore, examine, and attend as much as you can during the placement.

11. What are the academic mentor's requirements for reports and projects (and the deadlines)?

- A. You must turn in weekly reports that describe your activities the previous week. The focus is on what you did and what you learned from what you did. In your reports, integrate your weekly activities with what you learned in the classroom.
- B. You must turn in a proposal for a project. This will be a project that is agreed upon by you and your preceptor. The academic mentor's role is to approve the proposal.
- C. You must turn in a final paper describing the project.
- D. All due dates are listed on TRACS.

12. Who will evaluate me and based on what criteria?

The preceptor will provide you with feedback using a report provided on TRACS. Professor Topinka issues the final grade (Credit or Non-Credit) based on completion of the requirements of the field placement.

13. When do I apply for graduation?

A successful internship semester means you graduate at the end of the internship semester. Therefore, you should apply for graduation in accordance with the University's policies and deadlines established for the semester of your internship.

14. What are the key dates for the field placement?

Specific calendar dates will be listed on TRACS.

15. What essential documents must be submitted at the deadlines specified on the syllabus outline for HA 4141 so that I will be able to register for HA 4848?

The following documents are required and will be submitted through TRACS:

- A. Field placement application
- B. Health form

- C. Completion of certified background check
- D. Resume and cover letter with professional photo
- E. Resident Placement Form (submitted after the site-interview)

16. When is it appropriate for me to commence a job search? Should I communicate this to my preceptor? When is it appropriate for me to talk with my preceptor about the possibility of employment in the organization?

You should constantly be scanning the future job opportunities. You may commence a job search anytime but understand you must stay at your field placement full-time (40 hours a week) through the end of the semester. It is appropriate for you to wait until the halfway mark of the semester before talking with your preceptor about the possibility of employment in the organization. In doing so, you may indicate you are starting a job search and ask if there would any possibility of employment at the site. If not, you may ask if the preceptor is willing to serve as a reference for you.

17. What are some of the things I should keep in mind regarding professionalism and common courtesies?

Your professionalism will be on display every day. Dress conservatively, with men wearing suits or blazers and slacks and women wearing suits. You may relax that standard upon seeing how the executive staff commonly dress. At social functions, remember that you represent your preceptor, the organization, the University, and the School of Health Administration.

18. What is meant by proprietary information and why is confidentiality so important?

Proprietary information is any information the organization wants to keep secret for business, competitive, or other reasons. It is essential that you maintain complete confidentiality with all proprietary information whether you feel it would provide the recipient a competitive advantage or not. In fact, you must keep complete confidentiality with all internal information and matters you learn. That means you will never share information concerning the field placement organization with anyone other than the academic mentor, as a part of your weekly report or final paper. Professor Topinka is held to the same strict standard. On another note of confidentiality, this time interpersonal confidentially, it is never appropriate to share one person's confidential comments with anyone else in the organization. The trust you lose when violating the rule of confidentiality is almost never regained.

19. What should I do to prepare for an interview?

It is important to learn as much as you can about the institution so that you will be able to demonstrate your interest in the organization and understanding of its mission. You should also learn about the preceptor or other person conducting the interview, so you can talk about shared interests or values. In both cases, this research will ease your concerns, help you be more confident, and allow you to ask appropriate questions of your own. It is also important to review and practice the interviewing skills taught in seminar HA 4141 and in other reading. The more you practice the more at ease you will be. Being at ease allows you to be yourself.

20. Are criminal background checks and drug screens required?

The School of Health Administration utilizes a third party to conduct routine background checks on all students planning to participate in the administrative internship. You will be given instructions in HA 4141 on how to apply for a background check. Your specific field placement site may require additional drug screens. You should speak with Professor Topinka if you anticipate that a background check or drug screen will result in a report showing a criminal offense or positive drug result. Our goal is not to prevent you from a field placement, but to work with you relative to a potential problem.

21. How could I get myself in trouble with my preceptor? What could get me removed from the field placement?

Major offenses such as misuse of funds, unprofessional relationships, sharing of proprietary information, disclosure of confidential information, and showing up consistently late may well result in your preceptor directing your departure from the field placement. While avoiding these and similar activities makes common sense, occasional student offenses have previously occurred (being asleep at one's desk, spreading rumors, or otherwise being disruptive to the business on site). Inform Professor Topinka immediately if you perceive that an action on your part may become a problem.

22. What happens if I do not complete the field placement?

The field placement is a required course in the MHA degree plan. There is no mechanism for ending the field placement early for any reason. There are no exceptions. Accepting a job that requires you to start before the semester's last class day is not a valid reason to end the field placement early. If you do not successfully achieve the course requirements you will be given a grade of Fail.

23. What happens if there is an issue that results in me not being able to complete the field placement?

This rarely occurs, but if it does, the first step is for Professor Topinka, working with the preceptor, to investigate and fully understand the reason(s) for the situation. Based on that understanding, Professor Topinka and the preceptor (if appropriate) will work with you to determine the best way to proceed. The plan may include you receiving a grade of incomplete and continuing your field placement in a subsequent semester and at a different organization.

24. How can I appropriately show gratitude to my preceptor at the beginning and end of the internship?

After your interview, we recommend you send a personal, hand-written note to your preceptor, expressing your appreciation for the interview. At the end of your field experience you should also write a personal, hand-written note to your preceptor. It is also appropriate to present a professional gift, such as a nominally priced professional book, to your preceptor.

Affirmative Action/Recruitment Plan

UPPS No. 04.04.04

Issue No. 10

Effective Date: 8/28/2019

Next Review Date: 6/01/2021 (E2Y)

Sr. Reviewer: Chief Diversity Officer and
Director, Equity and Inclusion

01. POLICY STATEMENT

01.01 This policy has two purposes:

- a. to detail Texas State University's policy of equal opportunity and non-discrimination in the provision of employment, education, and other services to the public; and
- b. to establish the procedures and responsibilities for implementing the [Affirmative Action/Recruitment Plan](#) at Texas State.

02. COMMITMENT

02.01 Texas State is committed to, and reaffirms support for, equal employment opportunity (EEO) and affirmative action and to non-discrimination in employment policies, practices, and procedures. As evidence of this commitment, Texas State will periodically examine all employment policies, practices, and procedures for impermissible discrimination on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity, or gender expression. If the employment policies, practices, and procedures can be improved or if discrimination is found to be present, Texas State will immediately take such remedial action as is necessary to:

- a. strengthen the policies, practices and procedures;
- b. remediate the effect of such discrimination; and
- c. ensure that the discrimination does not recur in the future.

Texas State commitment to the policy of affirmative action is intended to overcome the present effects of past discrimination and to balance the composition of the work force while providing EEO for all and affirmative action for members of groups that are, or have been formerly, underrepresented, consistent with the requirements and limitations of federal and state law and regulations. Affirmative action in all employment policies, practices, and procedures is required to be taken for women, racial and ethnic minorities, qualified veterans, and persons with disabilities. Affirmative action efforts are implemented in all employment policies, practices, and procedures including, but not limited to, the following: recruitment, employment, training, upgrading, promotion, demotion, layoffs (reduction in force), termination, and salary.

- 02.02 Each administrative officer and department head shares in the responsibility to achieve affirmative action and diversity goals for the university.
- 02.03 In addition to this policy, the following university policies apply to affirmative action and the [EEO Program at Texas State](#):

[UPPS No. 04.04.03, Staff Employment](#)
[UPPS No. 04.04.11, University Classification and Compensation](#)
[UPPS No. 04.04.46, Prohibition of Discrimination](#)
[UPPS No. 04.04.60, Workplace Accommodation](#)
[UPPS No. 07.07.03, Student Employment Procedures](#)
[UPPS No. 07.07.06, Salaried Graduate Student Employment](#)
[AA/PPS No. 04.01.04, Dean and Chair Hiring](#)
[AA/PPS No. 04.01.01, Faculty Hiring](#)
[Texas State University System Sexual Misconduct Policy](#)

03. DEFINITIONS

Definitions contained below are taken from the following: [Title VI](#) and [VII of the Civil Rights Act of 1964 \(as amended\)](#), [Executive Order 11246](#) and [11375](#), the implementing Revised Order No. 4, [The Equal Pay Act of 1963](#), the [Rehabilitation Act of 1973](#), [The Age Discrimination in Employment Act of 1967](#), [Title IX](#), [Americans with Disabilities Act Amendments Act of 2008](#), and other applicable federal and state regulations.

- 03.01 Affirmative Action – steps an employer takes to overcome inequities and ensure it affords employees and prospective employees equal employment opportunities in all aspects of employment. One such effect is often underrepresentation of minorities and females in relation to their availability in the job market.
- 03.02 Equal Employment Opportunity (EEO) – the employer's duty to treat employees without regard to race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity, and gender expression.
- 03.03 [Affirmative Action/Recruitment Plan](#) – the document in which an institution commits to EEO and affirmative action and sets out the efforts it will make to ensure compliance with applicable laws and guidelines.
- 03.04 Chief Diversity Officer and Director of Equity and Inclusion – the individual at Texas State with primary responsibility for development, implementation, and evaluation of the university's [Affirmative Action/Recruitment Plan](#).
- 03.05 Discrimination – intentional or unintentional acts with adverse effects on the employment opportunities of one or more individuals because of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity, gender expression, or other factors that, under particular laws, may not be the basis for employment actions.
- 03.06 Good Faith Efforts – an employer's efforts to analyze employment and recruitment practices, design and implement a plan that identifies problem areas, implement measures to address the problems, and monitor the effectiveness of its program. The basic components of good faith efforts are:
- a outreach and recruitment measures to broaden candidate pools from which
 - . selection decisions are made to include minorities and women; and

Texas State University
School of Health Administration
BALANCED SCORECARD



This is a living document

As of 1 September 2019

School of Health Administration Balanced Scorecard Accountables

Perspectives	SOHA Strategic Objectives	Director Designated Accountables
Patient/Customer/ Stakeholder	CS 1.0 Maintain National Accreditations	Brooks
	2.0 Competent Graduates	Greene & Graduate PD
	3.0 Engaged Alumni	Nowicki
	4.0 High Quality Education	Hatala
	5.0 Satisfied Stakeholders	Rubenstien & Hogan
Internal Process	IP 6.0 Leverage Technology for Process Improvement.	Kruse
	IP 7.0 Recruit Exceptional and Diverse Students	Greene & Graduate PD
	IP 8.0 Develop & Support International Education Opportunities	Hatala
	IP 9.0 Develop a SOHA Brand	Lieneck
Learning & Growth	LG 10.0 Recruit, Develop, and Retain Quality Faculty and Staff.	Brooks
	LG 11.0 Promote Internal and External Collaboration	Mileski
Resource	R 12.0 Obtain Adequate Resources to Accomplish the Mission	Shanmugam
	R 13.0 Maintain Facilities and IT Infrastructure	Kruse
	R 14.0 Plan & Prepare for Establishment of Round Rock Health Science Center	Brooks

School of Health Administration

Strategy Map

2017 - 2023

Mission

To prepare health leaders to serve in a variety of diverse healthcare environments and add to the body of knowledge in our fields.

Vision

To be the health administration school of choice for students, faculty, alumni and employers.

**We
Value &
Teach**

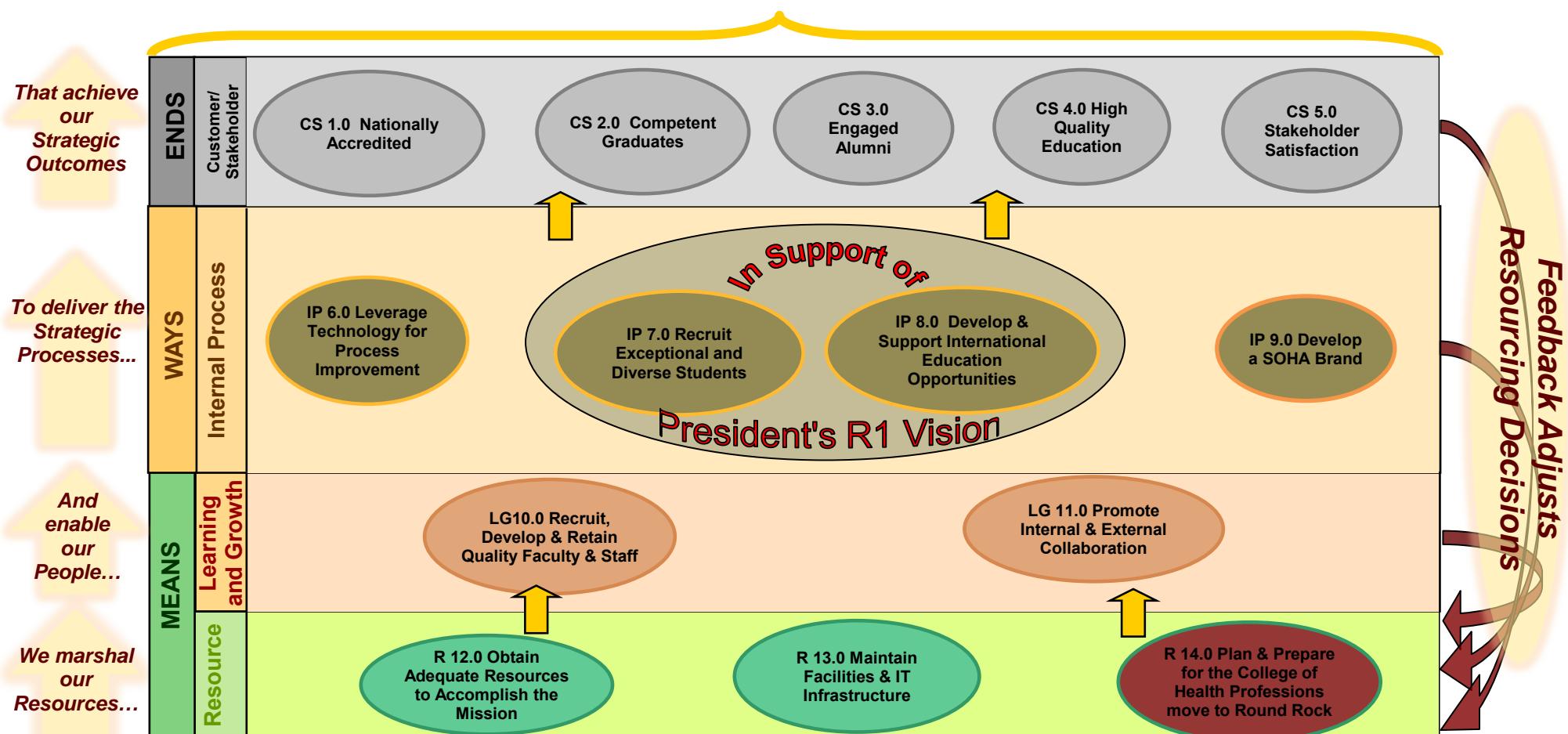
Leadership

Service

Scholarship

Professionalism

Lifelong
Learning



School of Health Administration Balanced Scorecard

2017 - 2023

Mission: To prepare health leaders to serve in a variety of diverse healthcare environments and add to the body of knowledge in our fields.

Vision: To be the health administration school of choice for students, faculty, alumni and employers

We Value & Teach:

Leadership

Service

Scholarship

Professionalism

Lifelong Learning

Supporting the President's Vision to become an R1 Institution

Strategic Objective

Objective Statement

Measure

Measure Status

Target

Initiatives

Measure Status Legend:

G Met goal or on target to meet goal

B

Measure determined; pending baseline

A Between goal and warning

TBD

Measure not determined yet

R Below warning level

Patient/Customer/Stakeholder

CS 1.0 Nationally Accredited	<p>Maintain CAHME and AUPHA accreditations and correct deficiencies noted in last assessments. Build on SOHA's reputation and credibility by continuing to improve the program. Prepare for future site visits and seek additional accreditations.</p>	<p>Reaccreditation from CAHME & AUPHA for maximum term allowed. Successfully complete the University Academic Program review every 7 years.</p>	G Every 7 & 6 Years	<p>Currently preparing for CAHME reaccreditation site visit spring 2020</p> <p>Preparing for AUPHA re-certification in summer 2020.</p> <p>Preparing for APR in 2020.</p>	<p>Faculty become CAHME fellows & AUPHA team members.</p> <p>Seek AUPHA affiliation status for the new BSHS degree.</p>
2.0 Competent Graduates	<p>Prepare students for leadership in healthcare administration positions in a variety of healthcare settings. Provide graduates who are the first choice of employers seeking men and women with a healthcare</p>	<p>Percent of graduates from all programs that are employed in the field within 90 days of graduation.</p>	G 93%	80%	<p>Obtain new affiliation agreements with top facilities that will hire our students out of their field</p>

Patient/Customer/Stakeholder	Strategic Objective	Objective Statement	Measure	Measure Status	Target	Initiatives
Pa		and women with a healthcare administration education.	Percent of students who achieve more rigorous UPD qualification.	A 20%	25%	eligibility criteria benchmarked against top HA Programs.
3.0 Engaged Alumni		Produce engaged alumni by instilling a sense of pride and service to the profession in SOHA students from their entry in the program through their graduation and entry into the healthcare administration workforce. Provide the resources to develop a structured alumni program and build a premier alumni event at major conferences.	Percent of alumni who attend at least one TXST event annually.	R TBM	25%	Expand alumni events at national conferences.
			Percent of alumni who are members of the SOHA LinkedIn Group	R 33%	80%	LinkedIn Alumni school site.
4.0 High Quality Education		Provide a high quality education by building on SOHA's diversity of experience, student centeredness, and academic freedom by adding concentration tracks and courses in emerging areas; and, by collaborating with other healthcare administration programs such as Trinity, Army-Baylor, A&M, and Incarnate Word.	Percent of students who are members in good standing of at least one professional organization.	A 80%	100%	Assist students in attending ACHE Annual Congress.
			Percent of graduate & undergraduate students who achieve two or more external certifications during curriculum.	A 90%	100%	Initiate LSSGB, Excel, Quickbooks, CRCR, CSSBB training and testing in curriculum.
5.0 Satisfied Stakeholders		Satisfy stakeholders (university leadership, faculty, students, alumni, employers, and the community) by providing an environment conducive to intellectual exchange in teaching and curriculum development; in service to students, the profession, and the community; in research and scholarly activities; in health	Number of program improvements identified by EOCC, Exit, Advisory Board, Preceptor & Alumni survey feedback analysis.	G 2/year	2/year	Implement online survey process using Qualtrics.
			Number of process improvements implemented	G		Utilize LinkedIn Alumni site to

Strategic Objective	Objective Statement	Measure	Measure Status	Target	Initiatives
	administration practice; and in multiculturalism and diversity.	improvements implemented from Qualtrics analysis within one year.	2/year	2/year	Alumni site to obtain Program feedback.
IP 6.0 Leverage Technology for Process Improvement.	Leverage technology for process improvement. Ensure technology is user-friendly. Pursue innovation and blended teaching technology and utilize existing University resources to automate internal processes where applicable.	Percent of SOHA faculty that attend Canvas orientation.	TBD 0%	100%	University is implementing an LMS change to Canvas in 2020.
		Percent of faculty that attend the Online Course Development & Training Workshop.	A 75%	100%	Obtain funding for a course release for faculty to attend the semester long Gold training.
IP 7.0 Recruit Exceptional and Diverse Students	Recruit exceptional and diverse students. Review admission standards and adjust as necessary to improve student quality. Codify high standards of student behavior and professional expectations and enforce them. Implement a SOHA admissions committee for all student applications.	Increase percent of fully qualified Graduate students admitted to all programs.	A 80%	100%	Recruit exceptional students from the BHA & BSHS Programs to apply for the MHA. Implement True Colors training.
		Percent BHA applicants that have a GPA of 3.25.	R 40%	80%	BHA PD visits General Education core courses and recruits top-tier students.
IP 8.0 Develop &	Develop and support international education opportunities by establishing a work group to identify	Percent of SOHA students who participate in a study-abroad program.	A 10%	25%	Expand SOHA study-abroad program.

Strategic Objective	Objective Statement	Measure	Measure Status	Target	Initiatives
Support International Education Opportunities	<p>the opportunities that would promote and enhance the SOHA mission.</p> <p>Work with CHP on developing a study-abroad program for SOHA and provide additional application process for international students.</p>	<p>Provide & support additional Study-Abroad opportunities for HA students.</p>	R 1/yr	2/yr	Incorporate Study-Abroad opportunities into the core curriculums.
IP 9.0 Develop a SOHA Brand:	<p>Develop a SOHA brand that emphasizes the value (low cost, high quality) of the education in healthcare administration and the advantages of the San Marcos location and stresses a culture of engagement and targeted marketing. Provide exceptionally competent students to advance the profession.</p>	<p>Number of external events a SOHA marketing booth is displayed.</p>	R 4/yr	6/yr	Seek new venues to display marketing booth.
		<p>Percent increase of Social Media posts monthly.</p>	R 5%	10%	Develop an InstaGram, Facebook, and Twitter site.
LG 10.0 Recruit, Develop, and Retain Quality Faculty and Staff.	<p>Recruit, develop, and retain quality faculty and staff. Capitalize on the diversity of experience of the faculty. Showcase faculty scholarship. Develop solutions to address faculty turnover. Seek clarification of pay and tenure standards.</p>	<p>Increase qualified applicant pool for all open faculty positions.</p>	A 20%	50%	Recruit faculty member from Top 5 MHA Program.
		<p>Percent of faculty that publish 2 or more ⁵⁵³ articles/yr in JCR 1st</p>	R 25%	75%	Conduct publication

Learning & Growth

Strategic Objective	Objective Statement	Measure	Measure Status	Target	Initiatives
LG 11.0 Promote Internal and External Collaboration	Promote internal and external collaboration and communication. Increase collaboration with other healthcare administration programs and professional organizations. Encourage SOHA and University faculty interdisciplinary collaboration. Pursue HIM & HSR collaboration.	Quartile ranked journal in their discipline.	A 25%	50%	workshop with HA faculty.
		Percent of faculty that submit collaborative papers with faculty external to HA for publication.			Conduct networking events.
		Percent of faculty that submit collaborative grant applications with faculty external to HA.	A 25%	50%	Increase the REP & MIIRG grant applications with HA faculty rep.
R 12.0 Obtain Adequate Resources to Accomplish the Mission	Present a budget proposal to University leadership that fully resources SOHA's mission. If the budget is not approved, advise University leadership of the risks to the mission resulting from lack of adequate resources. Identify and leverage sources of external funding, such as bidding on Army-Baylor contract and external grants. Incentivize increased faculty research and grant applications. Include requirements for research and grant applications in position descriptions and new faculty orientation. Re-evaluate faculty workload and scheduling in light of increased research and grant application and execution. Hire a research consultant to assist all faculty in increasing research productivity.	Amount of Indirect Cost dollars that are deposited into the HA account annually. Amount of TRIP funds deposited into the HA account annually	R \$130,000	\$250,000/yr	Fund course release for faculty that obtain external grants exceeding \$100,000.
		Number of Continuing Education courses conducted annually.	R 0/yr	2/yr	Begin offering Continuing Education and certification courses for HA professionals.

Resource

Strategic Objective	Objective Statement	Measure	Measure Status	Target	Initiatives
R 13.0 Maintain Facilities and IT Infrastructure	<p>Maintain facilities and IT infrastructure. Identify facility and IT infrastructure requirements and communicate them to the University. Ensure faculty have adequate IT resources to accomplish the mission and be successful in tenure.</p>	Number of new data sets purchased annually to assist in faculty research outcomes..	R 0/yr	2/yr	Poll faculty and determine data set opportunities.
		Perecent of faculty with computers less than 3 years old.	G 50%	50%	Streamline the CRP process.
R 14.0 Plan & Prepare for the College of Health Professions move to Round Rock .	Plan and prepare for establishment of Round Rock Health Science Center by establishing a SOHA work group to stay abreast of University plans, identify challenges, and develop solutions. Work with CHP on SOHA requirements for the new HSC. Begin building a Round Rock cohort through expanding our course offerings through leveraging ITV classrooms and online course development.	Implement new Program offerings in SOHA, and increase Distance Learning Platform course offerings per term.	G 1/yr	1/yr	Develop Master's in LTC proposal. Analyze and implement 1 new online course offering in each Program.

School of Health Administration Balanced Scorecard
2014 - 2017

PARKING LOT <i>(measures undergoing refinement)</i>					
	Strategic Objective	Objective Statement	Measure	Target	Initiatives
Patient/Customer/Stakeholder					
Internal Process					

Academic Program Coordination

AA/PPS No. 04.01.25

Issue No. 1

Effective Date: 12/01/2017

Next Review Date: 9/01/2022 (E5Y)

Sr. Reviewer: Associate Provost

01. PURPOSE

- 01.01 The tradition of shared governance recognizes the roles of faculty and administrators in the approval of academic courses and programs. With respect to the content, quality, and effectiveness of the curriculum, primary responsibility rests with the collective faculty of departments, schools and colleges. For each degree program, Texas State University appoints and assigns responsibility for program coordination, as well as curriculum development and review, to a designated academic program coordinator.
- 01.02 This policy conforms to the rules, regulations, and polices of the Board of Regents of The Texas State University System (BOR), the Texas Higher Education Coordinating Board (THECB), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

02. GUIDELINES AND DEFINITIONS (IN ALPHABETICAL ORDER)

- 02.01 Academic Program Coordinator: For each degree program, the academically qualified faculty member responsible for ensuring that each program contains essential curricular components, has appropriate content and pedagogy, maintains currency in the field, and reflects decisions of the faculty affiliated with the degree program.
- 02.02 CIP Code: Each academic program is assigned a Classification of Instructional Program (CIP) code that corresponds to the major and subject matter of the program. CIP codes are used nationally to classify instructional programs and to report educational data. National CIP codes are six digits in length. Texas CIP codes have an additional four-digit extension that can further define the subject matter and the formula funding code. For purposes of this policy, degree programs are identified by the first four digits of the program CIP code at each level of instruction (e.g., undergraduate, master's, and doctoral) offered by separate academic units.
- 02.03 Degree Program: Any grouping of subject matter courses that, when satisfactorily completed by a student, shall entitle the student to a degree from an institution of higher education.

03. APPOINTMENTS AND RESPONSIBILITIES OF ACADEMIC PROGRAM COORDINATORS

- 03.01 At the time of appointment, each academic program coordinator will:
 - a. meet all provisions of the terminal degree policy for the academic unit to which the program is assigned;

- b. serve in a full-time faculty position that requires teaching and scholarly and creative contributions;
- c. have a record of teaching and scholarly and creative contributions related to the degree program (preference is for tenured faculty);
- d. for graduate programs, have attained the highest level of graduate faculty status applicable for the program, and
- e. where applicable, have a record of practical, clinical or professional experiences related to the degree program.

03.02 Appointments are approved by the chair or director and the dean and forwarded to Faculty and Academic Resources if the academic program coordinator is the chair or director, the appointment is approved by the dean and forwarded to Faculty and Academic Resources. The appointment format is available in Faculty and Academic Resources.

03.03 In recognition of the service commitment, the chair or director may assign workload credit to academic program coordinators as described in [AA/PPS No. 04.01.40, Faculty Workload](#) and consistent with the time and effort required to perform job duties.

03.04 Academic program coordinators are expected to maintain current curriculum vitae in the university's [Faculty Qualifications system](#).

03.05 Responsibilities of academic program coordinators include the following:

- a. Ensure faculty affiliated with the program are involved in decisions regarding the content, quality, and effectiveness of the program and curriculum.
- b. Manage the ongoing review of curriculum, marketable skills and program requirements, including procedures for initiating or modifying academic programs described in [AA/PPS No. 02.01.10, Academic Programs: Additions, Changes, and Deletions](#).
- c. Coordinate the development, administration, and timely submission of educational program outcomes assessment and reports described in [UPPS No. 01.03.04, Outcomes Assessment for Continuous Improvement](#).

03.06 Responsibilities of academic program coordinators that may vary by program and are determined by the chair or director include:

- a. manage recruiting and admissions, course scheduling, and related matters for the program;
- b. serve as a contact for students, coordinate with other entities, and represent the program on councils and committees as appropriate (e.g., advising centers, The Graduate College, University College, Honors College, Career Services, and external advisory groups);
- c. participate in the development of academic program review documentation and evaluation processes described in [AA/PPS No. 02.01.50, Academic Program Review](#) and, as applicable, the development of accreditation materials; and
- d. In consultation with the chair or director, perform other duties to ensure each program contains essential curricular components, has appropriate content and pedagogy and maintains currency in the field

04. REVIEWERS OF THIS PPS

04.01 Reviewers of this PPS include the following:

Position	Date
Associate Provost	September 1 E5Y
Associate Vice President for Academic Affairs	September 1E5Y

05. CERTIFICATION STATEMENT

This PPS has been approved by the following individuals in their official capacities and represents Texas State Academic Affairs policy and procedure from the date of this document until superseded.

Associate Provost; senior reviewer of this PPS

Provost and Vice President for Academic Affairs

Tenure and Promotion Review

AA/PPS No. 04.02.20 (8.10)

Issue No. 2

Effective Date: 4/23/2018

Next Review Date: 9/01/2022 (E4Y)

Sr. Reviewer: Associate Provost

01. POLICY STATEMENTS

- 01.01 Texas State University is committed to supporting the mission and goals of the institution through effective hiring, evaluating, and promoting practices for its faculty. The following document contributes to the fulfillment of this goal and describes roles, responsibilities, and timelines associated with tenure and promotion review.
- 01.02 Faculty candidates for tenure or promotion, as well as members of department or school personnel committees, college review groups, department chairs or school directors, deans, and the provost and vice president for Academic Affairs must understand that tenure and promotion decisions are based on judgments. While each department or school and college has its own criteria for promotion and tenure, these criteria, which are to be reviewed and approved by the college dean and provost and vice president for Academic Affairs, must assure that tenure and promotion are granted based on clearly documented evidence of high quality teaching, sustained peer-reviewed scholarly and creative activity, and effective leadership and service. In addition, for those disciplines where applicable, external and internal funding activities, patents or commercialization of research will be considered. This Academic Affairs Policy and Procedures Statement (AA/PPS) and the related college and department or school documents are designed to inform those judgments.
- 01.03 Departmental or school personnel committees, college review groups, chairs or directors, deans, the provost and vice president for Academic Affairs and the president should review [The Core of Academe: Teaching, Scholarly Activity, and Service](#) as a guideline to follow in evaluating faculty. A faculty member is evaluated in the areas of teaching, scholarly and creative activity, and leadership and service, including his or her collegial contributions to the university community. Collegial faculty members are expected to contribute to the positive functioning of the department or school and the university.
- a. For faculty being reviewed for tenure, the evaluation will consider all the candidate's accomplishments, but should emphasize the time period from the initial date of appointment on tenure-track at Texas State to the present.
 - b. For faculty being reviewed for promotion, the evaluation will consider all the candidate's accomplishments, but should emphasize the time period from the last promotion to the present.

02. DEFINITIONS

- 02.01 Voting Personnel Committee Members – tenured faculty members who:

- a. hold academic rank in a department or school at a rate of 50 percent or more and who do not hold an administrative appointment outside of their college;
- b. have at least one year of service at Texas State since the official start date of the faculty appointment; and
- c. have taught eight sections of courses at the college or university level. Tenured faculty who meet only the first provision will serve as non-voting members of the personnel committee until they have met all three requirements.

- 02.02 Schools and Programs Equivalent to Tenure-Granting Departments – programs that have all the rights and obligations noted for tenure-granting departments, and their directors have all the rights and obligations noted for department chairs or school directors.
- 02.03 Department or School Recommendation – the recommendations of both the personnel committee and the chair or director.
- 02.04 College Recommendation – the recommendations of both the college review group and the dean.

03. PROCEDURES FOR TENURE AND PROMOTION

03.01 Eligibility for Tenure

- a. Typically, the probationary period prior to the awarding of tenure is six years so that when tenure is granted it begins with the next year's contract. In exceptional cases, faculty who have truly outstanding records may apply for tenure without prejudice before the end of the six-year probationary period. This decision should be made after consultation with the personnel committee, chair or director, and dean.
- b. At the end of the sixth year, the faculty member must either be awarded tenure or terminated with one year's notice.
- c. Faculty members in tenure-track positions may not move to non-tenure track status and then back to tenure-track status unless this change in status resulted from independent searches for non-tenure and tenure-track positions.
- d. Neither leaves of absence nor part-time appointments count as part of the probationary period, based on [The Texas State University System \(TSUS\) Rules and Regulations](#). A written agreement, mutually satisfactory to the candidate and to the university, must be made at the time of initial appointment to a tenure-track position whether to credit or to exclude previous years of full-time teaching experience toward the probationary period.
- e. Tenure-track faculty members whose rank is below associate professor must apply for promotion to associate professor at the same time they apply for tenure.
- f. A faculty member may not be tenured by default or because of failure to recognize that the time for tenure or termination has arrived. Lecturers, senior lecturers, clinical, professors of practice, program faculty, and research and part-time faculty members are not eligible for tenure consideration; although academic administrators may be an exception to the part-time rule (see [Faculty Handbook](#)).

- g. Tenure-track faculty may request suspension of the tenure clock in order to accommodate one or more of the following exigencies or hardships: childbirth or adoption; dependent care (including children, parents, spouses, or other dependents); the faculty member's own illness or other personal emergency; and the inability of the institution to provide agreed upon facilities for the faculty member's research.
- 1) Timing of the Request – The request to suspend shall, to the extent possible, occur prior to the occurrence of the events stated above, and within one year of the events. Requests made after the university provides written notice of the commencement of the promotion or tenure review process will not be honored.
 - 2) Faculty Member's Obligation – The faculty member shall make a written request through his or her chair or director and dean to the provost and vice president for Academic Affairs to suspend up to a maximum of two years of service on the tenure clock, explaining the basis for the request and why it impedes the faculty member's ability to make progress toward achieving tenure. The faculty member is required to state the suspension period requested and provide any supporting documentation the university may require. A memorandum should be routed from the faculty member, via the chair or director and dean, to the provost and vice president for Academic Affairs.
 - 3) Chief Academic Officer's Obligation – The provost and vice president for Academic Affairs shall notify the faculty member, chair or director, and dean and submit his or her recommendation to the system vice chancellor for Academic Affairs.
 - 4) Two-Year Limitation – The total time excluded from countable service under this policy is two years.
 - 5) No Property Right Created – The suspension of the tenure clock lies within the sole discretion of the university administration, subject to the vice chancellor for Academic Affairs' approval, and creates no property right, contractual or other legal entitlement in a member of the faculty.
 - 6) Tenure and Promotion Criteria Unaltered – Chair or directors, deans, and the provost and vice president for Academic Affairs shall ensure that criteria for tenure do not change for the faculty member while service has been excluded from a faculty member's probationary period.
- h. Other exceptional circumstances not mentioned above may be reviewed and can result in a suspension of the tenure clock if deemed appropriate by the provost and vice president for Academic Affairs to be in the university's best interests.
- i. Exceptions to the eligibility criteria must be specifically justified during the tenure process.

03.02 Eligibility for Promotion

In all cases, promotions are based on judgments of professional achievements. Certain broad principles of eligibility, noted below, are generally observed in the promotion process:

- a. It is expected that a faculty member who meets the criteria for tenure will also

- meet the criteria for promotion to associate professor. A tenure-track faculty member whose rank is below associate professor must apply for tenure at the same time he or she applies for promotion.
- b. Assistant, associate, and full professors must hold the terminal degree or be adjudged by the personnel committee and the administration to possess exceptional proficiency and professional competency in their teaching discipline. If an individual does not have the recognized terminal degree, the maximum rank that will normally be attained will be assistant professor. Exceptions may be considered only for those individuals with exceptionally long service who have established a record of teaching, scholarly activities and service that clearly exceeds the requirements for promotion.
 - c. Typically, faculty spend five years in rank before being eligible for promotion. The year in which the promotion is reviewed will count as one of the years in rank.
 - d. Exceptions to the eligibility criteria should be specifically justified during the promotion process.

03.03 Responsibilities of Candidates for Tenure and Promotion

- a. Candidates must verify and sign the [Review Group Information Form](#) (submitted by candidate), which confirms their candidacy for tenure or promotion.
- b. Candidates must provide documentation that supports the quality of their teaching, scholarly and creative activity, and leadership and service as defined in department or school and college criteria. This documentation should be arranged and presented in the order of categories prescribed by the [Texas State Vita](#) or [Texas State Vita \(With Fine Arts Components\)](#), and the [Faculty Qualifications System](#).
- c. The [Texas State Vita](#) or [Texas State Vita \(With Fine Arts Components\)](#) must document all achievements and highlight those that apply to the probationary period or time period since the last promotion.
- d. Candidates must adhere to the timeline published for the tenure and promotion process and are responsible for the completeness and accuracy of the documentation submitted.
- e. As delineated in college policy (see Section 05.01 b.), all promotion and tenure candidates will work with their chair or director to select appropriate reviewers from outside the institution to review their creative and scholarly accomplishments. The outside reviewers will be acceptable to both the candidate and the chair or director.
- f. Tenured candidates who are not approved for promotion may request a meeting scheduled by the chair or director to develop a program of professional development to enhance the likelihood of future promotion.
- g. Candidates who are denied promotion or tenure are responsible for initiating any relevant appeal or grievance procedure.

04. RESPONSIBILITIES, REVIEW PROCESS, AND VOTING

04.01 Responsibilities

- a. After consulting with the voting faculty, the department chair or school director and personnel committee will develop a policy for tenure and promotion. The policy should specify the level of performance expected and clarify the requirements for documenting performance in teaching, scholarly and creative activities, and leadership and service, including expectations for collegial contributions to the university community. High quality teaching is a necessary, but not sufficient, achievement upon which to base tenure and promotion. In addition, all candidates for tenure or promotion must provide a documented record of sustained peer-reviewed scholarly and creative activity. For those disciplines where applicable, external and internal funding activities, patents or commercialization of research will be considered. An outstanding record of leadership and service is normally expected for promotion to full professor; a sustained level of effective service is necessary for promotion to associate professor.
- b. Each department or school will provide each faculty member a copy of the department or school and college criteria for tenure and promotion.
- c. The chair or director and members of the personnel committee should counsel the candidate about including relevant materials and organizing supporting documents.
- d. The chair or director and personnel committee are responsible for a thorough evaluation of the candidate's documentation. The chair or director and the personnel committee's evaluations should describe the scholarly and creative work of each candidate in its totality and assess its impact on the expansion of knowledge in the discipline. This is particularly critical for promotion to full professor.
- e. Where no internal peer evaluation for tenure or promotion is possible, candidates must be reviewed by at least two qualified peers outside the university, selected by both the candidate and the department chair or school director. The outside reviewers must be acceptable to both the candidate and the chair or director.
- f. The personnel committee will state briefly and clearly the criteria for evaluation on the forms to be forwarded with each candidate's application. The personnel committee's comments and the chair or director's comments on the Evaluation Form should leave no doubt as to the action desired by the department or school. For candidates whose applications have been approved by the department or school, the comments should fully develop a rationale for recommending the candidate, leaving no doubt about the candidate's suitability and importance to the future development of the department or school.
- g. Because members of the college review group serve as evaluators of the candidate's credentials they will not serve as advocates. Remarks should be restricted to answering specific questions from the other members.
- h. Department or school faculty and administrators should refrain from attempting to influence the decision-making process at higher levels.
- i. Tenured faculty members and those on tenure-track with one or more years of service at Texas State will elect a tenured representative and maximum of two tenured alternates to the college review group. Names of the representatives and alternates will be submitted ~~564th~~ to the Nominations for College

04.02 Review Process

- a. The department chair or school director and personnel committee will develop a policy for tenure and promotion, after consulting the voting faculty.
 - 1) The policy should specify the level of performance expected and clarify the requirements for documenting performance in teaching, scholarly and creative activities, and leadership and service, including expectations for collegial contributions to the university community.
 - 2) The policy should identify the role of the personnel committee, including the use of subcommittees, in the review process.
 - 3) High quality teaching is a necessary but not sufficient achievement which to base tenure and promotion.
 - 4) All candidates for tenure and promotion must provide a documented record of sustained peer-reviewed scholarly or creative activity. For those disciplines, where applicable, external and internal funding activities, patents, and commercialization of research will be considered.
 - 5) An outstanding record of leadership and service is normally expected for promotion to full professor; a sustained level of effective service is necessary for promotion to associate professor.
- b. The chair or director will make the candidate's documentation available for review by the personnel committee, and members of the committee will review the candidate's documentation before the formal meeting. The chair or director is responsible for the security of the files during the department or school review.
- c. No additional items may be included in the documentation without the permission of the chair or director and the candidate. Additional items should be clearly identified as supplemental to the original documentation.
- d. At a meeting of the personnel committee, presided over by the chair or director in a non-voting capacity, the personnel committee will discuss and vote by secret ballot to recommend or not to recommend each of the candidates for tenure or promotion. The chair or director will remind the committee that all discussions and actions taken are confidential.
- e. Members of the personnel committee may not vote on a candidate for promotion to a rank higher than their own. In accordance with [UPPS No. 04.04.07, Nepotism and Related Employment](#), faculty members will not vote and must leave tenure and promotion meetings when their spouses or family members are being discussed and votes taken.
- f. A tie vote is a vote not to recommend.
- g. If on first vote a candidate is not approved for tenure and promotion, any member of the department or school personnel committee may request a second vote to reconsider the decision. Such reconsideration will be given if approved by a two-thirds majority of the departmental personnel committee present and voting. The vote to reconsider must be conducted in the same meeting and not a subsequent meeting.

04.03 Voting

- a. Full professors who are members of the department's or school's personnel committee will vote by ballot first to approve or disapprove candidates for full professor. Once the vote is completed, both full and associate professors will convene to vote on candidates for tenure and promotion to associate professor. Members must be present to vote.
- b. In the second meeting, there is one vote to approve or disapprove candidates eligible for tenure or candidates eligible for promotion to associate professor. If a candidate already holds the rank of associate professor, there is a vote for tenure only. If a candidate already holds tenure at a rank below that of associate professor, there is a vote for promotion to associate professor only.
- c. The chair or director and a member of the personnel committee selected by the other members of the committee should conduct independent counts of the ballots before the results are announced. Any discrepancy between the two counts should be resolved before the results are announced to the personnel committee.
- d. A member of the personnel committee will enter the results of the voting on the [Evaluation Form](#), along with evaluative remarks that include a statement showing how the candidate's qualifications specifically met or exceeded the department and college criteria established for tenure or promotion from the personnel committee's perspective. If the vote is to deny tenure or promotion, comments may be provided but are not required.
- e. The chair or director is responsible for ensuring that the comments accurately reflect the rationale for recommending the candidate for tenure or promotion.
- f. Following the verification and the official recording of the votes, the chair or director will destroy all ballots and tally sheets.
- g. The chair or director will indicate his or her recommendation of each candidate on the [Evaluation Form](#) and add evaluative comments. These will include a statement showing how the candidate's qualifications specifically meet or exceed the department and college criteria established for tenure or promotion from the chair's or director's perspective. If the vote is to deny tenure or promotion, comments may be provided, but are not required. The chair or director will inform the department personnel committee of these recommendations, with explanations as appropriate, within three class days of the chair's decision.
- h. The chair or director will verify that information forwarded about each candidate to the college review group is correct.
- i. The chair or director will attach a copy of the [Tenure and Promotion Tracking Form](#) to each application and will forward the approved applications and documentation, with a copy of the department's evaluation criteria, to the dean of the college.
- j. Within three class days of the decision by the chair or director, the chair or director will notify the candidate of the action. The following two decisions require written notification:
 - 1) if the candidate is denied by either the personnel committee or the chair or director but not both. the application will be forwarded to the college review

group; and

- 2) if the candidate is denied by both the personnel committee and the chair or director.
- k. At the candidate's request and provided that the denial of promotion does not result in a terminal contract, the chair or director will schedule a meeting with the candidate to discuss the department's evaluation. Reasons for denial of promotion will be explained. The candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion.

05. PROCEDURES FOR REVIEW OF CANDIDATES

05.01 Responsibilities

- a. Colleges must have detailed and explicit requirements for documentation incorporated into their tenure and promotion policies and procedures.
- b. Colleges must establish and implement a policy and procedure statement for the process of external review of scholarly and creative activity for all candidates.
- c. The review group must be composed of one tenured faculty member, preferably from the full-professor rank, elected by the tenure-track and tenured voting faculty in each department; the department chairs or school directors; one tenured faculty member from another college; one outside academic dean, chair, or director; and the dean of the college, who is a non-voting member. Elected representatives will serve staggered three-year terms.
- d. For colleges with four or fewer departments, college review group membership may be expanded at the discretion of the college dean by adding additional faculty members from departments within the college.
- e. Because members of the college review group serve as evaluators of the candidate's credentials, they will not serve as advocates. Remarks should be restricted to answering specific questions from the other members.
- f. Departmental faculty and administrators should refrain from trying to influence the decision-making process at higher levels.
- g. On the forms to be forwarded with each candidate's application, the review group's comments and the dean's comments on the [Evaluation Form](#) should clearly express the action desired by the college. For candidates whose applications will go forward to the provost and vice president for Academic Affairs, the comments of the review group and the dean should fully develop a statement in support of the candidate, addressing the suitability of his or her qualifications and importance to the future development of the college.

05.02 Review Process

- a. The dean will make the documentation for each candidate available, and members of the college review group will review the candidate's documentation before the formal meeting. Copies of each department's criteria and the college criteria will be on file for use by members of the review group. The dean is responsible for the security of the files during the college review.

- b. No additional items may be added to the documentation for the college review without the chair's or director's, dean's, and candidate's permission. Additional items should be clearly identified as supplemental to the original documentation.
- c. At the meeting to formally consider the candidates, the college review group will discuss each candidate for tenure and promotion to associate professor and will vote by ballot to approve or disapprove each of the candidates. In accordance with [UPPS No. 04.04.07, Nepotism and Related Employment](#), faculty members must leave tenure and promotion meetings when their spouses or family members are being discussed and votes taken. The dean will remind the committee that all discussions and actions taken are confidential.
- d. The dean and a selected faculty representative will tally the votes. A tie vote is a vote not to recommend.
- e. After all candidates for tenure and promotion to associate professor have been voted on, any member of the review group may request a re-vote for a candidate. If two-thirds majority of the voting members agree, the re-hearing and re-vote will be held.
- f. A separate vote will be taken on candidates for promotion to professor. A re-vote may be requested as mentioned in Subsection e., above.
- g. A member of the review group will enter the results of the voting on the [Evaluation Form](#) along with evaluative remarks including a statement showing how the candidate's qualifications specifically met or exceeded the departmental and college criteria established for tenure or promotion from the review group's perspective. If the vote is to deny tenure or promotion, comments may be provided, but are not required.
- h. The dean will indicate approval or disapproval of each candidate. The dean will add comments on the [Evaluation Form](#), including a statement showing how the candidate's qualifications specifically met or exceeded the department and college criteria established for tenure or promotion from the dean's perspective. If the vote is to deny tenure or promotion, comments may be provided but are not required. Within seven class days, the dean will inform the review group of his or her recommendation, with explanations as appropriate.
- i. The dean will verify that information about each candidate forwarded to the provost and vice president for Academic Affairs is correct.
- j. The dean will forward a completed [Review Cycle Form](#) from the college along with applications of the approved candidates to the provost and vice president for Academic Affairs. Supporting material will be retained in the dean's office until required for review.
- k. The dean will send a copy of the [Texas State Vita](#) or [Texas State Vita \(With Fine Arts Components\)](#), the [Review Group Information Form \(Submitted by Candidate\)](#), and the [Tenure and Promotion Tracking Form](#) for each faculty member considered for tenure or promotion to the provost and vice president for Academic Affairs.
- l. Within three class days of the completion of action by the review group and ~~the dean, each candidate will be notified by the dean of the status of his or~~

AA/PPS 04.02.20 - Tenure and Promotion Review : Policy and Procedure Statements : Texas State University
In each year, each candidate will be notified by the date of the status of his or her application for tenure or promotion. The following two decisions require written notification.

- 1) if the application is denied by either the review group or the dean but not both, the application will be forwarded to the provost and vice president for Academic Affairs. Notification to the candidate must specify whether it was the review group or the dean who denied the application; and
 - 2) if the candidate is denied by both the review group and the dean.
- m. At the same time, the dean will direct the department chair or school director to inform the departmental personnel committee as to which applications have been forwarded.
 - n. Provided that the denial of promotion does not result in the termination of contract, the chair or director, at the candidate's request, will schedule a meeting with the dean and the candidate to discuss the college's evaluation. Reasons for denial of promotion will be explained and the candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion.

06. RESPONSIBILITIES OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, PRESIDENT, CHANCELLOR AND BOARD OF REGENTS

- 06.01 The provost and vice president for Academic Affairs will meet with the dean of each college, discuss the candidates for tenure and promotion from that college, and formulate a recommendation to the president on each candidate.
- 06.02 The provost and vice president for Academic Affairs will forward the applications and the recommendations, along with his or her recommendation, on each candidate to the president using [Provost and President Tracking Form](#).
- 06.03 The president will make the final recommendations to the chancellor and TSUS Board of Regents.
- 06.04 The provost and vice president for Academic Affairs will provide written notification to each candidate of the president's recommendation.
- 06.05 The provost and vice president for Academic Affairs will provide the list of the candidates approved by the chancellor and the TSUS Board of Regents to Media Relations.
- 06.06 Within one month of the conclusion of the cycle, the provost and vice president for Academic Affairs will return the [Review Group Information Forms](#) to the office of the college dean, where they are retained for three years. The dean will return the documentation to the candidates.
- 06.07 The provost and vice president for Academic Affairs will complete the [Tenure and Promotion Tracking Form](#) for each faculty member eligible for consideration for tenure or promotion and prepare appropriate statistical summaries.
- 06.08 Neither promotion nor tenure is effective until approved by the chancellor and the TSUS Board of Regents.
- 06.09 Provided that the denial of promotion does not result in the terminal contract, the chair or director, at the candidate's request, will schedule a meeting with the dean, provost and vice president for Academic Affairs, and the candidate to

discuss the provost's evaluation. These officials will explain reasons why the candidate was denied promotion and will advise the candidate on creating a program of professional development that will enhance the likelihood of future promotion, provided that the denial of promotion does not result in a terminal contract.

07. TIMELINE FOR THE TENURE AND PROMOTION PROCESS

- 07.01 The timeline will make allowances for weekends by moving due dates to the next business day when relevant. Exact dates for each year are published in the annual [Tenure and Promotion Calendar](#).

08. PROCEDURE FOR APPEAL

- 08.01 Candidates who are denied promotion or tenure may grieve the decision by following the procedures outlined in [AA/PPS No. 04.02.32, Faculty Grievance Policy](#).

09. PROCEDURES FOR INFORMING CANDIDATES OF DENIAL OF TENURE OR PROMOTION

- 09.01 Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another's work as confidential. All discussions and votes in the process must be kept confidential.
- 09.02 Faculty members who are denied tenure are not entitled to a statement of the reasons upon which the decision is based (see section 4.27 of Chapter V of the [TSUS Rules and Regulations](#)).
- 09.03 Faculty members who are denied promotion at any level should be informed regarding the reasons for denial by the responsible administrator, the chair or director, the dean, or the provost and vice president for Academic Affairs provided that the denial of promotion does not result in a terminal contract. It is the responsibility of the candidate to request a meeting to determine the reasons for denial.

10. REVIEWER OF THIS PPS

- 10.01 Reviewer of this PPS includes the following:

Position	Date
Associate Provost	September 1 E4Y

11. CERTIFICATION STATEMENT

This PPS has been approved by the following individuals in their official capacities and represents Texas State Academic Affairs policy and procedure from the date of this document until superseded.

Associate Provost; senior reviewer of this PPS

Provost

Performance Evaluation of Continuing Faculty and Post-Tenure Review

AA/PPS No. 04.02.10 (8.09)

Issue No. 2

Effective Date: 2/14/2019

Next Review Date: 9/01/2024 (E5Y)

Sr. Reviewer: Provost and Vice President for Academic Affairs

01. POLICY STATEMENTS

- 01.01 All continuing faculty will be evaluated annually by their academic department or school. The evaluation, which covers the preceding calendar year, must be completed by March 1. Continuing faculty include tenure-line faculty (i.e., tenured and tenure-track), senior lecturers, faculty of practice, clinical faculty, and research faculty at all ranks.
- 01.02 The purposes of annual faculty evaluation are to provide guidance for meaningful faculty development; to identify, reinforce, and share the strengths of faculty; and to identify opportunities for strengthening the role and contributions of faculty members. The evaluation also provides information that may be used in tenure and promotion recommendations, in the awarding of performance and merit raises, and in decisions regarding the retention of faculty or of tenure itself.
- 01.03 The annual evaluation of continuing faculty is the responsibility of shared governance, a duty of department chairs, school directors, departmental personnel committees, and college deans.

01.04 Texas State University will not discriminate against any person in employment or exclude any person from participating in or receiving the benefits of any of its activities or programs on any basis prohibited by law, including race, color, age, national origin, religion, sex, disability, veterans' status, or on the basis of sexual orientation or sexual identity. Equal employment opportunities shall include personnel transactions of recruitment, employment, training, upgrading, promotion, demotion, termination, and salary.

02. DEFINITIONS

02.01 For the purposes of this policy, the following definitions apply:

- a. Voting personnel committee members are tenured faculty members who:
 - 1) hold academic rank in a department at a rate of 50 percent or more and who do not hold an administrative appointment outside of their college;
 - 2) have at least one year of service at Texas State since the official start date of the faculty appointment; and
 - 3) have taught eight sections of courses at the college or university level. Tenured faculty who meet only the first provision will serve as non-voting members of the personnel committee until they have met all three requirements.
- b. Schools have all the rights and obligations noted for departments, and school directors have all the rights and obligations noted for department chairs.
- c. Neglect of duty means continuing or repeated substantial neglect of professional responsibilities (see [Education Code, Section 51.942](#)).
- d. Continuing faculty are faculty employed on an FTE basis in an appointment with tenure, in a tenure-track appointment, or in a non-tenure line term appointment.

03. DEPARTMENTAL POLICY

- 03.01 Each department will have a policy regarding the performance expectations and evaluation of faculty. The policy will include a definition of criteria and appropriate instruments, and it will specify the relative importance assigned to the various criteria for each major decision affecting faculty. If the academic program requires faculty to have a current job-related state, federal, or university license, certification, or other credentials (LCC), this requirement must be stated in the performance policy.
- 03.02 The policy will specify the sources upon which the chair and departmental personnel committee will base their judgments. Those sources may include a combination of evaluations suitable to the department, such as a self-evaluation by the faculty member; evaluations by administrators, peers, and students; evaluations from those outside the department and from other sources. Each policy will provide for an anonymous student evaluation of the teaching of all faculty at least once a year. Each policy will provide an explicit description of the level of performance necessary to meet departmental expectations, including annual verification of current LCCs, if applicable to the program. Expectations for tenured and tenure-track faculty normally should include clearly documented evidence of high-quality teaching, sustained peer-reviewed scholarly and creative activity, and sustained university and professional service. Expectations for continuing non-tenure line faculty normally should include clearly documented evidence of high-quality teaching, peer-reviewed scholarly and creative activity where applicable, and university and professional service where applicable. For those disciplines where applicable, external and internal funding activities, patents, and commercialization of research may be considered. In addition, each policy will provide the opportunity for faculty members to review and add written comments to their own annual evaluations before they are placed officially in departmental personnel files or sent forward for performance and merit considerations or other actions. The only exception is for faculty members in their first year who are not reappointed.

03.03 The policy will be developed by a departmental committee that includes representatives from tenured faculty, continuing non-tenure line faculty, and tenure-track faculty, and it must be approved by the departmental personnel committee, the chair, the college dean, and the provost and vice president for Academic Affairs (VPAA). The chair is responsible for providing all faculty with a copy of the policy and ensuring that it is fully implemented.

03.04 The policy must be reviewed, revised if necessary, and reapproved every five years. A [Compliance Certification form](#) must be completed and routed to the Office of the Provost and VPAA.

04. PROCEDURES FOR PERFORMANCE EVALUATIONS, TENURE, AND PROMOTIONS

04.01 Annual departmental evaluations of faculty will form part of a faculty member's file for tenure or promotion decisions.

04.02 Specific guidelines for evaluating tenure-track faculty are found in [AA/PPS No. 04.02.01, Development/Evaluation of Tenure-Track Faculty](#), and policy and procedures for tenure and promotion are found in [AA/PPS No. 04.02.20, Tenure and Promotion Review](#). Laws of the state of Texas concerning the evaluation of tenured faculty are found in [Education Code, Section 51.942](#).

05. PROCEDURES FOR RETENTION, PERFORMANCE, AND MERIT

05.01 The annual departmental evaluation of faculty is the direct source of decisions regarding the retention of faculty and salary adjustments. In evaluating performance, the departmental personnel committee, chair, and college dean will consider the faculty member's contributions in the context of departmental, college, and institutional needs and goals and the faculty member's assigned workload duties, past performance, and career path.

05.02 Faculty who meet or exceed departmental performance expectations as determined by the annual evaluation process will be eligible for reappointment.

06. PROCEDURE FOR FAILURE OF NON-TENURED FACULTY TO MEET EXPECTATIONS

06.01 For tenure-track or continuing non-tenure line faculty, a failure to meet departmental expectations will cause the department to consider whether reappointment is warranted. If the department determines that a non-tenured faculty member is not to be retained, it will give appropriate notice to the faculty member. If the faculty member is to be retained, the chair will provide the faculty member with specific written suggestions for improvement.

07. PROCEDURES FOR FAILURE OF TENURED FACULTY TO MEET EXPECTATIONS

07.01 Determining failure to meet expectations

- a. After the regular annual evaluation of faculty is complete, if the department process finds that a faculty member may have failed to meet departmental expectations, the chair will inform the affected faculty member in writing and invite the faculty member to meet and discuss the evaluation. This notice should be given within three class days from completion of the annual evaluation. The meeting between the chair and the faculty member should be conducted within six class days after the faculty member receives the chair's written notification. If the faculty member chooses not to meet with the chair, the faculty member should notify the chair in writing within the six-day period. The faculty member's failure to respond does not prevent the process from moving forward, but may constitute grounds for a charge of insubordination.
- b. After discussing the evaluation with the faculty member, if the chair still finds that the faculty member may have failed to meet departmental expectations, the chair will call a special meeting to present this finding to the departmental personnel committee. This meeting should take place no later than six class days after the chair's meeting with the faculty member. The faculty member's failure to meet with the chair does not prevent the process from moving forward, but may constitute grounds for a charge of insubordination.

- c. The chair will present the evaluation and its supporting documentation to the personnel committee. The affected faculty member may be present, may address the personnel committee, and may provide additional evidence related to his or her performance.
- d. The departmental personnel committee will discuss the evidence provided by the chair and the faculty member. The faculty member will not be present during this discussion; the chair will preside in a non-voting capacity. The departmental personnel committee will choose a recorder who is responsible for minutes of the deliberations.
- e. The departmental personnel committee may decide to gather additional information before making a judgment on the faculty member's performance. Such additional information, if required by the departmental personnel committee, should be provided, and the personnel committee should reconvene and make its decision within ten class days after the first departmental personnel committee meeting regarding the issue.
- f. Once the relevant information is gathered, the departmental personnel committee will vote by secret ballot as to whether the faculty member has failed to meet departmental performance expectations. The affected faculty member will not be present for the vote. A finding of nonperformance requires the vote of a majority of the members of the departmental personnel committee present at the meeting, excluding the chair. The chair must concur in a finding of failure to meet performance expectations.
- g. If the faculty member is judged to have failed to meet performance expectations by both the departmental personnel committee and chair, the chair and faculty member, in consultation with the departmental personnel committee, will design a professional development plan to help the faculty member meet departmental expectations in the future. The departmental personnel committee recorder will initiate the [Post-Tenure Review](#), which will include a record of the vote and a list of the faculty voting, then forward it to the chair. The chair will forward the tracking form, the record of the vote, list of voters, the chair's recommendation,

and a copy of the professional development plan to the dean of the college within ten class days of the vote.

- h. Within six class days, the college dean should approve or disapprove the departmental finding that the faculty member has failed to meet expectations. If the dean approves the departmental finding, he or she should review and approve the proposed professional development plan within the same six class days. If the dean does not approve the finding of failure to meet expectations, the faculty member shall be considered as meeting departmental performance expectations.

07.02 Calendar for determining failure of tenured faculty to meet expectations during the annual evaluation process:

Date*	Action
Early March	Annual evaluation finds faculty member may have failed to meet expectations and chair delivers written notification to the affected faculty member within three class days after completion of evaluation process.
Mid-March	Chair meets with affected faculty member within six class days after written notification.
Late March	Departmental personnel committee meets to discuss faculty member's performance no later than six class days after chair's meeting with faculty member.
Early April	Departmental personnel committee forwards recommendation regarding faculty member's performance to department chair within ten class days after initial departmental personnel committee meeting regarding faculty member's performance.
Mid-April	Chair sends departmental recommendation, tracking form, and professional development plan to the college dean within ten class days after the departmental personnel committee vote.

Date*	Action
Late April	College dean notifies the faculty member and the chair of his or her decision within six class days after receiving the departmental recommendation and supporting materials.

* The dates for completion of the various steps of the post-tenure review process are designed to indicate a suggested pace to ensure completion of the process by the end of the spring semester.

08. PROCEDURE FOR THE CREATION OF A PROFESSIONAL DEVELOPMENT PLAN

- 08.01 The professional development plan, created by the chair and the faculty member in consultation with the departmental personnel committee, will be designed to remedy the faculty member's specific performance deficiencies. The plan may allow for mentoring by other faculty members from within or from outside the department. Normally, mentoring will occur at the faculty member's discretion, although the chair and the dean may require mentoring as a part of this plan. In either case, a reasonable effort should be made to assure that anyone asked to serve as a mentor can undertake these responsibilities in a collegial manner. The professional development plan should include:
- a. the identification of the specific deficiency or deficiencies to be remedied;
 - b. the specific goals and associated timeline the faculty member must achieve in order to meet departmental expectations;
 - c. the specific activities a faculty member must undertake to reach those goals;
 - d. a precise method of determining the annual progress or lack of progress toward meeting those goals, as well as any other special processes for providing feedback to the faculty member between annual evaluations; and

- e. a list of the institutional resources, if any, to be committed to support the faculty member's development plan. The list may include, but need not be limited to, providing the faculty member with materials, equipment, classroom space to properly teach his or her class, and reasonable travel allowances to attend workshops or conferences that would facilitate the faculty member's improvement. However, a reasonable effort on the part of the university does not require any special provision of resources.

09. PROCEDURES FOR FIRST ANNUAL EVALUATION UNDER THE PROFESSIONAL DEVELOPMENT PLAN

- 09.01 Once a professional development plan has been implemented, the faculty member will be evaluated during the following two regular, annual performance evaluation cycles. The annual evaluation will determine progress toward meeting the specific goals established in the professional development plan.
 - a. After the evaluation process is complete, if the chair concludes that the goals of the plan have been achieved and that performance meets departmental expectations, the chair will inform the faculty member, the departmental personnel committee, and the college dean in writing that the affected faculty has met departmental expectations and is no longer subject to the provisions of the professional development plan. This notice should be given within three class days.
 - b. If the chair does not think the faculty member has fulfilled the goals of the professional development plan and still fails to meet departmental expectations, the following procedures will be followed:
 - 1) Within three class days, the chair will give written notice to the affected faculty member and invite the faculty member to meet and discuss the evaluation and the lack of progress toward meeting the professional development plan. The meeting between the chair and the faculty member should be conducted within six class days after the faculty member receives the chair's written notification. If the faculty member chooses not to meet with the chair, the faculty member should notify

the chair in writing within the same six-day period. The faculty member's failure to respond does not prevent the process from moving forward, but may constitute grounds for a charge of insubordination.

- 2) After discussing the evaluation with the faculty member, if the chair still finds that the faculty member may have failed to fulfill the goals of the professional development plan and may still fail to meet departmental expectations, the chair will call a special meeting to present this finding to the departmental personnel committee. This meeting should take place no later than six class days after the chair's meeting with the faculty member. The faculty member's failure to meet with the chair does not prevent the process from moving forward, but may constitute grounds for a charge of insubordination.
- 3) The chair will present the recommendation of nonperformance and its supporting documentation to the departmental personnel committee. The affected faculty member has the right to be present, to address the departmental personnel committee, and to provide additional evidence related to his or her performance.
- 4) Within six days after the chair's meeting with the faculty member, the departmental personnel committee will discuss the evidence provided by the chair and the faculty member. The faculty member will not be present during this discussion; the chair will preside in a non-voting capacity. The departmental personnel committee will choose a recorder who is responsible for informing the chair about the committee's deliberations.
- 5) After considering the evidence, the personnel committee will vote by secret ballot to confirm that a faculty member has not performed to departmental standards and should remain in a professional development plan. The affected faculty member will not be present for this vote.
 - (a) A finding of nonperformance requires a majority of all members of

the departmental personnel committee, excluding the chair and the affected faculty member.

- (b) The faculty member will be considered as having failed to meet expectations only if there is concurrence between the chair and departmental personnel committee. If the faculty member is judged to have met departmental expectations, he or she is no longer subject to the provisions of the professional development plan.
 - (c) The chair will inform the faculty member in writing of the department's judgment within three class days of the personnel committee meeting.
 - (d) If the faculty member is to remain on the professional development plan for an additional year, the faculty member may request specific amendments to the plan. Such amendments may be incorporated into the plan if the chair and the departmental personnel committee agree.
- 6) If the faculty member is judged to have performed below expectations, the recorder will initiate the First Annual Evaluation Under the Performance Development Plan, which will contain a record of the vote and a list of the faculty voting and forward it to the chair. The chair will forward this tracking form, the chair's recommendation, the original or amended professional development plan, the departmental performance standards, and the two most recent annual evaluations with all supporting material related to those evaluations to the dean of the college within three class days. Within the same three days, the chair will notify the affected faculty member of the department's recommendation. The faculty member may also submit additional, relevant material to the college dean.
- c. The college dean will call a special meeting of the college review group within six class days after receiving the departmental recommendation and supporting documents. The following procedure will be followed:

- 1) The dean will provide the college review group with all the

09.02 Call Before The Alleged Evaluation Under The Professional Development Plan: faculty member of the opportunity to submit additional, relevant material for review.

Date*	Action
Early March	3) The college review group will vote to approve or disapprove the judgment made at the departmental level using the same procedure it would in reviewing a candidate for tenure and promotion. A vote supporting the departmental evaluation of nonperformance requires a majority vote. The college review group's vote and recommendation will be forwarded to the college dean.
Mid-March	4) Within six class days after receiving the recommendation of the college review group, the college dean will make a recommendation and forward the case to the provost and VPAA along with relevant documentation. The dean will notify the faculty member and the department chair of the recommendation. The provost and VPAA will accept or reject the recommendation of the college dean and will notify the affected faculty member, the dean, and the department chair within ten class days. Maintaining the anonymity of the faculty member to the committee's recommendation and sends departmental recommendation tracking form and professional development plan to the college dean within three class days after the departmental personnel committee vote.
Mid-April	College dean convenes the college review group to evaluate the faculty member's performance and departmental recommendation within six class days after the dean receives

Date*	Action
	departmental recommendation.
Late April	College dean notifies the provost and VPAA, department chair, and faculty member of his or her recommendation within six class days after dean receives college review group recommendation.
Early May	Provost and VPAA notifies the affected faculty member, the dean, the department chair, and the Faculty Senate of his or her decision within ten class days after the provost and VPAA receives dean's recommendation.

* The dates for completion of the various steps of the post-tenure review process are designed to indicate a suggested pace to ensure completion of the process by the end of the spring semester.

10. PROCEDURES FOR SECOND ANNUAL EVALUATION UNDER THE PROFESSIONAL DEVELOPMENT PLAN

- 10.01 In the second year of the professional development plan, the faculty member will be evaluated during the regular, annual departmental evaluation cycle. The evaluation will determine progress toward meeting the specific goals established in the professional development plan.
- a. The same procedures will be used in this evaluation as were used in Section 09.01 b. 1)-5) (c).
 - b. If the department finds that the faculty member has met the goals of the professional development plan, the faculty member will be judged to have met departmental expectations and will no longer be subject to the provisions of the plan.
 - c. If the faculty member is judged to have performed below expectations, the chair will sign the [Second Annual Evaluation Under the Professional Development Plan](#), which will contain a record of the vote and a list of the

faculty voting. Within three class days, the chair will forward this tracking form, the chair's recommendation, the original or amended professional development plan, the departmental performance standards, and the three most recent annual evaluations with all supporting material related to those evaluations to the dean of the college. The chair of the department will notify the faculty member within the same period, and the faculty member may submit additional, relevant material to the college dean.

- d. The college dean will call a special meeting of the college review group within six class days. The following procedures will be followed:
 - 1) The dean will provide the college review group with all documentation regarding the faculty member's performance, including the departmental tracking sheet, the departmental performance standards, the faculty member's professional development plan, the three most recent annual evaluations with all supporting materials related to those evaluations, all documents developed by the departmental personnel committee, and all materials supplied by the affected faculty member.
 - 2) Before the college review group meets, the dean will remind the faculty member of the opportunity to submit additional, relevant material for review.
 - 3) The college review group will vote to approve or disapprove the judgment made at the departmental level, using the same procedure it would in reviewing a candidate for tenure and promotion. A college review group vote supporting the departmental evaluation of nonperformance requires a majority vote. The group's vote and recommendation will be forwarded to the college dean.
 - 4) Within six class days after receiving the recommendation of the college review group, the college dean will make a recommendation and forward the case to the provost and VPAA along with Second Annual Evaluation Under the Professional Development Plan and the relevant documentation. Simultaneously, the dean will notify the

faculty member and the department chair of the recommendation. The provost and VPAA will accept or reject the recommendation of the college dean and notify the affected candidate, the dean, and the department chair within ten class days. Maintaining the anonymity of the faculty member to the fullest extent of the law, the provost and VPAA will simultaneously notify the Faculty Senate of the action taken.

10.02 Calendar for Second Annual Evaluation Under the Professional Development Plan:

Date*	Action
Early March	Annual evaluation finds faculty member may have failed to meet expectations and chair delivers written notification to the affected faculty member within three class days after completion of evaluation process.
Mid-March	Chair meets with affected faculty member within six class days after written notification.
Late March	Departmental personnel committee meets to evaluate the faculty member's performance and to make a recommendation no later than six class days after chair's meeting with faculty member.
Early April	Chair notifies faculty member of the departmental personnel committee's recommendation and sends departmental recommendation, tracking form, and professional development plan to the college dean within three class days after the departmental personnel committee vote.
Mid-April	College dean convenes the college review group to evaluate the faculty member's performance and departmental recommendation within six class days after the dean receives departmental recommendation.

Date*	Action
Late April	College dean notifies the provost and VPAA, department chair, and faculty member of his or her recommendation within six class days after dean receives college review group recommendation.
Early May	Provost and VPAA notifies the affected faculty member, the dean, the department chair, and the Faculty Senate of his or her decision within ten class days after the provost and VPAA receives dean's recommendation.

* The dates for completion of the various steps of the post-tenure review process are designed to indicate a suggested pace to ensure completion of the process by the end of the spring semester.

11. PROCEDURES FOR DISMISSAL OR OTHER APPROPRIATE DISCIPLINARY ACTIONS FOR NON-PERFORMANCE

11.01 Any faculty member who has received three negative annual performance evaluations, the second and third of which must have been confirmed by the provost and VPAA in the manner specified within this policy, may be considered for dismissal or other appropriate disciplinary action. The decision to dismiss or discipline must be based on the standard of incompetency, neglect of duty, or other good cause as provided for in [Education Code, Section 51.942](#) (see Appendix (C)(5)). Nothing herein shall preclude a "For Cause" termination (at any time in this process) under [The Texas State University System \(TSUS\) Rules and Regulations](#).

- a. The chair will call a special meeting of the departmental personnel committee within six class days after receiving the provost and VPAA's decision to discuss the appropriate disciplinary action to be taken against the faculty member. The recommendation must include a summary statement of the grounds for the dismissal or disciplinary action.

- b. The affected faculty member may provide additional evidence related to his or her performance and may also address the departmental personnel committee before a vote is taken.
- c. After considering the evidence, the personnel committee will vote by secret ballot. A recommendation of dismissal or other appropriate disciplinary action requires a two-thirds majority of all members of the departmental personnel committee, excluding the chair and the affected faculty member. The recorder for the departmental personnel committee will initiate and sign a [dismissal form](#), which will include a record of the vote and a list of the faculty voting. If the chair agrees with the recommendation of the departmental personnel committee, he or she signs the recommendation and forwards the recommendation to the college dean within three class days after the vote.
- d. If the dean concurs with the department's recommendation for dismissal or other appropriate disciplinary action, the case is forwarded to the provost and VPAA. If the dean disagrees with the department's recommendation, the faculty member will remain under a development plan for an additional year.

 - 1) After this additional year under the development plan, the chair may again submit a recommendation to the departmental personnel committee for dismissal or other appropriate disciplinary action if he or she believes it is warranted.
 - 2) This process may be repeated as necessary until a faculty member is determined by the chair and the departmental personnel committee to be performing at expected levels or has been dismissed.
 - 3) The provost and VPAA should accept or reject the recommendation of the college dean and notify the affected faculty member by May 31. Maintaining the anonymity of the faculty member to the fullest extent permitted by Texas Law, the provost and VPAA will simultaneously notify the Faculty Senate of the action taken.

- 4) In the event of a conflict between this policy and TSUS Rules and Regulations, the latter shall govern; in the event of a conflict between this policy, TSUS Rules and Regulations, and Education Code, Section 51.942, the latter shall govern.

12. PROCEDURE FOR DISMISSAL OR OTHER APPROPRIATE DISCIPLINARY ACTION FOR NON-PERFORMANCE

12.01 Calendar for dismissal or other appropriate disciplinary action for non-performance:

Date*	Action
Early May	Provost and VPAA notifies the affected faculty member, the dean, the department chair, and the Faculty Senate of his or her decision within ten class days after the provost and VPAA receives dean's recommendation.
Mid-May	Chair convenes department personnel committee to consider dismissal or discipline within six class days after receiving the provost and VPAA's decision regarding performance.
Mid-May	Chair sends departmental recommendation and tracking form to college dean within three class days after departmental personnel committee meeting.
Mid-May	Dean sends recommendation to consider dismissal or discipline to provost and VPAA within three class days after receiving departmental recommendation.
Late-May	Provost and VPAA sends notification of decision to faculty member, dean, department chair, and Faculty Senate (by May 31).

* The dates for completion of the various steps of the post-tenure review process are designed to indicate a suggested pace to ensure completion of

the process by the end of the spring semester.

13. REVIEWER OF THIS PPS

13.01 Reviewer of this PPS includes the following:

Position	Date
Provost and Vice President for Academic Affairs	September 1 E5Y

14. CERTIFICATION STATEMENT

This PPS has been approved by the following individuals in their official capacities and represents Texas State Academic Affairs policy and procedure from the date of this document until superseded.

Provost and Vice President for Academic Affairs; senior reviewer of this PPS

PURPOSE

This College Policy and Procedure Statement sets forth criteria and guidelines for tenure and promotion in the College of Health Professions. These criteria are based on the following sources:

1. **AA/PPS No. 04.02.01:** Development/Evaluation of Tenure-Track Faculty
2. **AA/PPS No. 04.02.20:** Tenure and Promotion Review
3. **AA/PPS No. 04.01.22:** Clinical Faculty Appointments
4. American Association of State Colleges and Universities, The Core of Academe
5. Teaching, Scholarly Activity, and Service
6. Faculty Handbook, Texas State University

The faculty of the College of Health Professions view teaching, scholarly and/or creative activity, and service as essential to achieving tenure and promotion.

At the core of the College's philosophy and of relevance to the performance evaluation of faculty are collegiality, professional and ethical behavior, honesty and integrity, collaboration, and contributions to the missions of their respective Units, the College, and the University. Collegial faculty members are expected to contribute to the positive functioning of the Unit, the College, and the University (**AA/PPS No. 04.02.20**).

DEFINITIONS

For the purposes of this document, the following definitions apply (**AA/PPS No. 04.02.20**):

1. Programs, Departments, or Schools constitute Units.
2. The Unit's Voting Personnel Committee is made up of tenured faculty who:
1) hold academic rank in a department at a rate of 50% or more and who do not hold an administrative appointment outside of their College, 2) have at least one year of service at Texas State since the official start date of the faculty appointment, and 3) have taught eight sections of courses at the college/university level. Tenured faculty who meet only the first provision will serve as non-voting members of the Personnel Committee until they have met all three requirements. (**AA/PPS No. 04.02.20**).
3. Schools and Programs that are equivalent to tenure-granting Departments have all the rights and obligations noted for tenure-granting Departments, and their Directors have all the rights and obligations noted for Department Chairs.
4. A Unit's recommendation includes the recommendations of both the Personnel Committee and the Chair/Director.

5. A College recommendation includes the recommendations of both the College Review Group and the Dean.

CANDIDATES FOR TENURE AND PROMOTION

Criteria for Appointment

1. A terminal degree and related work or clinical experience in the appropriate academic unit or related field is required and varies according to the academic unit. (See CHP Policy for approved terminal degree list). If an individual does not have the recognized terminal degree, the maximum rank that will normally be attained will be assistant professor. Exceptions may be considered only for those individuals with exceptionally long service who have established a record of teaching, scholarly activities and service that clearly exceeds the requirements for promotion (**AA/PPS No. 04.02.20**).
2. In accordance with University policy, the College considers tenure and promotion as separate decisions. Though tenure and promotion are separate decisions, an untenured faculty member whose rank is below associate professor must apply for tenure at the same time he or she applies for promotion. It would be expected that a faculty member who meets the criteria for tenure would also meet the criteria for promotion to associate professor (**AA/PPS No. 04.02.20**).
3. Typically, the probationary period prior to the awarding of tenure is six years so that when tenure is granted it becomes effective with the next year's contract. In exceptional cases, faculty members who have truly outstanding records may apply for tenure without prejudice before the end of the six-year probationary period (**AA/PPS No. 04.02.20**).
4. At the end of the sixth year, the faculty member must either be awarded tenure or be terminated with one year's notice.
5. Faculty members in tenure-track positions may not move to non-tenure track status and then back to tenure-track status unless this change in status resulted from independent searches for non-tenure and tenure-track positions.
6. Leaves of absence and part-time appointments do not count as part of the probationary period. According to University policy (**AA/PPS No. 04.02.20**), a written agreement, mutually satisfactory to the candidate and to the university, must be made at the time of initial appointment to a tenure-track position whether to credit or to exclude previous years of full-time teaching experience toward the probationary period.
7. The evaluation of faculty being considered for tenure may consider all the candidate's accomplishments but should emphasize the time period from the initial date of full-time employment at Texas State University to the time of consideration. Full time appointment is made at the start of the academic year in the fall semester.

8. A faculty member may not be tenured by default or because of failure to recognize that the time for tenure or termination has arrived. Lecturers, senior lecturers, clinical, research and part-time faculty members are not eligible for tenure consideration, although academic administrators may be an exception to the part-time rule (see Faculty Handbook).
9. Tenure-track faculty may request to suspend (or toll) the tenure clock in order to accommodate one or more of the following exigencies or hardships: a) childbirth or adoption; b) dependent care (including children, parents, spouses, or other dependents); c) the faculty member's own illness or other personal emergency; and/or d) the inability of the institution to provide agreed upon facilities for the faculty member's research (**AA/PPS No. 04.02.20**).
10. The evaluation of faculty for promotion to full professor will emphasize activities since the candidate's last promotion and while at Texas State University (**AA/PPS No. 04.02.20**).
11. Faculty normally must spend five (5) years in rank prior to promotion eligibility. The year in which the promotion is reviewed will count as one of the years in rank (**AA/PPS No. 04.02.20**). Exceptions to this policy should be specifically addressed and justified during the promotion process (**AA/PPS No. 04.02.20**). Typically, the probationary period prior to the awarding of tenure is six years, so that when tenure is granted it begins with the next year's contract. In exceptional cases, faculty members who have truly outstanding records may apply for tenure without prejudice before the end of the six-year probationary period (**AA/PPS No. 04.02.20**).
12. No faculty member will be promoted to associate professor with fewer than (5) years of full-time university level teaching experience, or to full professor with less than (10) years full-time university-level experience. Application for promotion may be initiated in the year prior to the effectiveness of the promotion, i.e., the beginning of the fifth and tenth years.
13. Clinical faculty promotion is done in accordance with **AA/PPS No. 04.01.22**. Procedures for appointment and promotion to academic ranks related to clinical faculty are the same as for regular appointments (**AA/PPS No. 04.02.20**) and Faculty Handbook).
14. The department chair/school director and personnel committee will develop a policy for tenure and promotion, after consulting the voting faculty. The policy should specify the level of performance expected and clarify the requirements for documenting performance in essential areas, including expectations for collegial contributions to the university community. The essential performance areas and accompanying documentation for consideration for tenure and promotion are: Teaching, Scholarly and Creative Activity, and Service and should follow the Texas State Vita format. Candidates must verify and sign the candidate for tenure and/or the candidate for promotion information form (University Form 2) (**AA/PPS No. 04.02.20**).

15. Candidates must provide documentation that supports quality of teaching, scholarly/creative activity and leadership/service as defined in Unit and College criteria. This documentation should be arranged and presented in the order of categories prescribed by the Texas State Vita (University Form IA or IB) (**AA/PPS No. 04.02.20**).
16. The Texas State Vita (Form IA or IB) must document all achievements since the initial date of full-time employment and highlight those activities which apply to the probationary period or time period since the last promotion (**AA/PPS No. 04.02.20**).
17. Exceptions to the tenure clock rule must follow University rules such as for the care of newborn, adopted, foster child or other family member needing care and should be specifically justified during the tenure process (**AA/PPS No. 04.02.20**).

REVIEW PROCESS FOR TENURE AND PROMOTION

Unit Personnel Committee and the Chair/Director

1. The Personnel Committee and Chair/Director make independent, separate recommendations on each candidate for promotion and/or tenure. The Personnel Committee prepares their recommendation for the Chair/Director. The Chair/Director then reviews the Personnel Committee's recommendation prior to his/her review. In order to be forwarded to the next level of review, either the Personnel Committee or the Chair/Director must recommend the candidate. Normally, within three (3) workdays of the completion of action by the Personnel Committee and the Chair/Director, each candidate will be notified by the Chair/Director of the status of his/her application for tenure and/or promotion (**AA/PPS No. 04.02.20**).

External Reviewers

1. Candidates must be reviewed by at least two qualified peers (at the rank the candidate is seeking) outside the University selected by both the candidate and the unit Chair/Director. The outside reviewers will be acceptable to the faculty member's contributions and performance in: a) Teaching, b) Scholarly and/or Creative Activity, and c) Service to the Department/School/Program, College, University, Profession and the Community. External review will begin prior to the time of the Personnel Committee's review of the candidate's material. In the event external reviewers meeting the above criteria cannot be located/are not available/does not exist the candidate may be evaluated by a qualified faculty (at the rank the candidate is seeking) outside the candidate's College but in a related field (pending Dean/Provost approval).

College Review Group and College Dean

1. The College Review Group and College Dean make independent, separate recommendations on each candidate for promotion and/or tenure. The College Review Group first reviews and submits their recommendation to the Dean. The Dean then prepares his/her recommendation taking the College Review Group's recommendation into consideration. In order to be forwarded to the next level of review, either the College Review Group or College Dean must recommend the candidate.

2. Within three (3) days of the completion of action by the College Review Group and the College Dean, each candidate will be notified by the College Dean of the status of his/her application for promotion and/or tenure (**AA/PPS No. 04.02.20**).

Provost, President, Chancellor, and Board of Regents

1. The Provost will consider all candidates for promotion and/or tenure who are forwarded from the College Review Group and College Dean. After consultation with the College Dean, the Provost will make recommendations to the President of the University. The President will make the final recommendations to the Chancellor and Board of Regents.

TIME LINE FOR THE TENURE AND PROMOTION PROCESS

1. The timeline set by the university will make allowances for weekends, by moving due dates to the next business day when relevant (**AA/PPS No. 04.02.20**).
2. By June 1, eligible faculty members must notify the Chair/Director in writing of their intention to apply for tenure and/or promotion. Faculty who fail to inform the Chair/Director by September 15 will not be considered in the year's cycle. For a tenure and promotion calendar, see the Faculty Records webpage:
<http://facultyrecords.provost.txstate.edu/calendars/tenure-promo-calendar.html>.
3. By May 1, the Chair/Director will submit to the Department faculty and the College Dean a list of faculty members eligible for promotion and tenure review.
4. By August 15, the Provost will establish the calendar for the tenure and promotion cycle for the coming academic year.
5. By September 1, the Provost will publish the calendar for the year.
6. The Chair/Director and faculty member in consideration for tenure and/or promotion should inform external reviewers regarding the timeline. For example, a specific range of dates should be given to the external reviewers to allow time for completion of the candidate's packet by October 13th (due date for faculty submission of documentation).
7. By September 15, the Chair/Director will send a copy of the list of candidates to the Personnel Committee and College Dean.
8. By September 22, the Dean will provide a list of all candidates for tenure and promotion in the College to the Provost.
9. By October 13, the candidate must complete and submit an up-to-date Texas State Vita and a promotion and/or tenure form to the Chair/Director. The candidate should also submit documentation of teaching, scholarly/creative activity and leadership/service as defined in Departmental/School and College criteria. Additional

supporting material, dated appropriately, may be submitted before the formal meeting of the review group. Faculty who do not submit material by October 13 will not be considered during the cycle.

10. By November 17, the Personnel Committee will have a) reviewed each candidate's application and documentation, b) voted, and c) submitted recommendations to the Chair/Director.
11. By December 1, the Chair/Director will submit his/her recommendations, along with those of the Personnel Committee, to the Dean.
12. By February 9, the College Review Group and the Dean will have completed the review of all candidates, and the Dean will submit his/her recommendations, along with those of the review group, to the Provost.
13. By April 30, the Provost will notify candidates and the President will notify the Chancellor and the Board of the recommendations.

PROCEDURES FOR APPEAL

Candidates denied promotion and/or tenure are referred to AA/PPS No. 04.02.32 and AA/PPS No. 04.02.20.

Accountability of Individuals Participating in the Review Cycle

1. All individuals involved in the tenure and promotion process must be ethical, responsible, accountable, and maintain strict confidentiality in dealing with career decisions of others that is beyond question of bias or self-interest. Reviewers are responsible for being familiar with the tenure and promotion criteria and policies and procedures for their respective levels of review. Reviewers will be accountable for their evaluations and are expected to have adequately reviewed the candidate's portfolio prior to making decisions. Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another person's work as confidential.

BASIS FOR RECOMMENDATIONS

1. The tenure and promotion process is a continued process of cumulative achievement that starts at the Unit level. Chairs and Directors are responsible for guiding faculty members through the tenure and promotion process giving the faculty guidance about their development.
2. Recommendations for promotion and/or tenure are based on professional judgments about the faculty member's contributions and performance in: a) Teaching, b) Scholarly and/or Creative Activity, and c) Service to the Department/School/Program, College, University, Profession and the Community.
3. This College policy sets forth minimal requirements for consideration of tenure and promotion. Each Unit will further define what constitutes the specific criteria for each of the areas of evaluation, i.e., Teaching, Scholarly/Creative Activity, and Service. The requirements are minimal College criteria that may be exceeded by individual

Units. Attainment of these minimal required levels of performance only allows, but does not obligate, the reviewers to recommend tenure and/or promotion. All recommendations are based on professional judgments and the criteria are designed to inform those judgments.

Teaching

1. In accordance with The Core of Academe, the four components of teaching including academic program planning and development, instruction, evaluation, and student academic advisement are of importance in evaluating this area. The College expects its faculty to be good teachers and to work continually to improve their teaching and their courses. Teaching in the College of Health Professions is inclusive of the classroom, personalized instruction, internship and preceptorships, therapeutic settings, supervision of client and patient care, and across a variety of settings such as hospitals, community service, and public and private sector organizations. At a minimum, evaluation of teaching must involve the students, Personnel Committee and the Chair/Director. Each Unit will develop its own standards and items to be measured for the consideration of tenure and/or promotion in this area. High quality teaching is necessary but not sufficient achievement upon which to base tenure and promotion.

Scholarly and/or Creative Activity

1. It is expected that all tenure-track faculty will be engaged in scholarly and creative activity. A range of activities define scholarly and creative endeavors including such activities as the completion of peer-reviewed journal articles, books, chapters, scholarly presentations, workshops, invited lectures, grants and other related external funding, and other such scholarly endeavors. Both quality and quantity of the faculty member's efforts and success will be considered for tenure and promotion. All candidates for tenure and promotion must provide a documented record of sustained peer-reviewed scholarly/creative activity. Therefore, collaborative work is encouraged but not sufficient to obtain tenure and/or promotion; a demonstration of leadership in this area is required including first authorship, originality, and a significant body of contributions. Faculty should provide necessary documentation for this determination to be made.
2. Related to quantity and quality, each Unit in the College of Health Professions will define specific criteria relating to such factors as number, type, and contribution of publications and presentations within the scholarly and creative activity for their discipline. However, Units and their Chairs/Directors must be mindful of meeting university expectations in this area and equity across Units must be insured by the Dean.
3. Funding beyond budgeted allocations is the means by which faculty support their research, teaching, and service. It is expected that all tenure-track and tenured faculty will be engaged in proposals to support their work. Both quality and quantity of the faculty member's efforts and success will be considered. Faculty should provide necessary documentation for this determination to be made. Each Unit in the College of Health Professions will define criteria relating to funding for their academic unit.
4. Chairs/Directors should develop, with input from their Personnel Committees, faculty and the Dean, annual evaluation criteria that guide faculty towards meeting university tenure and promotion criteria.

Service

1. In accordance with The Core of Academe, service manifests itself in three areas:
(a) institutional service, (b) professional service, and (c) service to the community.
2. Leadership in service increases in importance as faculty become candidates for associate professor and is considered essential for promotion to full professor. Each Unit will develop its own standards and items to be measured for the consideration of promotion and/or tenure.
3. Services performed for external remuneration (outside employment) refers to professional services performed for which a consultation or service fee is paid over and above the faculty member's base salary. Faculty should follow the rules of the University regarding outside employment (UPPS 04.04.06). When such activities are related, and enhance the University, the College, the Unit, and the faculty member's development, these activities can be counted as additional service activities. Faculty must submit documentation to substantiate this contribution.

Quality and Quantity of Performance

1. Academic Units must define what constitutes quality and quantity of performance in each of the three areas - teaching, scholarly/creative activities and leadership/service, including expectations for collegial contributions to the university community considered for tenure and promotion. Quantity and quality are both considered important and each faculty member must provide documentation for a judgment to be made in this determination.

MAJOR RESPONSIBILITIES ASSOCIATED WITH THIS CHP/PPS

Major responsibilities for routine assignments associated with this PPS include the following:

1. The Dean of the College of Health Professions shall review this PPS E2Y.

CERTIFICATION STATEMENT

This CHP/PPS has been approved by the following individuals in his/her official capacity and represents College policy and procedures from the date of this document until superseded.

Reviewer:

Rodney E. Rohde,
Associate Dean for Research

Date: July 28, 2017

Approved:

Ruth B. Welborn, Ph.D., Dean

Date:

7/31/2017

Policy

Tenure and promotion recommendations by the School of Health Administration for eligible faculty will be based on judgments of professional achievements and on the expectations of future achievements.

Purpose

The purpose of this policy is to communicate to faculty the School of Health Administration policy and procedures governing tenure and promotion of faculty members. This policy should be construed as the minimum requirements for tenure and promotion decisions.

Additional sources include:

- **UPPS 04.04.21 Tenure/Promotion Review**
- **PPS 8.01 Development and Evaluation of Tenure-Track Faculty**
- **COHP 8.01 Tenure and Promotion**
- **Faculty Handbook**

Procedures

1.00 General Information

Recommendations on tenure and promotion are based on judgments of professional achievements and on the expectation of future achievement. To gain the support of the School of Health Administration, candidates for tenure and promotion are expected to have a strong record in teaching, research, and service, as documented in their curriculum vitae submitted in University format. In assessing the expectation of future achievement, the following should be considered:

- 1.01 The record over the entire career.
- 1.02 The record since the most recent promotion.
- 1.03 The record since being hired at Texas State University.
- 1.04 Future prospects for continuing achievement.

2.00 Teaching

A strong record in teaching is essential and would normally include evidence of sustained teaching effectiveness and commitment to continuous improvement in the form of:

- 2.01 Statement of teaching philosophy (required).
- 2.02 Student evaluations (required).
- 2.03 Evaluations by School Director (required).
- 2.04 Evaluations based on classroom observations by other faculty members.
(Required for tenure and promotion to Associate Professor).
- 2.05 Evidence of continuing education in teaching discipline.
- 2.06 Other evidence, possibly including but not limited to letters from former students, development or revision of courses or programs, evidence of innovative instructional materials and teaching techniques, faculty development activities focused on improving teaching effectiveness (such as attendance at conferences and workshops or formal academic study), and teaching awards, honors, and funded teaching grants.

3.00 Research

A strong record in research is essential and would normally include evidence of sustained research contributions. Research that is eligible for consideration for tenure and promotion is as follows:

- 3.01 Publications in peer-reviewed academic journals.
- 3.02 Publications in peer-reviewed professional journals.
- 3.03 Other scholarly activity including but not limited to scholarly books, publications in non-peer-reviewed journals, book chapters, funded internal and external research grants, textbooks, conference proceedings, case publications (not in peer-reviewed journals), Internet-based publications, study guides, papers (refereed) at professional conferences, invited presentations and workshops at professional conferences, and software development.
- 3.04 It is recommended that candidates for tenure have a strong record in research with a minimum of six peer-reviewed articles. At least some of the required peer-reviewed articles should be in academic journals while the balance may be in professional journals. In some cases other scholarly publications (e.g., books, book chapters) may be regarded as equivalent to a peer-reviewed article if they carry a similar level of prestige and require a similar level of effort. Additional contributions such as non-refereed publications, cases, papers, presentations and workshops, and funded research grants are encouraged because they provide evidence of sustainability but do not substitute for peer-reviewed articles.
- 3.05 It is recommended that candidates for promotion to Professor have a strong record in research with a minimum of eight additional peer-reviewed articles since promotion to associate professor. At least some of the required peer-reviewed articles should be in academic journals while the balance may be in professional journals. In some cases other scholarly publications (e.g., books, book chapters) may be regarded as equivalent to a peer-reviewed article if they carry a similar level of prestige and require a similar level of effort. Additional contributions such as non-refereed publications, cases, papers, presentations and workshops, and funded research grants are encouraged because they provide evidence of sustainability but do not substitute for peer-reviewed articles. Research productivity must be sustained over a number of years and there must be evidence of sustainability.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. In addition, lead authorship and the number of co-authors of a scholarly contribution may be considered as well as whether the scholarly contribution is international, national, or state. A significant portion of a candidate's research must deal directly with his or her professional discipline while only a minor portion can deal with support disciplines such as education.

4.00 Service

Evidence of a strong commitment to service may include but is not limited to the following:

- 4.01 Chairing University, College, or Department committees.
- 4.02 Service on University, College, and/or Department committees.
- 4.03 Leadership in national, regional, and/or local professional organizations.
- 4.04 Academic and career advising.
- 4.05 Sponsorship and advising of student organizations.
- 4.06 Community service, including consulting activities.
- 4.07 Mentoring of students and other faculty.
- 4.08 Grant proposals for service activities.
- 4.09 Administrative activities.

Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and tenure. Candidates for tenure and/or promotion must understand that recommendations on service are based on judgments.

5.00 External Review

The purpose of external reviews is to obtain a professional assessment of the tenure and/or promotion candidate's performance by individuals with similar expertise in the discipline. External reviewers should ordinarily hold the terminal degree (a doctorate and a masters, one of which must be in healthcare administration or a closely related discipline) and be a professor in rank. To minimize biases for or against the candidate, external reviews should not be solicited from the candidate's thesis/dissertation advisor, co-authors, former students, or former professors. The external reviewer shall provide feedback on the quality and significance of the candidate's performance in the areas of scholarship, teaching, and service. External reviews shall follow the following process.

- 5.01 Along with the candidate's submission of intent to apply for promotion/tenure by June 1, candidate's for tenure and promotion will submit to the School Director the following:
 - Names, titles, and complete addresses of three (3) individuals who have the qualifications to serve as external reviewers.
 - Two (2) copies of materials to be evaluated representative of the candidate's performance in research, teaching, and service from the time period of the evaluation. Research should be limited to reprints of published works and to manuscripts that have been accepted for publication. Reprints of works published prior to the period of evaluation should not be included. Candidates with more than ten publications will be asked to select three to five (3-5) of the most significant works to be reviewed by the external reviewers.
 - Two copies of the candidate's current curriculum vita in the university format.
- 5.02 On or by June 15, the School Director will solicit from the Personnel Committee the names and complete addresses of three (3) individuals who have qualifications to serve as external reviewers. The candidate shall have the right to veto any or all of the nominees selected by the Personnel Committee and request that a list of other nominees be names. No more than two sets of nominees may be vetoed.
- 5.03 The School Director will then select one (1) individual from each of the two lists and contact them by phone/e-mail to determine their willingness to serve as external reviewers.
- 5.04 If the individuals selected in 5.03 are willing to serve, the School Director shall send a letter explaining the following information to the external reviewers:
 - The purpose of the external review.
 - The type of information required.
 - The time frame for completion of the review.
 - A statement to the effect that their comments will become part of the candidate's evaluation file that will be reviewed by individuals in the University community involved in the evaluation process.
 - Instructions to mail the review to the School Director.
 - The candidate's curriculum vitae.
 - Materials to be used in the evaluation of the candidate's scholarship.

- 5.05 The external reviews should be completed on or by October 15 in time for the Personnel Committee to review during the evaluation of the candidate. It is realized that extenuating circumstances beyond the candidate's control may prevail. In such cases, the School Director may consult the Personnel Committee about a possible and reasonable extension of the deadline.

Faculty Workload

AA/PPS No. 04.01.40 (7.05)

Issue No. 1

Revised: 6/20/2017

Effective Date: 10/13/2015

Next Review Date: 2/01/2019 (E4Y)

**Sr. Reviewer: Provost and Vice President
for Academic Affairs**

01. PURPOSE

- 01.01 The goal of this policy is to document the full professional responsibilities of the faculty. It is also designed to provide guidance to each academic unit in developing unit specific workload policies.
- 01.02 Faculty members and administrators have a right to expect that workloads will be distributed equitably and carried out efficiently and effectively. The purpose of this policy is to define the way in which faculty members' workloads are determined and monitored.
- 01.03 This document also establishes the policy and responsibilities for monitoring and reporting faculty workload, and for reporting workload compliance to the Texas Higher Education Coordinating Board (THECB) for fall, spring, and summer semesters.

02. DEFINITIONS

- 02.01 Faculty – any individuals having an academic appointment, regardless of the source of funding or assignment. Graduate/doctoral instructional assistants and graduate/doctoral teaching assistants are treated as faculty, and reported to the THECB on the Faculty Report (CBM 008).
- 02.02 Academic Unit – a department or school residing within a college or a degree program having a program director who reports to the college dean.
- 02.03 Chair – the academic unit leader.
- 02.04 One Workload Credit – one semester credit hour of organized undergraduate instruction or the equivalent.
- 02.05 Normal Workload for Full-time Faculty – a minimum of 12 semester credit hours per fall and spring semester (12 workload units). For most tenured and tenure-track faculty at Texas State University, this 12 workload unit standard is fulfilled by teaching two to three classes (six to nine workload credits) and conducting research and service at a level that warrants the awarding of three to six workload credits. The normal full-time workload for a five-week summer session is two courses (six workload credits) or four courses (12 workload credits) for the two five-week summer sessions combined. The normal full-time workload for the separate 10 week summer session is four courses (12 workload credits).
- 02.06 Full Professional Responsibility in the Career of a Tenured or Tenure-track Faculty Member Member has obligations to the university for teaching, conducting

member – his or her obligations to the university for teaching, conducting scholarly and creative activities, and providing service to the university or the profession. The professional responsibilities of other faculty members may include a combination of teaching, conducting scholarly and creative activities, or performing service. The division of the obligations outlined above may vary from individual to individual, and change over time.

03. RESPONSIBILITIES

- 03.01 At Texas State, a faculty member's professional responsibilities for each semester are determined by the chair, subject to the approval of the dean. Chairs are responsible for assuring that individual faculty members' workloads comply with the university workload policy. Chairs are also responsible for assuring that faculty obligations are fairly distributed among faculty members within the academic unit. In meeting this responsibility, chairs should attempt to match the needs of the academic unit and the university as outlined in the academic unit's goals for teaching, scholarly and creative activity, and service with the individual professional goals of each faculty member. These goals are likely to change over the course of a faculty member's career.
- 03.02 The provost and vice president for Academic Affairs is responsible for implementing the workload policy. Each academic unit is responsible for creating a policy that delineates academic unit-specific workload, including the teaching workload credits for each course, lab, and individual instruction, and any applicable assignments or adjustments. The provost and vice president for Academic Affairs and the deans are responsible for ensuring workload equivalence by reviewing academic unit policies, workload reports, and monitoring policy compliance.
- 03.03 The procedures for completing workload compliance reports to assure that this standard is met are outlined in [Instructions for Completing Internal Faculty - Workload Report](#). Codes that are used to complete this report are outlined in [Workload Assignment/Adjustment Codes](#).

04. PROCEDURES FOR ASSIGNMENT AND ADJUSTMENT OF WORKLOAD CREDITS

- 04.01 Workload credit is earned during each semester in three general areas; teaching, scholarly and creative activities, and service. All activities that receive faculty workload credit should be assessed to maintain acceptable standards of accountability. The total workload credits earned should be used to monitor the distribution of work assignments within each academic unit and across academic units. Workload in a semester is the sum of assigned workload credits and adjustments to workload.
- 04.02 Workload assignments include workload for instruction, scholarly and creative activity, and appointed positions. Workload adjustments include activities for which there is a need for temporary recognition of instruction, scholarly and creative activities, and professional activities or service.
- 04.03 There may be times when exceptional circumstances require a faculty member to carry a teaching (organized course) workload that is clearly beyond the normal expectations. Under these conditions, the faculty member should receive compensation or reimbursement either in the form of reimbursable workload credits or a paid stipend. Reimbursable teaching workload credits must be ⁶⁰³

returned to the faculty member who earned them with a commensurate amount of release during a long semester within two years from when the credit was earned. Reimbursable teaching workload credits and paid overloads must be requested by the chair and approved in advance by the appropriate dean.

05. PROCEDURES FOR CALCULATING WORKLOAD CREDITS FOR TEACHING

- 05.01 Workload is calculated for courses, labs, and individual instruction using the semester credit hour value of the course, lab contact hours, or the number of students enrolled on the 12th class day. [Summary of Teaching Workload Credits](#) identifies the workload credits normally assigned to various types of activities, as well as the maximum workload credit. Chairs may assign workload adjustments to reflect the complexity of teaching assignments. For organized courses, chairs may assign up to 1.5 times the credit hour value to a specific course. This assignment is appropriate only when preparation, instructional management, grading demands, or research activities related to the teaching assignment are much greater than normal and are not compensated with other support.
- 05.02 Workload credit for graduate or doctoral instructional assistants is generated by the addition of a lab assignment credit in an amount equivalent to the individual's FTE. The lab assignment is automatically generated on the report. Graduate or doctoral teaching assistants generate workload credit by appointment as the instructor of record for a specific course. Additional credit may be provided by a workload adjustment.

Sections 05.03 through 05.07 describe the normal methods for assigning teaching workload credits.

- 05.03 Lecture Courses – Workload for lecture courses (instruction code 1 according to [AA/PPS No. 02.01.01, Academic Credit Courses: Additions, Changes, and Deletions](#)) will be assigned based on credit hours of the lecture.
- 05.04 Laboratory Courses – Workload for laboratory courses (instruction code 2 according to [AA/PPS No. 02.01.01, Academic Credit Courses: Additions, Changes, and Deletions](#)) will be calculated based on contact hours using [Lab Conversions](#) as a framework. Each academic unit should develop a specific workload formula for laboratory courses if the standard formula is not used.
- 05.05 Combined Classroom and Laboratory – In a combined lecture/lab course, workload credit will be assigned based on the credit hours of the lecture and the contact hours of the lab. Workload for lecture will be assigned separate from workload for lab (see [Summary of Teaching Workload Credits](#)). Workload for lecture will be based on the credit hours attributed to the lecture. Workload for labs will be calculated based on contact hours using [Lab Conversions](#) as a framework for the academic unit specific formula.
- 05.06 Individual Instruction – Individual instruction (instruction codes 3-10 according to [AA/PPS No. 02.01.01, Academic Credit Courses: Additions, Changes, and Deletions](#)) includes, for example, student teaching supervision, private music lessons, clinical supervision, thesis, dissertation, and individual instruction. All individual instruction workload will be determined by each academic unit and will be based on course enrollment. [Summary of Teaching Workload Credits](#) provides the general guidelines for development of the specific formulas.
- 05.07 Stacked Class – Workload credit for a single class composed of two or more

courses or class sections (stacked classes) will be granted only for one class.

Sections 05.08 through 05.09 describe the normal methods for adjusting teaching workload credit.

- 05.08 Laboratory Coordination Adjustment – The chair may grant up to six workload credits per semester to a faculty member who coordinates multiple sections of laboratories (see [Lab Conversions](#)).
- 05.09 Instructional Adjustment – The chair may grant additional workload credit each semester in recognition of the preparation and management of a section of a course when sufficient assistance is not available (e.g., the absence of graduate or undergraduate instructional assistants).

06. PROCEDURES FOR ASSIGNING WORKLOAD CREDIT FOR OTHER PROFESSIONAL RESPONSIBILITIES

06.01 Chairs may assign credit to or adjust workload for faculty members for other appropriate professional activities and service responsibilities as outlined below. Codes for the equivalent workload credits listed below are contained in [Workload Assignment/Adjustment Codes](#).

Sections 06.02 through 06.05 describe the normal methods for assigning workload credit for other professional service responsibilities.

- 06.02 Provost and Vice President for Academic Affairs Assignment – The dean or the provost and vice president for Academic Affairs may recommend a special assignment leave for a faculty member, chair, or dean. With approval from the provost and vice president for Academic Affairs or president, up to 12 workload units per semester may be granted for special assignments.
- 06.03 Associate/Assistant Dean Assignment – Workload credit will be granted for faculty who serve as an associate or an assistant dean.
- 06.04 Chair Assignment – Workload credit will be granted for chairing an academic unit on the basis outlined in [AA/PPS No. 01.02.20, Dean and Chair Workloads](#).
- 06.05 Program Coordinator/Program Director Assignment – Workload credit may be granted for a faculty member who coordinates an academic program, center, clinic, or similar unit.

Sections 06.06 through 06.14 describe the normal methods for adjusting workload credit for other professional activities and service responsibilities.

- 06.06 Academic Activity Adjustment – Workload credit may be granted to a faculty member for preparing major documents in the fulfillment of program needs or accreditation requirements. Workload credit may also be granted for duties performed in the best interest of the institution's instructional programs as determined by the provost and vice president for Academic Affairs.
- 06.07 Administrative Activity Adjustment – Workload credit may be granted for a faculty member who chairs certain committees, task forces, the Faculty Senate, or who performs other significant administrative activities.
- 06.08 Academic Advising Adjustment – Workload credit may be granted for major academic advising responsibilities.
- 06.09 Developmental Leave Adjustment – Up to 12 workload credits per semester may be assigned to a faculty member who is awarded a Faculty Developmental Leave

~~as assigned to a faculty member who is awarded a faculty developmental leave by the Board of Regents.~~

- 06.10 Professional Activity Adjustment – Workload credit may be granted for professional activities such as editing a professional journal or serving as an officer in a professional organization.
- 06.11 Research or Grant Activity Adjustment – Workload credit may be granted to a faculty member who is participating in major research or grant-related activities.
- 06.12 Research Buy- Out Adjustment – Workload credit will be granted to a faculty member who has secured external funding to pay for a portion of his or her salary and thus “buy out” time.
- 06.13 Graduate Mentoring Adjustment – Workload credit may be granted to faculty participating in graduate research mentoring, such as multiple theses, dissertations, or projects, and who is not the instructor of record.
- 06.14 Emergency/Work Life Workload Adjustment – Teaching loads may fluctuate because of illness, sudden emergencies, care of a newborn child or an adopted or foster child younger than five, or other family member in need of such care, and other unanticipated needs that may require a faculty member to request a lighter load. All temporary exceptions to the basic teaching load policy must be in writing, and must carry the approval of the chair and the dean with a copy to the provost and vice president for Academic Affairs.

07. WORKLOAD CALCULATION AND REPORTING PROCEDURES

- 07.01 The Faculty Records office will distribute the workload report for review and completion by chairs following the 12th semester day.
- 07.02 The final internal workload report will be distributed to deans and Faculty Senate; deans will distribute to chairs. At that time the chair will provide each faculty member with a copy of his or her workload report. A copy of the entire academic unit report or a summary report will be provided by the chair to the academic unit personnel committee.

08. REVIEWERS OF THIS PPS

- 08.01 Reviewers of this PPS include the following:

Position	Date
Provost and Vice President for Academic Affairs	February 1 E4Y

09. CERTIFICATION STATEMENT

This PPS has been approved by the following individuals in their official capacities and represents Texas State Academic Affairs policy and procedure from the date of this document until superseded.

Provost and Vice President for Academic Affairs; senior Reviewer of this PPS

School of Health Administration – General Faculty Meeting Minutes
August 24, ENC 309, 11:00 AM-1:00 AM

Present: Betancourt, Brooks, Fulton, Greene, Kruse, Lee, Lieneck, Mackenzie, Mileski, Morrison, Nowicki, Ramamonjiarivelo, Renick, Rubenstein, Shanmugam, Stigler

Welcome to Paula Stigler Granados – new Tenure-Track Assistant Professor.

Approved Minutes from the May 4 meeting.

Dr. Fulton, thank you for all your work on the BHA Curriculum Review.

School & College Announcements

1. BHA Orientation, September 7.
2. Scroll Ceremony, September 15 at 9:00 AM in LBJ Student Center.
3. Provost Meeting with HA Faculty & Staff – October 5 at 10:00, ENC 143.
4. Bobcat Days for FY19- October 13, November 17, February 16, and April 6.
5. LTCA Networking Event is October 19.
6. Dean's Seminar – November 1, 5:00-7:00PM in RR.
7. Exit Exam is November 2; MHA Comp is November 3.
8. ACHE Fall Collaborative – November 9 at 1:00, McCoy.
9. MHA Program Review – November 30.
10. Fall Commencement, December 15 at 6:00PM. This is a Saturday.
11. ACHE Congress – March 4-7, Chicago
12. CHP IPE Event – May 2019.
13. Study Abroad – May 2019 – Berlin.
14. Spring Commencement, May 18 at 2:00PM. This is a Saturday.

Old Business

1. Faculty Search Update –We have 5 open positions, 4 are T-T and 1 Prof of Practice.
2. BSHS/PhD H & RS – Brooks reviewed progress.
3. PT/CDIS/RC moves complete. Encino renovations begin.
4. Accreditation
 - SACS March 2020
 - CAHME, May 2020 – Self Study AY 2018-2019 – keep all materials starting Fall 2018-Summer 2019
 - APR May 2020 – Self Study AY 2019-2020 – Brooks working on getting an APR exemption.
 - AUPHA June 2020 – Self Study due Nov.27, 2019

New Business

1. Fall Calendar – HO. CHP Reception 2-3 and Dr. Welborn's State of the College address at 3:00. TT Faculty Mtg and Picnic.
2. International Research Symposium, November 13-14. Student and Faculty research,
<http://www.gradcollege.txstate.edu/events/conference.html>
3. EMHA Delay – Will begin to market for Fall 2019.
4. HAMPCAS & MHA Issues – Kruse discussed and is working on issues.
5. Associate Dean Schedule – Brooks to be in Dean's Office in A.M. and HA Office P.M. Grad issues – Kruse, UG Issues – Fulton.
6. Bookstore – Barnes & Noble to manage textbooks.
7. MHA Comp Exam – will continue with Peregrine and essay portion. Take home essay. Discussed submitting best essay for the Richard Stull Essay Competition, student must be member of ACHE.
8. New webpage & Marketing – We have new brochure inserts for EHA, we have a video, banners, coins (for distinguished Alumni and other select people) and have ordered backdrop with Old Main. You can also add QR codes to the back of your business cards.
9. Award Dinner Venue – Aquarena Springs Center, LBJ, Prince Center – any suggestions give to Brooks.
10. Computer lab/Zoom Classroom – discussed Zoom classroom and use of HIM lab for comps.
11. Faculty Profiles auto populated from DM – Kruse discussed.
12. Classroom Issues – ITAC 54823/ UPD 52805 of 52890
13. TRACS Repository – Kruse discussed. Add Kruse to your TRACS site so he can collect record of all material.
14. ITAC/Clip – Clip has retired. For now, if you have issues, call ITAC first. Working on getting a part-time IT person for HP.
15. ENC 35-356 – we are getting this area for the new BSHS PD, staff, and faculty.
16. Digital Measures will be used for Annual Review – due January 25, 2019.
17. Committee list – Review.
18. Dean's Goals – Review.
19. Google Scholar Profile – set up your profile.

Program Coordinators

1. BHA – Fulton– reported on BHA Curriculum Review meeting.
2. LTC – Mackenzie –October 19 is Fall Networking Event. Will have 4 students attending the THCA Annual Convention.
3. MHA – Kruse – Cover Sheets for Syllabi. Creating a TRACS project site to upload syllabi and fill in data for report. New students were emailed the ACHE Student Associate form.

Advisor Reports

1. Assessment/Webpage – Kruse – discussed webpage.
2. Alumni – Nowicki – clarified statements about Alumni not attending Award Dinner.
3. Library Acquisitions –Shanmugam – nothing new to report.
4. Healthcare Leadership Coalition (HLC) – Mileski – John Bohls is new President.

Textbook Reviews and Syllabus Changes

1. HA 5191 – add text – approved.

Curriculum Committee Items - none

Around the Table

Brooks – announced that Mileski was approved as a CAHME Fellow – congratulations.

Mileski – has a couple of publications in works. Will be speaking at the AHCA Convention this fall.

Lee – UAB team consists of B. Larson, R. Samson, and Lorraine Lobo.

Nowicki – ACHE-HFMA Joint Meeting August 23 – no students were in attendance. There were some Alumni present.

Meeting adjourned at 12:50 PM

Next meeting is October 5, 8:30-10:00, ENC 309. Provost Meeting to follow.

School of Health Administration – General Faculty Meeting Minutes
October 5, ENC 309, 8:30 AM-9:45 AM

Present: Betancourt, Brooks, Fulton, Greene, Kruse, Lee, Lieneck, Mileski, Morrison, Nowicki, Ramamonjiarivelo, Shanmugam, Stigler, Topinka

Welcome to Paula Stigler Granados – new Tenure-Track Assistant Professor.

Approved Minutes from the August meeting with one correction.

Approved Minutes from the BHA Curriculum Review.

School & College Announcements

1. Provost Meeting with HA Faculty & Staff – October 5 at 10:00, ENC 143.
2. Bobcat Days for FY19- October 13, November 17, February 16, and April 6 – Fulton has events covered.
3. LTCA Networking Event is October 19.
4. Dean's Seminar – November 1, 5:00-7:00PM in RR. Alex McCloud presenting.
5. Exit Exam is November 2; MHA Comp is November 3.
6. ACHE Fall Collaborative – November 9 at 1:00, McCoy, reception at Saltgrass to follow.
7. The Graduate College Research Forum, November 13-14. We have students submitting research projects.
8. MHA Curriculum Review – November 30.
9. Fall Commencement, December 15 at 6:00PM. This is a Saturday. Faculty are expected to attend at least 1 graduation.
10. ACHE Congress – March 4-7, Chicago.
11. CHP IPE Event – May 2019.
12. Study Abroad – May 2019 – Berlin.
13. Spring Commencement, May 18 at 2:00PM. This is a Saturday.
14. AUPHA Annual Meeting, June 12-14 in New Orleans.

Old Business

1. Faculty Search Update –We have 5 open positions, 4 are T-T and 1 Prof of Practice. Search Committee meeting Tuesday.
2. BSHS/PhD H & RS – proposal will go to College Council on Oct. 17 and then University Committee on November 9. For the PhD, we have approval to proceed with a proposal.
3. Encino renovations begin this month, finalizing contracts.
4. Accreditation
 - SACS – delayed to March 2021.
 - CAHME, May 2020 – Self Study AY 2018-2019 – keep all materials starting Fall 2018-Summer 2019. CAHME has approved us to proceed with Self-Study.
 - APR May 2020 – Self Study AY 2019-2020.
 - AUPHA June 2020 – Self Study due Nov.27, 2019.
5. Dr. Jessica Hillyer – hired as new Research Coordinator for CHP. Available to help faculty with pre-award assistance.

New Business

1. BHA Orientation - Fulton updated faculty on the BHA orientation. The BHA Handbook was distributed to students. We will continue to have an orientation for each new class.
2. Scroll Ceremony – Brooks gave follow up on ceremony – we will continue to have the Scroll Ceremony in fall semester.
3. Study Abroad Discussion - BHA – propose that students complete a study abroad or study in America component in HA 4322. MHA – continue to have international program to sub for policy. We will continue discussion at program reviews.
4. Esperanza Hall Update – Request for funding has been submitted to the Legislature. If approved, we could be in RR by Fall 2022.
5. Encino Renovation -Zoom classroom will be left side of computer lab (204). Right side to become an academic computing lab for HA students (206).
6. REP deadline is October 17.
7. ITAC/Clip – Clip is retired. If you have computer issues, call ITAC. If you don't get ITAC, you can email Brooks. We are trying to get a part-time IT person for HP.
8. ENC 350-356 – We have ENC 350-356 for the new BSHS that will start fall 2019. PD, Admin., GIA, and new faculty will be housed in these offices.
9. Brooks out of office Oct 8-12, Kruse will be Acting Director.
10. MHA Comp Draft – Kruse discussed the MHA comp and scoring sheet. Kim discussed allowing the Case that is prepared for competition be graded for as the comp exam for the Case Team. After discussion, it was approved that the case prepared for completion will be graded for comp exam for those students on the Case Team.
11. Digital measures – Annual Review due in DM on January 25, 2019.
12. 2nd Yr. Reappointment due in TRACS by October 12 – Zo. Personnel Committee to meet end of October.
1st YR Reappointment due in January - Paula, Larry, and Jose.

Program Coordinators

1. BHA – Fulton– distributed a handout on pre-test results.
2. MHA – Kruse – handout on pre-test results.
3. LTC – Mackenzie – Networking Event noted above.

Advisor Reports

1. Assessment/Webpage – Kruse – Bios are in DM.
2. Alumni – Nowicki – nothing to report.
Kruse working on gathering Alumni information for CAHME.
3. Library Acquisitions –Shanmugam –have money so give your ISBNs, titles, authors to Ram.
4. Healthcare Leadership Coalition (HLC) – Mileski – nothing new to report.

Textbook Reviews and Syllabus Changes

1. HA 3315 – new text – distributed for faculty review.

Curriculum Committee Items - none

Around the Table

Shanmugam – handout of statistics courses used for the BHA program. RTA for discussion at next BHA meeting.

Nowicki – applied for Faculty Development Leave for Fall 2019.

Morrison – 4th edition of book in production.

Mileski – named as the SOHA Social Media Coordinator – any student news will be posted to Social Media.

Meeting adjourned at 9:35 AM.

Next meeting is October 26, 9:00AM-11:00AM, ENC 309. PC Meeting to follow.

School of Health Administration – General Faculty Meeting Minutes
October 26, ENC 309, 930 AM-11:00 AM

Present: Betancourt, Brooks, Greene, Kruse, Lee, Lieneck, Mackenzie, Mileski, Morrison, Nowicki, Ramamonjiarivelo, Renick, Shanmugam, Stigler

Approved Minutes from the October 5th meeting with one correction.

School & College Announcements

1. Dean's Seminar – November 1, 5:00-7:00PM in RR. Alex McCloud presenting.
2. Exit Exam is November 2; MHA Comp is November 3.
3. ACHE Fall Collaborative – November 9 at 1:00, McCoy, reception at Saltgrass to follow. Kruse sent out Flyer.
4. The Graduate College Research Forum, November 13-14.
5. Bobcat Days for FY19- November 17, February 16, and April 6 – Fulton has events covered.
6. MHA Program Review – November 30 in lieu of Faculty Meeting.
7. Fall Commencement, December 15 at 6:00PM. This is a Saturday.
8. BHA Orientation is January 25, 2019, 1-3 PM in ENC 143.
9. THA Conference in Austin, February 21-22 at JW Marriott. Nowicki volunteered to host table.
10. ACHE Landscape in San Antonio, March 1, 2019.
11. ACHE Congress – March 4-7, Chicago.
12. Annual Award Dinner – April 27, TBD.
13. CHP IPE Event – May 7, 2019.
14. Study Abroad – May 20-24, 2019 – Berlin.
15. Spring Commencement, May 18 at 2:00PM. This is a Saturday.
16. AUPHA Annual Meeting, June 12-14 in New Orleans.

Old Business

1. Faculty Search Update –We have 5 open positions, 4 are T-T and 1 Prof of Practice. Search Committee to conduct phone interviews 10/26.
2. BSHS/PhD H & RS – proposal approved by College Council, goes to University Curriculum Committee on November 9.
3. Encino renovations begin October 29 on 1st floor. Renovations on 2nd and 3rd floors will be at a later date.
4. Accreditation
 - SACS – delayed to March 2021.
 - CAHME, May 2020 – Self Study AY 2018-2019 – keep all materials starting Fall 2018-Summer 2019. CAHME has approved us to proceed with Self-Study.
 - APR May 2020 – Self Study AY 2019-2020.
 - AUPHA June 2020 – Self Study due Nov.27, 2019.

Please retain all your graded material (MHA) from this Fall/Spring semesters.

Plan to have document ready March 2019. Lorraine will be asking various faculty for information.

New Business

1. Provost Meeting follow up – issues or comments?
2. MHA Comp Process– Kruse discussed the MHA comp process. Students will have 3 hours for multiple choice section. Essay will be open Nov 3 and due following week. Chairs and committees have been chosen and assigned. Goal is to notify students by November 16 of results.
3. Field Placement Process Improvement – Manual has been sent to Faculty. Goal is to meet with students the semester prior to enrollment in 4141 and 5191 to get jump on setting up placements and affiliations. New preceptors – need resume to determine qualifications.
4. Annual Award Nominees – Preceptor, Alumni, Noone, Boone, Rappaport, and Hamid. Brooks to email eligible student list with instructions.
5. SP/SU/FALL 2019 Schedules - HO
6. Digital Measures Annual Review – Annual Review submit date in DM is January 24, 2019. Make sure your 2018 information is in system. DM will be open January 1 to submit. Course evals will auto populated.
7. DM – CV's for SACS will be pulled for SACS. Make sure your CVs are updated. If you need GIA support, email Brooks.
8. Statistics Prerequisite discussion – per Ram's review of statistics classes and by faculty consensus, MATH 2328 will be deleted as a prerequisite statistics option for BHA.
9. HA 3376 and Senior Courses Sequence Issue – Discuss issue of BHA students not being able to continue in 3rd semester until successful completion of all 1st and 2nd semester HA classes. After discussion and by faculty consensus, students with a D or F in a 2nd semester course can continue with 3rd semester courses. Students will work with PD to determine options in event of a failure (D/F). will not be allowed in HA 4141 or 4325.
10. 1st YR Reappointment due in January 25 in TRACS ad DM - Paula, Larry, and Jose.

Program Coordinators

1. BHA – Fulton– nothing to discuss.
2. MHA – Kruse – nothing further to discuss.
3. LTC – Mackenzie – 27 students attending Networking Event. 4 students attended THCA. Attended AHCA in San Diego – updated on changes to be made in skilled nursing reimbursement.

Advisor Reports

1. Assessment/Webpage – Kruse – nothing new.
2. Alumni – Nowicki – nothing to report.
3. Library Acquisitions –Shanmugam –nothing new.
4. Healthcare Leadership Coalition (HLC) – Mileski – nothing new to report.

Around the Table

Mileski – any news for social media, let me know.

Stigler – need student support for research, pass the word.

Kruse – Holiday Social is December 8, 6:00 PM.

Meeting adjourned at 10:20 AM

Next meeting is November 30, 9:00AM-11:00AM, ENC 309. This is the MHA Program Review.

School of Health Administration – General Faculty Meeting Minutes
January 25, 2019, ENC 309, 9:00 AM-11:00 AM

Present: Betancourt, Brooks, Fulton, Granados, Greene, Kruse, Lee, Mackenzie, Mileski, Morrison, Nowicki, Ramamonjarivelo, Renick, Shanmugam, Topinka

Approved MHA Program Review minutes from November 30, 2018.

School & College Announcements

1. BHA Orientation – January 25, 1-3 in ENC 143.
2. Personnel Committee – February 1, 10-12 in ENC 309 – Annual Review and 1st yr. reappointments.
3. Bobcat Days on February 16 and April 6 – Fulton has events covered.
4. THA Conference in Austin, February 21-22 at JW Marriott. Nowicki attending.
5. Health Scholars Showcase – February 27, 2-5.
6. UAB Case Competition – February 27-March 1.
7. ACHE Congress – March 4-7, Chicago.
8. LTCA Networking Event at State Capitol, March 15.
9. ACHE Landscape in San Antonio, March 22, 2019
10. MHA Comps Exams – April 6. BHA Exit Exam, April 5.
11. Annual Awards Dinner – April 26 – location TBD.
12. CHP IPE Event – May 7, 2019.
13. Study Abroad – May 20-24, 2019 – Berlin.
14. Spring Commencement, May 18 at 2:00PM. This is a Saturday.
15. AUPHA Annual Meeting, June 12-14 in New Orleans. See Matt if you want to attend.

Old Business

1. Faculty Search Update –We have 3 open positions. @ have been hired for fall, Dr. Kim Lee and Dr. Julie Reagan. We do have a couple of applications for the Professor of Practice.
2. BSHS proposal will go to The Board of Regents on February 7. February 8 we should be able to start recruiting for the program.
3. Encino renovations – 1st and 3rd floor should be done in a couple of weeks. Renovations on 2nd floor will begin in a couple of weeks.
4. Accreditation
 - SACS – delayed to March 2021.
 - CAHME, May 2020 – Self Study AY 2018-2019 – keep all materials starting Fall 2018-Summer 2019. CAHME has approved us to proceed with Self-Study.
 - APR May 2020 – Self Study AY 2019-2020.
 - AUPHA June 2020 – Self Study due Nov.27, 2019.

New Business

1. Esperanza Hall – Books and Welborn have met with facilities to prepare a programming document. A request will be presented to Legislature this session. We should know something about building in May.
2. Annual Awards Dinner – discussed above.
3. Digital Measures Annual Review/1st Yr. Reappointment – due today, January 25. PC, please review items in TRACS prior to PC meeting on February 1.
4. DM – CV – Let Matt know if you need GIA support to input your CV. You can upload your CV to faculty profiles.
5. HA Computer Labs – Lab has been set up for HA, total 42 students. Work will begin on the other lab to convert to a Zoom classroom.
6. TSP – ITAC Update – Send Matt a list of software used for your classes. Software package for departments based on our needs. CHP will be assigned a part-time IT team for the College. More info to come later.
7. HIM Chair – Alex McLeod has stepped into the Chair position for HIM.
8. Software Push – discussed above.
9. Application Fee – discussion of application fee for School applications. Only two other departments in CHP have a required application fee. Per discussion, SOHA will not require a School application fee.
10. Clinical and POP Promotion Criteria – These titles, if full-time, are eligible to pursue promotion. We need to review our criteria to include in our T&P policy for these faculty. There needs to be a scholarly requirement.
11. Health Scholar Posters – CHP Research Posters for spring 2019 – This year there will be virtual posters. Students will post their posters to TRACS site for review. Call for abstracts was previously emailed and is due February 1.
12. GIA Assignments – 2-3 faculty be assigned to a GIA. Email Scott your need of a GIA.
 - Approval of the BSHS – we get 4 more GIA's, 2 in fall 2019 and 2 in fall 2020.
13. Post your office hours and schedule, today, outside your door.
14. GIA's will be checking computers to make sure you all have Windows 10.

Program Coordinators

1. BHA – Fulton – BHA orientation today, 1-3. Working to increase student participation in ACHE. Quick Books is now mandatory; Six Sigma- continuing certification; Excel Certification in Finance; informing students of 3 +2 program.
2. LTCA – Mackenzie – We had 25 applicants for spring and accepted 23. LTCA Networking event on March 15.
3. MHA – Kruse – Already accepted 5 students for fall 2019. Excel Certification information on our website, resources and websites are posted.

Advisor Reports

1. Assessment/Webpage – Kruse – covered.
2. Alumni – Nowicki – Carlos Escobar has been appointed as Executive Director of the VA Caribbean Healthcare System. Brooks – Alumni Dinner at Congress – Plymouth Rooftop Bar & Grill.
3. Library Acquisitions –Shanmugam – still a small amount of funds. Email your title, author, ISBN, and publisher.
4. Healthcare Leadership Coalition (HLC) – Mileski – have some new officers for this spring. Pushing students to get involved.

Around the Room

Renick – MedRides is expanding and moving to the Community Health Clinic.

Mileski – email any happenings that you want included on social media.

Lee – Have an invite from Ohio State to their case competition for 1st year students, March 29. Anyone interested in taking over the case competition task, see Kim for details.

Morrison – book goes to press on 2/6.

Granados – announced publication with Jose and a grant. Other grants in the works.

Topinka – talked about affiliations and need for students to work on their presentations.

Kruse – submitted 7 manuscripts over the holidays.

Meeting adjourned at 10:25 A.M.

PC Meeting 1 Feb at 10:00 am in ENC 309

Next Faculty Meeting: 22 February 2019; 09:00 – 11:00 pm Room 309.

School of Health Administration – General Faculty Meeting Minutes
February 22, 2019, ENC 309, 9:00 AM-11:00 AM

Present: Betancourt, Brooks, Fulton, Granados, Greene, Kruse, Mackenzie, Mileski, Morrison, Nowicki, Ramamonjiarivelo, Renick, Rubenstein, Shanmugam, Topinka

Approval of the January 25th minutes – approved.

School & College Announcements

1. THA Conference in Austin, February 21-22 at JW Marriott. Nowicki attending.
2. Health Scholars Showcase – February 27, 2-5.
3. UAB Case Competition – February 27-March 1.
4. ACHC Congress – March 4-7, Chicago.
5. LTCA Networking Event at State Capitol, March 15.
6. Spring Break – March 18-22.
7. ACHC Landscape in San Antonio, March 22, 2019 – Topinka attending.
8. Comp Exams - April 6 (Grad) and Exit Exam (UG) is April 5.
9. Bobcat Days on April 6 – Fulton has events covered.
10. Annual Awards Dinner – April 26 – 6:00-8:00PM in ENC 104.
11. CHP IPE Event – May 7, 2019. Event is 9-11 or 12. This is mandatory of all fulltime faculty.
12. Palmers Event for Morrison following IPE.
13. Study Abroad – May 20-24, 2019 – Berlin.
14. Spring Commencement, May 18 at 2:00PM. This is a Saturday.
15. AUPHA Annual Meeting, June 12-14 in New Orleans. We will do a group registration.
16. Convocation is August 20, 2019 – This is Tuesday prior to start of classes.
17. Scroll Ceremony – September 14 – this is a mandatory event. Rubenstein will be speaking.
18. ACHCA – March 17-20, Mileski presenting.

Old Business

1. Faculty Search Update –Faculty candidate presentation on March 10. Still have open positions.
2. BSHS proposal approved on February 7, 2019. Fulton is speaking to A&P and Med term classes.
3. Encino renovations – ENC 104 is done. CDIS clinic is at back of building. ENC 234 renovation begins March.
4. Accreditation
 - SACS – delayed to March 2021.
 - CAHME, May 2020 – Self Study AY 2018-2019 – keep all materials starting Fall 2018-Summer 2019. CAHME has approved us to proceed with Self-Study.
 - APR May 2020 – Self Study AY 2019-2020.
 - AUPHA June 2020 – Self Study due Nov.27, 2019.

New Business

1. Esperanza Hall – Programming continues.
2. Annual Awards Dinner – discussed above, ENC 104.
3. Digital Measures Annual Review – need to approve so it routes back to Brooks.
4. HA Computer Labs – ENC 205 (10) & 206 (30) – will have calendar for scheduling.
5. TSP – ITAC Update – finalized agreement with ITAC – we will have a team of 3 assigned to HP.
6. Travel Policy – Must have an agenda for meetings and conference to file with expense report.
7. Admin Assistant Changes/Update – Admin III went to RTT. We are hiring an Admin II, full-time, and an Admin II at 50%.
8. Reappointments – March 22 materials due for Zo and Mike.
9. QEP initiative – promoting UG research and want courses with research designated as Research Intensive. Track UG co-authors in Digital Measures.
10. LTCA 5681 – can we offer LTCA 5681 to students who do not need classes for the Cert? We will review on a case by case basis.
11. Comp Exam Discussion – Kruse distributed handouts and discussed this semester's comp exam. Additional instructions will be emailed.
12. Commencement Schedule – Summer 2019, August 9 at 2:00 PM; Fall 2019, December 14 at 6:00 PM; Spring 2020, May 16 at 10:00 AM; and Summer 2020, August 7 at 2:00 PM.

Program Coordinators

1. BHA/BSHS – Fulton – discussed BSHS recruiting efforts. Be sure to save all your tests, graded material, etc. from fall 2018-spring 2019. Discussed the 3+2 program, still working on details.
2. LTCA – Mackenzie – updated faculty on student applications.
3. MHA – Kruse – update on student applications. Be sure to save your course materials fall 2018-summer 2019.

Advisor Reports

1. Assessment/Webpage – Kruse – fellowship information added to website. BSHS info added to website.
2. Alumni – Nowicki – Brooks hosting Alumni Dinner at Congress – Plymouth Rooftop Bar & Grill.
3. Library Acquisitions – Shanmugam – still a small amount of funds. Email your title, author, ISBN, and publisher.
4. Healthcare Leadership Coalition (HLC) – Mileski – nothing new.

Around the Room

Shanmugam – attending a conference in Singapore in March.

Lieneck – participating in PT Fun Run on 2/23.

Mileski – any news, events, etc. – give to Mileski to post on social media. Putting together a resume book for UG.

Morrison – received scenarios for teaching from publisher, will post.

Granados – if you need help with GIS software, let her know.

Rubenstein – field placements going well this semester.

Fulton – Penelope Ybarra was accepted for Disney College. She will take a semester off.

Meeting adjourned at 10:25 A.M.

Next meeting is March 29 at 9:00 in ENC 309. PC meeting immediately following regular meeting. Final semester meeting will be April 26, 2-4 prior to awards dinner.

Next Faculty Meeting: 22 February 2019; 09:00 – 11:00 pm Room 309.

School of Health Administration – General Faculty Meeting Minutes
March 29, 2019, ENC 309, 9:00-11:00 AM

Present: Brooks, Fulton, Granados, Kruse, Lieneck, Mackenzie, Mileski, Morrison, Nowicki, Ramamonjiarivelio, Renick, Shanmugam, Topinka

Welcome to Madalyn and Gus our two new Administrative Assistants.

Approval of the February 22 minutes – approved.

School & College Announcements

1. Comp Exams – UG (April 5)/Grad (April 6)
2. Bobcat Days on April 6 – Topinka and any other volunteers.
3. Annual Awards Dinner – April 26 – 6:00-8:00PM in ENC 104. SMBBQ will cater.
4. CHP IPE Event – May 7, 2019. Event is 9- 12. This is mandatory of all fulltime faculty.
5. Palmers Event for Morrison following IPE, 12-2.
6. Study Abroad – May 20-24, 2019 – Berlin.
7. Spring Commencement, May 18 at 2:00PM. This is a Saturday.
8. AUPHA Annual Meeting, June 12-14 in New Orleans. Working on Group Registration
9. Convocation is August 20, 2019 – This is Tuesday prior to start of classes. Convocation at 9:00 with CHP Meeting at 3:00.
10. SOHA Meeting will be 11-1 on August 20.
11. BHA Program Review will be August 30 in the morning, details to be emailed.
12. BHA Orientation is August 30, 1-2:30; MHA Orientation will be 2:30-3:30.
13. Scroll Ceremony – September 14 – this is a mandatory event. Rubenstein will be speaking.

Old Business

1. Faculty Search Update –Lee, Reagan, and Beauvais hired for fall. Two phone interviews 3/29.
2. BSHS proposal sent to CB on March 27 where it will be available for review by other programs for 30 days.
3. Encino renovations – ENC 104 is done. 2nd floor should be done by May 17. ENC 234 will hold about 60 students. ENC 204 to be Zoom classroom.
4. Accreditation
 - SACS – delayed to March 2021.
 - CAHME, May 2020 – Self Study AY 2018-2019 – keep all materials starting Fall 2018-Summer 2019. Review in Feb/March 2020.
 - APR May 2020 – Self Study AY 2019-2020.
 - AUPHA June 2020 – Self Study due Nov.27, 2019. Review in June 2020

New Business

1. Esperanza Hall – Met with Architects. Handout on Texas State Legislative priorities.
2. Annual Awards Dinner – open house at 5:00 for alumni and friends to look at building changes.
3. HA Computer Labs – ENC 205 & 206 will be keyed to the suite 250 key. Room Calendar for 206 is on Outlook.
4. Zoom Accounts – full license for zoom. Home page, search Zoom for info.
5. ENC 308 – small conference room and research lab, zoom capable.
6. LMS Migration – implementation starts Fall 2019 – cost is \$150 per course. To be done by end May 2020 or by fall 20.
7. HA Hallway – by your door, you have post 2 document protectors and 2 posters. Do not put anything on your door.
8. Comp Exam (Grad) Discussion lead by Kruse. Discussed the comp question and reviewed the comp process (handout). Essay will be released April 6. Notify students of result by April 19. Process needs to be completed by April 25.
9. Commencement Schedule – Summer 2019, August 9 at 2:00 PM; Fall 2019, December 14 at 6:00 PM; Spring 2020, May 16 at 10:00 AM; and Summer 2020, August 7 at 2:00 PM.

Program Coordinators

1. BHA/BSHS – Fulton – discussed BHA orientation. During orientation emphasis on behaviors and professionalism.
2. LTCA – Mackenzie – updated faculty on student applications for summer. 12 students have applied for summer internship. We had 23 students at the Networking event this spring.
3. MHA – Kruse – update on student applications for fall: 72 applications, 38 complete, 18 accepted, 4 withdrew, and have several on hold.

Advisor Reports

1. Assessment/Webpage – Kruse – fellowship information added to website, sent email to students.
2. Alumni – Nowicki – there were about 30 students at the ACHE Alumni dinner.
3. Library Acquisitions –Shanmugam – still a small amount of funds. Email your title, author, ISBN, and publisher.
4. Healthcare Leadership Coalition (HLC) – Mileski – have officer positions open.

Textbook Change

HA 5301 and HA 5334 change for fall – Shanmugam passed text and asked for comments.

Around the Room

Topinka – April 8th in LBJ Ballroom is an Etiquette Dinner – will distribute flyer.
Topinka – 6 students attended Healthcare Landscape.

Mileski – send any student event pictures to Mileski to use for the Awards Dinner slide show. Also, send information on publications, grants, or projects for Social Media updates. Share in Business Cards you receive.

Granados – will need blood for her REP grant – volunteers?

Nowicki – will present a National ACHE coaching course for certification exam in the Bronx.

Morrison – will have Shark Tank presentations for \$5000 funding in HA 3341, will send email for dates of presentations.

Kruse – from Graduate Council, Mental Health Resources on TXST webpage.

Renick – presenting at the American Society on Aging in New Orleans in April.

Meeting adjourned at 10:22 A.M.

Next meeting is April 26 at 2:00 in ENC 309.

School of Health Administration - General Faculty Meeting
Agenda 26 April 2019, HPB 309, 2 pm
Call-In Number: 888-205-5513 Passcode 504382#

Present: Betancourt, Brooks, Carroll, Fulton, Gallegos, Granados, Greene, Kruse, Lee, Mackenzie, Mileski, Morrison, Nowicki, Ramamonjiarivelo, Renick, Rubenstein, Salcido, Shanmugam, Topinka

Approval of Minutes from 29 March

Approved

School & College Announcements

- 1) Awards Dinner - 26 April 2019, 6-8 PM, ENC 104
 - a) Dinner served between 5:30-6, goal of 8pm end time, 82 rsvp (more expected)
- 2) CHP IPE Event - 7 May 2019, 9-12, ENC 104
 - a) Agenda sent out. Series of presentations & discussion on how to do more IPE stuff
 - b) Mandatory for all faculty (Dean's policy), there will be a sign-in roster
 - c) Dr. Morrison's reception afterwards at Palmer's
- 3) Study Abroad - 20-24 May 2019, Berlin
 - a) Nothing new
- 4) Spring Commencement - 18 May 2019, 2 pm
 - a) If you didn't attend fall, you're expected to attend spring
- 5) AUPHA Annual Meeting - 12-14 June 2019, NO
 - a) Joint registrations done, coordinate your travel plans
 - b) Five are going
- 6) Convocation & CHP Meeting - 20 August 2019
 - a) Tuesday prior to classes starting, NOT the Friday
 - b) Welcome back meeting and college meeting that afternoon; all day affair
- 7) Scroll Ceremony - 14 September 2019, 9am
 - a) LBJ ballroom
 - b) David will be speaker again
- 8) Bobcat Days - 19 Oct; 23 Nov; 22 Feb; 18 Apr
- 9) LBJ picnic still on schedule
- 10) BHA + MHA orientations - 30 August

Old Business

- 1) Faculty Search Update - 3 Open/3 Hired/2 Interviews Scheduled for 3 May
 - a) Two candidates here on May 3rd
 - b) One from UT HSC and one from South Alabama
 - c) Faculty encouraged to be present for presentations
 - d) Wayleigh [?] presentation at 10-11 and Pacheco at 3-4
 - e) some holes in fall schedule, waiting on interviews
- 2) BSHS - Coordinating Board Approved on April 4th (Handout)
 - a) Enrollment has started
 - b) Courses begin this fall
 - c) Over 20 official + 40 pending, so far
 - d) Low end 50, high end 100
 - e) Year 1 mandate of 100, Year 5 mandate of 500
- 3) Encino renovations update - 2nd Floor complete 14 May (quiet during finals)
 - a) No noise on 8th of May
 - b) Just 2nd floor to finish, mostly done
 - c) 204 (zoom classroom), 234 (60 seat classroom), & 233 (faculty development training center)
 - d) If you need zoom capability for a class, identify that early in the scheduling process
- 4) Accreditation
 - a) SACS Delayed to March 2021
 - b) CAHME Self-Study Year AY 18-19. Site Visit February 2020
 - i) Yet to be scheduled but in early spring
 - ii) Self study year ends this summer, document finalized in fall
 - c) APR May 2020 Self-Study Nov 2020
 - i) College requested that if externally credited, we'd be exempt from APR process
 - ii) Dean fully supportive, Provost think APR process needs to continue as is; the two will discuss again
 - iii) APR is Academic Program Review, an accreditation-like process for programs not externally credited, done every 6 years

- iv) If done, would be in Fall 2020
- d) AUPHA June 2020 - Self-Study 27 Nov 2019. Review 4 June 2020 - Salt Lake City
 - i) Keeping of graded materials from past fall and spring is important, to show how students are evaluated
 - ii) Preferably electronically. Creditors can be given TRACS access, so the materials may be kept on there.
 - iii) Gus can assist in scanning materials

New Business

- 1) Esperanza Hall Programming Update. Handout
 - a) Nothing more known but has passed house with funding for both buildings
 - b) Chair and two director offices, 24 faculty offices, as well as other storage and space
 - c) Computer lab, seminar room, and research lab. Some zoom capability. Other areas as well (common spaces, etc.)
 - d) If programming document is complete (next week?) and we get funding, architect has year to get approval
 - e) Occupancy projected for fall 2022 if it makes it through legislative process
- 2) Annual Awards Dinner/Open House
 - a) As folks come in, we can show them the new spaces
- 3) HA Computer Labs - ENC 205 & 206 (Key & Calendar)
 - a) Both keyed to 250 key; calendar set up for booking
 - b) Room upgraded with display capabilities
- 4) ENC 308
 - a) Still waiting on it
 - b) It's a small meeting room (about 20), additional computers, research/GIA space
- 5) Comp Exams Discussion
 - a) 1 repeat failure (2nd time); student claimed discrimination to graduate college
 - i) Comp requires separate failure policy, and since none was in place, student will be allowed to repeat classes in fall & comp for 3rd time (if they choose). This will be likely become the policy going forward
 - b) Only a couple unsigned forms as of last night
 - c) Most folks like decision matrix as far as analysis goes
 - d) Status quo v single payer systems comparison worked well; Scott suggests keeping it or something similar
 - e) Email Scott misconceptions to discuss with 5191 students
 - f) A couple form errors but fixed; discussion on process and future refinements
- 6) Summer/Fall schedules
 - a) Summer is locked, students are in it
 - b) Fall schedule set but staffing needs to be determined (middle of May at the latest)
- 7) BHA Peregrine Review
 - a) Lowest of students above national median, highest is 93rd percentile of nation
- 8) 3% Merit/Process - 1 Oct 2019
 - a) You will get opportunity, based on annual evaluation, to get up to 3% merit
 - b) Dean withholds 10% of merit pool to the college, so max you can get is 2.7%
 - c) Dean requests permission to give it to someone who did exceptional in research or contributed to college
 - d) Will not show up until October 1st
- 9) T&P in Digital Measure Pilot 2019
 - a) Will be used for annual review, reappointment, tenure & promotion. We've already done it for annual
 - b) McCoy is doing pilot this year of using it for tenure and promotion decisions
 - c) Health Professions to consider being secondary pilot for using digital measure for tenure & promotion
- 10) Free Speech on Campus
 - a) Student government senator filed bill to ban Turning Point USA (a conservative student group) from campus
 - b) Bill vetoed (one student organization can't ban another; free speech)
 - c) President of TPUSA at Texas State University verbally confronted by opponents, giving Texas State bad PR
 - d) Governor Abbott remarked about whether Texas State should still get funding as a result
 - e) From Provost, through Deans: we support free speech, and to be aware of issue & not engage
- 11) Commencement Schedule - SS 19 on 9 Aug 2 pm; FI9 on 14 Dec 6 pm; S 20 on 16 May 10 am; SS 20 on 7 Aug 2 pm
 - a) SLO's due end of May for this academic year
- 12) IT is offering training for new 104 classroom and systems today at 3:45pm after meeting

Program Coordinators

- 1) BHA/BSHS – Fulton
 - a) Please remind 3rd year students that they are professionals
- 2) LTCA – Mackenzie
 - a) For summer: 22 applicants, 10 accepted, 6 enrolled, 7 interviews planned
 - b) For fall: 4 applicants, 1 accepted

- 3) MHA – Kruse
 - a) CAHME sheets (MHA + BHA) provided, to document any programmatic advising or career counseling (student or alumni)
 - b) Sheets will be picked up on Fridays by Gus, with new sheet given for the following week
 - c) This is to help students, as well as document when/how we counsel and advise our students
 - d) Electronic interactions count as well, may be printed out
 - e) We must also keep a record of complaints

Advisor Reports

- 1) Assessment/Webpage – Kruse
 - a) Nothing
- 2) Alumni – Nowicki
 - a) Nothing
- 3) Library Acquisitions – Shanmugam
 - a) Nothing new, still have money
- 4) Healthcare Leadership Coalition (HLC) – Mileski
 - a) Several officer positions opening, will be doing emails about elections. Mostly new docket of officers in the fall

Around the Room

- 1) Renick
 - a) Six of our undergrads participated in building wheelchair ramps
 - b) Observed hit and run in New Orleans; be careful there in June for AUPHA
- 2) Shanmugam
 - a) Books for two courses brought to meeting; approved
- 3) Granados
 - a) Officially notified of research gift of \$368K-ish
 - b) Trip eligible, to do first newborn screening for Chagas disease in Texas
- 4) Morrison
 - a) Tues & Thurs 9:30-10:50: student pitches for grant money
 - b) Faculty get to vote
 - c) Last faculty meeting for Eileen
 - d) May 7th: Farewell reception for Eileen

Adjourned at 3:15pm

Next Faculty Meeting: 20 August 2019; 11:00-1:00 pm Room 309. Lunch served.

**School of Health Administration
Undergraduate HA Curriculum Review
August 23, 2018 – 9:00 A.M.**

Present: Brooks, Fulton, Gibbs, Greene, Kruse, Lieneck, Morrison, Nowicki, Ramamonjiarivelo, Renick, Shanmugam, Stigler, Topinka

Brooks – gave opening words and into to need for review.

Kruse – time keeper

Fulton – began meeting by explaining need of mission, vision, goals, and values for AUPHA certification.

1. Strategy

Mission – mission was read with proposed change to include word ethical. After discussion, Kruse moved to approve the use of ethical in BHA admission statement. The motion was seconded, and motion passed.

Vision – vision was read followed by discussion. After discussion, Renick moved to approve vision with removal of work Southwest, Shanmugam seconded the motion. Motion passed.

Values – the value statement was read followed by discussion. It was unanimously agreed to keep the School value statement.

Proposed goals, objectives, and outcomes were discussed:

- A. Goals: need measurable, achievable goal linked to mission and vision. Reviewed goals, objectives, and metrics. Suggestions were discussed. Fulton will revise and return to team for review.
- B. Marketable Skills – discussion of marketable skills.

Brooks stated that we need to include the University's three skill:

thinking critically
analyze and problem solve
communication

other:
external certifications
ethical decision making
financial management

Kruse moved to accept the listed marketable skills for the BHA program, Topinka seconded motion, and motion passed.

- C. SWOT Analysis – discussion of strengths, weaknesses, opportunities, and threats

2. Competency Crosswalk Peregrine BHA to AUPHA

Discussed chart and made suggestion to send Peregrine questions for data analysis.

3. Syllabi Crosswalk

Assignments – review textbooks and if they are outdated, fill out form for new text and bring to next meeting.

Review of Courses:

HP 3325 - Shanmugam – no changes

HA 3308 – Nowicki – no changes

HA 3309 – Morrison – no changes

HA 3315- Ramamonjiarivelo – no changes

HA 3324- Greene - no changes

HA 3329 – Greene – no changes

HA 3340 – Gibbs – no changes

HA 3341 – Morrison – Title Change: Project Management and Training in Healthcare
Discussion of title so Morrison proposed new title, motion was seconded, and motion passed.

HA 3344 – Fulton – Text Change – approved.

HA 3347 – Renick – no changes

HA 3375 – Lieneck – discussion of Quick Book certification – Kruse moved to require the certification, Topinka seconded motion. Fulton amended the motion to require certification beginning Spring 2019, Morrison seconded, and motion passed.

HA 3376 – Nowicki – no changes

HA 4141 – new text, update handbook, replace competencies – Morrison moved to accept changes, Kruse seconded, and motion passed.

HA 4305 – Stigler – no changes

HA 4315 – Fulton – includes Excel certification – no changes

HA 4318 – Change objectives – Kruse moved to approve, Renick seconded, and motion passed.

HA 4322 – Stigler – no changes

HA 4325 – Ramamonjarivelo – no changes

4. **Prerequisites**

- A. – discussion of financial accounting as a program prerequisite – tabled.
- B. - discussion of statistics, which students should be required – faculty want more data – Larry and Julie to do some research on Math and Statistics grades.
- C. – discussion of CIS 1323 or CS 1308 and courses from community college – tabled.

5. **Peregrine – Pre-Test**

The testing center will offer the Peregrine pre-test for incoming BHA students for \$25.00.

Morrison made motion to add the pre-test as an admission requirement, Nowicki seconded motion, Motion passed.

Students will have to take the pre-test prior to registering for their first semester classes. There will be a time limit set.

6. **4 + 1 BHA/MHA**

After some discussion, Nowicki made motion to table for additional consideration, Fulton amended motion to include the need of a concept paper with examples of other 4+1 programs for next discussion. Motion passed.

Around the Table

Morrison – new edition of Ethics book is done

Brooks – thanks to all for participation.

Adjourned at 12:15PM

Collective HA/PPS**Effective Date: 09/01/19****Review: E1Y**

Purpose: All provisions in this policy statement are intended to be consistent with official college & university policies. Any contradictions are resolved in favor of the college or university policy. All School of Health Administration faculty receive a copy of this policy statement at the beginning of each academic year. The policy statement is also available on the School's website under the Resources menu at <http://www.health.txstate.edu/HA/>

HA/PPS 01.02.01 GOVERNANCE OF THE SCHOOL***Director***

The Director implements within the School all policies of Texas State University, the Graduate College, the College of Health Professions, and the School Health Administration. As a leading faculty member and representative of the School, the Director speaks for the School, for its goals and standards, and for the importance of Health Administration studies in the general academic setting. The Director also supervises the administrative routines of the School. Among other duties, the Director schedules and conducts School monthly faculty meetings, keeps School records, accounts for the absences of faculty and staff who must be away from the campus, directs the advising of majors, assigns office space, and assigns faculty workload and service duties in the School, College & University. In consultation with appropriate program directors, the Director schedules classes, plans and supervises registration, approves textbook orders, oversees the hiring of student employees, allocates funds for travel and other School obligations, and prepares the annual budget. The Director guides faculty and staff members in fulfilling their responsibilities toward students and colleagues and thus helps determine the overall success of the university. The *Faculty Handbook* outlines additional responsibilities of the Director.

Personnel Committee

All tenured faculty make up the personnel committee of the School. The personnel committee advises the Director on all personnel issues (tenure, promotion, merit, and hiring). The Director need not concur with personnel committee recommendations that are sent forward to higher administrative levels (e.g., hiring and tenure/promotion decisions). Personnel committee members at one level do not recommend promotion for those at the same or higher academic rank. Personnel committee members are tenured faculty who are expected to attend and participate; they may vote if they have 1) an academic assignment at a rate of 50% or more and do not hold an administrative position outside of the College of Health Professions; 2) at least one year of service at Texas State since the official start date of their appointment; 3) experience teaching at least eight sections of courses at the college/university level. Tenured faculty who hold an academic assignment in a School at a rate of 50% or more and who do not hold an administrative appointment outside of their college are expected to serve on the Personnel Committee as non-voting members until they have met the remaining requirements.

Voting Faculty

Except for meetings and decisions that concern personnel issues (e.g., tenure, promotion, merit, and hiring), all faculty in the School of Health Administration are invited to attend monthly faculty meetings. Faculty who are hired on the basis of a percentage of full-time at a rate of 50% or more, and who do not hold an administrative appointment outside of their college, are invited to vote on all non-personnel issues. Lecturers hired per-course, or who teach less than 50% are invited to attend general faculty meetings, but are not voting members.

POLICY CHANGES

Temporary Policy Changes

To control class size and/or to balance the budget, and with at least one week's notice to the faculty, the Director may make temporary changes in policies as required.

Amendments to the Policy Statement

Changes to this policy statement can be recommended at any time by the Director, School Personnel Committee, or petition from five or more faculty members. Changes or additions must be announced at least one week prior to their consideration and approved by two-thirds of the faculty present and voting at the monthly meeting during which the recommendations are considered. Each September the Director will provide all faculty members with a revised policy statement incorporating any changes from the previous year.

HA/PPS 01.02.11 SCHOOL ADMINISTRATIVE RESPONSIBILITIES

Committee Assignments

Annually, at the beginning of the fall semester, and after consultation with the personnel committee, the Director makes assignments to School administrative posts and committees. Committee Chairs and other supervisors report to the Director. Committee members meet with committee chair as the necessary work of the School requires. Tenured and tenure-track faculty and senior lecturers ordinarily serve on at least two committees; per-course lecturers ordinarily have no committee assignment. In making assignments, the Director strives to achieve balance among programs by seeking recommendations from appropriate program directors.

University and College Committees

In addition to assignments within the School, faculty members will have assignments to College & University Committee's as required.

Nominations for Faculty Awards

The Personnel Committee and Director will meet in a timely way to recommend a single nominee from the School of Health Administration for various faculty awards. These include the Presidential Awards for Excellence in Teaching, Scholarly/Creative Activity, and Service. Faculty are able to self-nominate for many awards as well.

Supervision of Instructional Assistants and Teaching Assistants

The Director supervises all Graduate Instructional Assistants. Faculty help supervise instructional assistants who are assigned to assist them each semester. At the beginning of the academic year, and occasionally thereafter, teaching assistants meet with the Director for an orientation and expectation requirements. Instructional assistants meet routinely with their supervisors who regularly monitor their teaching and grading procedures. Failure to meet acceptable standards will result in non-continuation for the next semester.

Commencement

Approximately one-third of the faculty represents the School at each of three annual commencement exercises held in December, May, and August. The Director prepares a list of attendees for the Academic Advising office based on faculty preference and must approve any changes in these assignments. Faculty are required to attend one commencement every academic year. Nine-month faculty attend either December or May commencement every academic year. Faculty who are designated as 100% of summer semester, are also required to attend August commencement.

Deadlines

As part of their ordinary professional obligations, faculty are expected to meet various deadlines—e.g., submitting annual evaluation materials; submitting Promotion and Tenure materials; for verifying class rosters; for turning in schedule request forms; for uploading final grades; and others. Missed deadlines create additional work for staff and strain the School's relations with other university offices. Faculty are therefore urged to be mindful of deadlines and to make every effort to meet them.

HA/PPS 02.02.01 EVALUATION of STUDENT FITNESS & PERFORMANCE POLICY

PROGRAM STANDARDS

The Texas State School of Health Administration mission is “To prepare health leaders to serve in a variety of diverse healthcare environments and add to the body of knowledge in our fields.” Students must meet academic and professional development standards to successfully advance through all the Health Administration Degree and Certificate programs. Academic standards include not only academic performance, but professional development as well, which is demonstrated through professional and ethical behavior.

Each student signs a contract before program admission 1) agreeing to adhere to the ACHE Code of Ethics and applicable state laws; and 2) acknowledging his/her understanding that a student can be terminated from the program based on failing to satisfactorily achieve academic and professional standards. Faculty evaluate students’ academic achievement and professional development based on Council of Accreditation of Healthcare Management Education (CAHME) and Association of University Programs in Health Administration (AUPHA) Accreditation Standards, the University Honor Code, and the Texas State and School of Health Administration Student Handbooks in order to identify actions that the School can take to facilitate students’ successful advancement, or to terminate students’ enrollment in the program if remediation is not possible.

The Program Standards Committee will be a standing committee comprised of three faculty members. The committee members will be appointed by the Director and will serve for the academic year assigned. The committee members will rotate off of the committee on a staggered basis to ensure consistency and continuity of policies and procedures.

EVALUATION OF STUDENT FITNESS & PERFORMANCE

Texas State School of Health Administration will comply with University program standards and policies related to student fitness and performance. If there are changes in the student’s academic standing:

- The University Registrar, Graduate College, and/or Academic Advisor will inform each student and the BHA or MHA Program Directors in writing of any changes in the student’s academic standing.
- Each student is responsible for contacting the Program Director, and submitting a corrective action plan indicating how the student will resolve the academic standing issue by the end of the semester in which the problem is identified.
- Students that fail to comply with this process may not be allowed to continue in the program.

If a faculty member has a serious concern about a BHA or MHA student’s professional behavior and/or development, the faculty member will:

- Document the concern on the Student Concern form within the semester in which the concerns are identified.
- The faculty member will submit the Student Concern form electronically to the student’s appropriate Program Director.
- The faculty member and Program Director will discuss the concern and determine if a corrective action plan is needed, and consult the Dean of Students on the plan.

- If it is determined that a corrective action plan is needed, the faculty member will meet with the student to discuss the concern and they will develop the corrective action plan together.
- If the student is unable or unwilling to participate in the development of the corrective action plan, the faculty member will develop the plan independently and indicate the student's lack of involvement on the plan.
- A copy of the corrective action plan will be sent to the student and the appropriate Program Director electronically.
- In the event that the faculty member and the Program Director are the same person, the Director or a member of the Program Standards Committee will assist in the process.
- If the student's behavior ceases or the concern is resolved, the faculty member will document this change in behavior, inform the student and appropriate Program Director, and no further action will be pursued on the matter.

THE STUDENT REVIEW PROCESS

If the documented unprofessional behavior or developmental concern persists, the faculty member will initiate remediation based on the following:

- The faculty member who had the initial concern will then refer the continued concern to the Program Standards Committee for action and/or recommendations.
- The Program Director will submit the Student Concern Form, corrective action plan and any other supporting documentation to the Director of the Program Standards Committee.
- A copy of all documentation will also be provided to the student.
- The Program Standards Committee will convene a hearing within ten (10) working days to make recommendations.
 - Attending this meeting will be: the faculty member who voiced the concern, the student, and the student's advocate if desired. The Committee may also invite other individuals who are deemed relevant to the process.
 - .
 - The Committee members will hear the faculty member's concern as well as the student's response, and any attempts to resolve the concern.
 - At the conclusion of the hearing, all participants will be excused from the room. Committee members will remain in order to deliberate.
- The Committee will report their decision(s) in writing within ten (10) working days to the student, the appropriate Program Director and the School Director.
- The student has ten (10) working days to accept/reject the Committee's recommendation(s) in writing. If a student fails to respond within ten (10) working days in writing, this will be an indication of acceptance of the decision.
- The student may appeal the Committee's decision in writing to the School Director within ten (10) working days of the notification of the Committee's decision.
- The student may appeal the School Director's decision in writing to the College Dean within ten (10) working days of the notification of the School Director's decision.
- The College Dean's decision is final.

If a faculty member is concerned that a student's professional development and/or behavior is so serious that it requires a prompt or immediate resolution and no corrective action plan is feasible, the faculty member will follow these procedures:

- The faculty member will notify the Program Director about the concern and the need for prompt resolution, and immediate referral to the University Behavioral Assessment Team (BAT) is required.
- The Program Standards Committee will be notified and will convene within two (2) working days. All procedures outlined above will be followed within an expedited timeframe of two (2) working days instead of ten (10).

DOCUMENTATION & RECORD-KEEPING

The Program Standards Committee report will remain in the School Director's office. Notification that the report is being held by the Director will be placed in the student's file. The appropriate University officials will be notified of the Program Standard Committee's decision if needed.

The School must complete all Student Fitness and Performance Evaluation procedures by the last day of the semester (including exam week) unless the faculty member delivers his/her concern to the appropriate Program Director within one week of the end of the semester. Should this occur, the Program Standards Committee must complete its deliberations within one week of the new semester's first class day.

The appropriate Program Director will advise students who have one or more unresolved student concerns on file at the end of a semester that they are advanced to the next semester only on a probationary basis. Students will not graduate if they have an unresolved student concern on file.

HA/PPS 02.03.02 STUDENT PERCEPTIONS OF INSTRUCTION

Texas State University is required to administer Student Perceptions of Instruction (SPI) for all regular, undergraduate courses (not to include independent studies or internships/residencies) to be posted on the University's website in accordance with House Bill 2504. The University SPIs will be administered every fall, spring & summer semester.

The School of Health Administration requires evaluations to be performed each fall & spring semester with summer available at the option of the instructor. During the fall & spring, instructors are expected to administer departmental perceptions of instruction for all regular courses (not to include independent study or internships/residencies) to be proctored by someone other than the instructor. Students enrolled in non-regular courses (independent studies or internships/residencies) that wish to make comments regarding the course or instructor are welcomed to speak with the School Director either in person, by phone or email.

During the summer, it is optional for instructors to administer departmental perceptions of instruction. If the instructor decides to conduct the evaluation the procedure will be the same as stated in paragraph 2.01 for regular semesters; however' the instructor can choose not to use the results in an annual evaluation or tenure/promotion documentation. The scores will still be calculated & placed in the faculty member's file. This only applies to the department perceptions. The University SPI will still be required for all regular, undergraduate courses.

Small, classes defined as having less than 10 students for Undergraduate and 5 students for Graduate, and independent study courses that are being used to a regular course that did not make due to low enrollment will still conduct evaluations in the normal fashion. Stacked courses will be split along and evaluated separately to see the perceptions of both majors enrolled.

HA/PPS 02.03.01 PROFESSIONAL ACADEMIC RESPONSIBILITIES & OFFICE HOURS

Conduct and Planning of Courses

AA/PPS 02.03.01 (Conduct and Planning of Classes) gives an overview of faculty members' professional responsibilities as teachers. All faculty, but especially those new to the School, are encouraged to review this PPS, which covers the following topics:

- Role of the Instructor
- Attendance policies
- Course descriptions
- Core curriculum courses & Grades
- Grade changes
- Students with disabilities
- Independent study, topics, and problems courses
- Retention of records
- Student evaluations
- Syllabi
- Exams, papers, essays, and other graded assignments
- Final examinations
- Punctual return
- Textbooks

Course Subject Matter

So long as the content of a course remains relevant to its overall purpose, the faculty member has full academic freedom in choosing materials and topics for classroom use and discussion.

Course Syllabi

University policy requires that faculty provide a syllabus for every course they teach. Faculty must post their undergraduate course syllabi on the university's HB 2504 website early each semester and should keep in mind that all information posted on the site is available to the general public.

Textbook Selection and Adoption

Textbook selection for all courses is left to the discretion of the individual instructor, and approved by the faculty. All textbook selections are subject to the final approval of the Director, and must meet all accreditation standards.

Student Class Attendance and Withdrawal Policies

In all classes, faculty members determine their own attendance policies. All attendance policies are to be distributed to students in writing during the first week of class, and included in syllabi.

Procedures for withdrawals and drops are described in detail in AA/PPS 02.02.20. Before a date established by university policy, a student may withdraw from a course regardless of

absences or academic standing at that time. An automatic “W” is assigned in such cases. Drops after the automatic “W” date are allowed only in rare cases and require documentation (usually medical) and permission from the Director. Students may also appeal to the dean for an administrative (retroactive) “W” after the semester has ended and a grade has been assigned. Reasons for the withdrawal must be formally documented and approved by the dean.

Meeting Classes

Although unscheduled university holidays are sometimes announced by the president and occasional meetings of classes may take place other than in the classroom, as a general rule faculty members meet all classes as officially scheduled and personally supervise all examinations and in-class writing assignments. If the university or Director approves a faculty member’s request for absence from the campus, the faculty member arranges for qualified substitutes or develops alternate class meeting format to meet all missed classes and submits those persons’ names or alternate plan to the Director. For every semester, an absence or alternate meeting format can be conducted for no more than 2 Graduate classes, or 6 Undergraduate courses per semester, unless extenuating circumstances arise. The Director provides university-required leave forms for this purpose.

A faculty member who becomes ill or faces a personal emergency notifies the Director or School staff immediately. Then the Director sees that appropriate substitutes meet classes for the absent faculty member, or alternate meeting format is approved. For such emergency leave and sick leave, the faculty member obtains official forms from the Administrative Assistants, fills them out, and submits them to the School as soon as possible after returning to campus.

Office Hours

Faculty list office hours in their syllabi and report the hours each semester to the School staff on a form provided. Ordinarily, faculty keep a minimum of five office hour per week, and post these outside their office doors. These hours must be spread across at least 2 days, and can be up to 2 hours virtual. Faculty are expected to check their Texas State official email at least once daily, and to respond to any requests within one business day.

Collegiality and Availability in the Office

One of the key components of being in an academic setting, is collegiality and collaboration with your fellow faculty; not only in SOHA, but the College and University as well. All faculty are expected to keep office hours, conduct their classes, and attend all required meetings. At a **minimum**, all full-time faculty, tenure-track and tenured, are required to be on campus a minimum of three days a week to ensure availability to their peers and the School Director and to meet their academic requirements. Non-tenure line and part-time faculty are required to meet their academic requirements, but do not have a specific minimum of days on-campus. . There will continue to be flexibility in negotiations with the chair for variation in scheduling of the three days at the chair’s discretion. For example, if research necessitates time out of the office; if there is an extensive project requiring periods of uninterrupted work time; or for assignments from the Chair or Dean. Faculty are expected to be flexible with scheduling their productivity

day to ensure that the work of the department is a priority. There is no expectation for how long one is expected to be in attendance each day, however, it should be sufficient to meet the needs of the individual, the collective faculty and department, the chair, and the staff. Collectively, faculty should ensure that adequate coverage exists in the office Monday through Friday.

Final Examination

In undergraduate courses, faculty must follow the policy on final examinations spelled out in the Texas State *Faculty Handbook*. Final examinations will be given by all faculty and taken by all students unless the Director and the faculty member concur on an alternate method of evaluation. Finals will be administered according to the published schedule. Individual students with conflicts or serious problems may take a final at an alternate time if they secure permission from their instructor, Director, and school dean. Faculty who wish to change the time of a final for an entire class may do so with permission from their Director, school dean, and the Vice President for Academic Affairs.

In graduate courses, faculty may elect to require a paper, a take-home final, or other means of evaluation in lieu of a final exam. In such cases, the scheduled exam period may be used as an additional class meeting.

Student Complaints

University policy provides information for student complaints on a range of specific issues: see UPPS 07.10.06. For complaints about conduct of classes, the College of Health Professions and School of Health Administration follow procedures outlined in UPPS 07.10.06.03 for “non-academic” student complaints. If informal consultation with a faculty member proves unsatisfactory, a student may submit a more formal complaint to the Director of the School. Unless immediate action is required as for matters of safety, students are to bring formal complaints to the Director in writing. The Director conducts a review of the complaint and as needed confers with faculty. A faculty member may respond to a formal complaint in writing and, if so, the response will be filed with the complaint. The Director responds to the student in a timely way, usually within ten days of the formal complaint. The Director is to maintain a log of student complaints.

Grade Appeals

Students who believe that they have been awarded an inaccurate or unfair grade at the end of a course may initiate a grade appeal with the Director, following procedures outlined in CHP 04.01, but only after they have attempted to resolve the issue directly with the faculty member. In any grade appeal, “the burden of proof is on the student. The student must demonstrate that the grade is inaccurate or was determined unfairly.” The policy further states that the Director will review the entire course work for that student, and has the option to raise the grade, leave the grade unchanged, or in some cases even lower the grade. The Director’s decision can be appealed the Dean, CHP, whose decision is final.

Incomplete Grades and Change-of-Grade Policies

Only in exceptional cases do faculty give "I" grades for incomplete work in a course. An "I" automatically becomes an "F" after one year unless the faculty member requests an extension. Faculty members who, for justifiable reason, must give an "I" in an undergraduate course file with the School office an account of the work that the student must complete before receiving a definitive grade. Faculty must also indicate on the change-of-grade form why the student took the "I." If a student otherwise passing a course must miss a final examination for valid reason, the instructor gives a make-up examination. Infrequently, a faculty member may need to change a final grade already reported to the Registrar. In these exceptional cases, the faculty member fills out a change-of-grade card for School and Dean's approval, reporting the reason for the change.

HA/PPS 04.01.01 TERMS OF EMPLOYMENT AND TERMINAL DEGREE POLICY

Policy Statement

It is the policy of the School of Health Administration to hire and assign faculty to courses who have the appropriate qualifications given the interdisciplinary nature of the degrees/majors. Recognizing the interdisciplinary nature of the degrees/majors, the Commission on Accreditation of Healthcare Management Education (CAHME) allows the accredited graduate program to determine the academic qualifications of its faculty consistent with the mission of the program. The Association of University Programs in Health Administration (AUPHA) requires baccalaureate program faculty to have demonstrated scholarly and/or professional activity consistent with the mission of the program and at least one faculty member to have an earned doctorate in healthcare administration or a closely related discipline.

The School of Health Administration offers the degrees of Master of Healthcare Administration (MHA), and Bachelor of Healthcare Administration (BHA). The School of Health Administration also offers graduate certificates in Healthcare Administration, and Long Term Care Administration.

It is the policy of the School of Health Administration to hire faculty with an earned doctorate and a masters, one of which must be in the teaching discipline (degree/major in which the faculty will be teaching) or a closely related discipline and from a CAHME, CEPH or AACSB accredited Program; or faculty who have extensive research and/or service in a School related field.

Types of Contracts

New faculty are ordinarily hired in one of three categories:

A. Tenure-track faculty are employed on one-year contracts, subject to annual renewal. The initial contract specifies contract type (tenure track), dates of contract, length of probationary period, year of tenure review, and nine-month salary. Tenure credit can be awarded based on years of experience, but must be awarded at time of initial contract. Annual contracts run from 1 Sep – 31 May each academic year.

In rare circumstances, a tenure-track contract for a position that requires the PhD may be issued to a candidate who has not yet completed the PhD. However, if the degree has not been awarded at the time of appointment in the fall semester, the candidate must complete all degree requirements prior to July 1 of the following year or a terminal contract will be issued.

With favorable annual reviews, the candidate will be eligible to stand for tenure during the final year of the specified probationary period. No tenure-track contract; however, either initial or subsequent, guarantees more than a one-year appointment until either a subsequent contract is recommended by the School and confirmed by the administration or tenure is recommended by the School & College and confirmed by the administration.

Tenure-track faculty are recommended for reappointment annually based on the Director's and personnel committee's favorable review in the categories of teaching, scholarly/creative activity,

and service. Third-year review is summative, providing a snapshot of progress toward tenure (see PPS 8.01). In all years prior to tenure, the reappointment process is to assist faculty as they develop documented records of effective teaching; coherent, continuous, and high-quality records of scholarly/creative activity; and service. Tenure-track reappointment considers cumulative progress toward tenure, in contrast to annual review (Section 4 below). As part of the appointment process, members of the personnel committee and the Director provide tenure-track faculty with formative written comments that indicate areas of strength and/or those in need of improvement.

B. Clinical & Practice Faculty are hired on an annual basis, and are not tenure-track faculty. Clinical faculty fill special roles in the School, and are hired based on significant experience in the field. These positions are primarily in administrative positions in the School. Clinical faculty do have teaching, service and research requirements, but are evaluated on an annual review basis. The clinical faculty appointment is to provide an appointment route for individuals who are entering academics from the practice environment. Clinical faculty make a unique contribution to the mission of the university. Clinical faculty are generally full time faculty who are not only engaged in teaching, but also engaged in scheduling, training, supervision, evaluation, program development and/or other areas of experiential learning in the field placement portion of the Programs. The clinical faculty appointment establishes the appropriate rank and title for individuals who participate in academic programs that educate students for professional practice. The primary responsibilities of a faculty member appointed as a clinical faculty member is to provide education in the area of client/patient services, share professional expertise with students, and to direct educational experiences in practice settings in their particular profession. Clinical faculty members have extensive experience and professional practice expertise. They may also be engaged in practice concurrent with teaching assignments.

C. Lecturers are hired on a contingent basis, usually by the semester, to teach courses that cannot be covered by continuing faculty. Contracts specify either a per-course stipend or a percentage appointment, e.g. 50% or 100%. **Senior Lecturers** are generally issued three-year renewable contracts. However, contracts are subject to annual review, with reappointment dependent on satisfactory performance and available funding. Contracts specify an annual salary. The School of Health Administration will observe the following terminal degree requirements for each of its degrees/majors/certificates.

Acceptable Degrees

Bachelor of Healthcare Administration – The terminal degree is an earned doctorate with either a masters or the doctorate in healthcare administration or a closely related discipline from a CAHME, CEPH or AACSB accredited Program. Closely related disciplines are represented by the following degrees: graduate degrees in DrPH, MPH, DNA, JD, MD, DDS, DC, DPT, PhD, EdD, DSc, DPA, DBA, DHA, MA, MS, MPH, MBA, MPA, with a major in one of the following:

- health services management/administration,

- public health,
- health education,
- community health,
- rural health,
- health services research,
- mental health
- nursing administration,
- medical care organizations,
- medical humanities or medical ethics,
- medical anthropology or medical sociology,
- long term care administration,
- health economics.

Master of Healthcare Administration & Graduate Certificate in Health Administration –

The terminal degree is an earned doctorate with either a masters or the doctorate in healthcare administration or a closely related discipline from a from a CAHME, CEPH or AACSB accredited Program. Closely related disciplines are represents by the following degrees: graduate degrees in DrPH, DNA, JD, MD, DDS, DC, DPT, PhD, EdD, DSc, DPA, DBA, DHA, MA, MD, MS, MPH, MHSA, MSHP, MBA, MPA, MPA with a major in one of the following:

- public health,
- health education,
- community health,
- rural health,
- health services research,
- mental health,
- nursing administration,
- medical care organizations,
- medical humanities
- medical ethics,
- medical anthropology,
- medical sociology,
- long term care administration,
- health economics,
- public affairs

Graduate Certificate in Long Term Care Administration – The terminal degree is an earned doctorate with either a masters or the doctorate in long term care administration or a closely related discipline. Closely related disciplines are represents by the following degrees: graduate degrees in DrPH, DNA, JD, MD, DDS, DC, DPT, PhD, EdD, DSc, DPA, DBA, DHA, MA, MS, MPH, MBA, or an MPA with a major in one of the following:

- healthcare administration,

- health services management/administration,
- gerontology,
- medical humanities,
- medical ethics,
- medical anthropology,
- medical sociology. Management
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Degree Required for Graduate Assistants Teaching Lower-Division Courses

As permitted by SACS guidelines, the School hires graduate instructional assistants. GIAs must hold at least a baccalaureate degree and must have completed at least 9 graduate semesters hours in the teaching discipline. All GIAs work under the direct supervision of an experienced faculty member who trains them and evaluates their work. GIAs ordinarily are only eligible to teach in the BHA Program.

Exceptions

In the event a faculty member has extensive professional service and experience, on a case-by-case basis, they may be determined to be eligible to teach at both the Bachelor's or Master's level courses.

HA/PPS 04.01.20 TRAVEL AND ABSENCE FROM OFFICE

Travel

Travel money is allocated using the following guidelines:

1. Money is available to faculty who are traveling for the following purposes: (a) to present a paper or poster at a professional meeting or (b) to represent the School at a professional meeting, or c) conduct recruiting visits, or d) obtain continuing education credits for re-certifications, or e) participate in alumni event.
2. Funds are allocated to faculty on a \$1,200 per academic year basis, with funds having to be encumbered no later than 31 July. Additional funds and funds not used by each faculty member are available to be re-distributed for identified faculty needed as outlined above and are funded first-come, first-served, as the budget permits. Faculty who submit more than one travel application must number the applications to indicate first choice for funding, which is second, and so forth.
3. Besides funding travel by faculty and graduate students, the Director must set aside money to pay the travel costs of job candidates visiting the School. This money must come from the School's regular travel budget.
4. Faculty who decide not to travel after submitting an application should inform the Director immediately.
5. If additional travel funds become available (e.g., from faculty who decide not to travel), the Director may fund late applications and/or allocate the available balance to cover the cost of trips already made by faculty. The School of Health Administration is allocated funds for research or research related activities each year by the University, currently \$600. Additional funds will be added by the School when available, an additional \$600 per year.

The School Director sets aside money for School related activities such as attendance at the ACHE/AUPHA Annual Meeting, the THA meeting, travel to field placements sites and/or other activities as determined by the Director to have direct impact on the mission and vision of the School.

The remaining funds are divided evenly across all tenured and tenure track, full-time faculty for travel and continuing education costs. The Director will announce the availability and amount of such funds at the first faculty meeting in the fall. Employees that are not tenured or tenure track, full-time faculty are not eligible for the allocation, but may submit travel requests to the Director for consideration.

Faculty will encumber travel funds by July 31st. Funds not encumbered by July 31st will remain with the School and do not carry over to the next fiscal year.

To initiate a travel request, the traveler needs to fill out an SOHA Travel Notification Form and submit for Director's approval. This form needs to be filled out as completely as possible. Sign

& date this form and give to the administrative assistant in charge of travel.

The traveler must submit the travel notification with sufficient time to be approved by the appropriate levels prior to the trip. This means that in-state travel should be submitted at least three work days prior to the trip, out-of-state should be submitted at least five work days prior and foreign travel should be submitted no later than 60 calendar days prior to the trip. The administrative assistant will stamp the form with the date & time it is received and will follow up with an email to the traveler confirming receipt of the notification form and giving the funds available for reimbursement as well as the lodging & per diem rates for the destination(s) to be visited.

A travel request will be entered in the University's online travel management system (TravelTracks) by the administrative assistant on the traveler's behalf based on the information submitted on the SOHA Travel Notification Form. The traveler does not need to approve travel requests in the online system.

Once the travel request has been approved by the appropriate levels the administrative assistant will print the approved request and email it to the traveler as a PDF document.

After the trip has been completed, the obligation is on the traveler to initiate the reimbursement process. The traveler needs to file a SOHA Travel Expense Form to confirm the trip occurred as requested and supply all necessary, zero-balance (paid) receipts to the administrative assistant for processing. The administrative assistant will again stamp the form with the date & time it is received and enter the expenses claimed into the TravelTracks system. When the reimbursement is ready, the traveler will log in to release the reimbursement for payment. No payment will be made without the traveler releasing the reimbursement.

Receipts – Necessary receipts are to include, but not are not limited to, airfare, hotel, public transportation (shuttle, taxi, bus, etc.), toll fees, rental car and registration. Meal receipts are not required. All receipts should show the entire purchase as paid in full with a zero dollar balance. More information on receipt requirements is available on the Travel Office website (www.txstate.edu/gao/ap/travel).

Lodging – all lodging will be paid at the Per Diem Rate for that area as specified by the U.S General Services Administration website or the amount of lodging, if less than the allowed rate. Lodging taxes are reimbursable with the exception of the State of Texas Hotel Occupancy Taxes, which state travelers are exempt from. Taxes do not count towards the maximum Per Diem Rate.

The administrative assistant will check the system every Friday to look for unpaid reimbursements and follow up with the Travel Office or traveler as needed.

More information regarding travel requirements & procedures are available from the Travel Office website (www.txstate.edu/gao/ap/travel) and the Texas Comptroller of Public Accounts website (www.window.state.tx.us).

HA/PPS 04.01.30 GRADUATE FACULTY EVALUATION

The School of Health Administration follows the provisions of PPS 7.03, Nomination and Evaluation Procedure for Graduate Faculty, which are incorporated by reference into this document. The following policies are designed to ensure that graduate faculty membership is based on a careful review of teaching, scholarship/creative activity, and service.

Criteria for Graduate Faculty Membership

Faculty teaching graduate courses in the School ordinarily hold a terminal degree in the discipline and must have a proven record of scholarship or creative activity in their field. The School's graduate director may recommend an exception to this criterion (see PPS 7.03). Faculty teaching graduate courses with a "regular" status must be evaluated as meeting expectation in annual review by both the personnel committee and the Director.

Procedures for Nominating Graduate Faculty—Regular Status and Associate Doctoral Status

The term for regular graduate faculty or associate doctoral status is five years. Faculty appointed to regular status may teach master's graduate courses, direct master's theses, and serve on thesis committees. Faculty appointed to associate doctoral status may teach doctoral-level courses and serve on doctoral dissertation committees. Faculty applying for either status must submit a current Texas State Vita to the School's graduate director, who then prepares a nomination/renomination form. The director, in consultation with the graduate committee, reviews the form, vita, and three most recent annual reviews (or alternative evidence for recently hired faculty) to verify that the faculty member meets the criteria for graduate faculty membership. The director routes the application, via the School Director and college dean, to the graduate dean.

Procedures for Nominating Graduate Faculty—Adjunct Status

Faculty who do not hold a terminal degree in the discipline may apply for adjunct status. Adjunct graduate faculty are appointed for one year, and their appointment allows them to teach a particular course (or courses) and/or to serve in a particular role as a thesis director/committee member. To apply for adjunct status, a faculty member must submit a current Texas State Vita to the School's graduate director, who then prepares a nomination/re-nomination form. The director, in consultation with the graduate committee, reviews the form, vita, and three most recent annual reviews (or alternative evidence for recently hired faculty). For a faculty member who does not hold a terminal degree, the director must also prepare a justification form detailing alternative credentials that qualify the applicant for graduate faculty status. The director routes the application, via the School Director and college dean, to the graduate dean.

Applicants for graduate faculty status in the School of Health Administration must meet the following criteria:

- a. Possess a doctorate and a masters, one of which must be in the teaching discipline or an approved field closely related to the teaching discipline,

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- b. from a CAHME, CEPH or AACSB accredited Program
- c. Show evidence of active research pertinent to the area of teaching specialization. “Evidence” consists of published articles, monographs, books, presentations at professional meetings, workshops, and/or funded grants.
- c. Demonstrate service to the profession through membership and participating in professional societies.
- d. Demonstrate currency in the field and a commitment to expanding personal knowledge by participation in relevant continuing education programs at the regional, state, or national level.

Applicants may be considered for the graduate faculty without a doctorate/masters in the teaching discipline or an approved field closely related to the teaching discipline, if the above referenced criteria are met and the applicant has significant work experience in the teaching field.

HA/PPS 04.01.35 OUTSIDE EMPLOYMENT AND ACTIVITIES

Outside employment – any compensated employment (more than \$500), consulting, or service performed by the employee outside of the employee's employment relationship with Texas State for the direct or indirect benefit of the employee or the organization served.

Outside activity – any uncompensated activity, consulting, or service performed by the employee outside of the employee's employment relationship with Texas State for the direct or indirect benefit of the employee or the organization served.

Conflict of interest and commitment – any outside employment or activity, as determined by the employee's division vice president, that interferes or conflicts with the employee's Texas State duties and responsibilities.

To serve in public office or pursue political activities, an employee may not:

- a. create the impression that they officially represent the university;
- b. utilize or expend university resources;
- c. neglect their university duties unless on eligible approved leave; or
- d. conduct political or campaign activities on university property during normal working hours.

Additional Employment with the State of Texas

- a. Section 667.007, Texas Government Code, requires that all state employees must inform their state agencies or public institutions of higher education prior to accepting additional employment with another agency or institution.
- b. The employee's agency or institution will inform the employee that:
 - 1) each employment requires maintenance of separate leave records;
 - 2) he or she may not use time worked in one position as additional service credit for longevity purposes or annual leave accrual for other positions;
 - 3) upon termination of one employment, he or she may not transfer leave balances accrued under one employment to the remaining employment;
 - 4) the state contribution towards the employee's benefit replacement pay corresponds to the overall individual limit, meaning the university treats the employee as if holding only one state position;
 - 5) the total state contribution towards the employee's group insurance may not exceed the amount specified in the Appropriations Act for full-time active employees;
 - 6) the staff employee will receive state longevity payment for no more than

- one employment; and
- 7) overtime compensation will accrue to each employment independent of the other except in those instances in which a staff employee is subject to the overtime provisions of the Fair Labor Standards Act (FLSA). When the employee is subject to FLSA provisions, the employing state entities must consider all combined time worked in excess of 40 hours per week as overtime and compensate the employee in accordance with the FLSA provisions applicable to joint employment relationships. The two entities shall coordinate in order to determine which entity will have the responsibility for ensuring that the employee is properly compensated.

PROCEDURES FOR REPORTING OUTSIDE EMPLOYMENT OR ACTIVITIES

Employment: Employees shall complete a Request for Outside Employment or Activity Form in the SAP Portal and obtain written approval before beginning any outside employment as defined above.

The approval authority is the employee's division vice president. The request form will be routed directly to the employee's department head. The department head will review the request for compliance, recommend approval or disapproval, specify justification for the recommendation, and route through the normal administrative levels to the division vice president. The division vice president will approve or disapprove the request, specify the justification for the decision, and route the request form back to the department head who will forward to the employee. The division vice president's decision is final unless the vice president submits the request to the president for a decision.

A copy of all approved forms must be routed to Human Resources from the vice president's office and will be retained in the employee's personnel file. For additional state employment, it is critical that these forms be routed promptly for coordination of pay and benefits.

Faculty – Faculty are required to:

- a) report any outside employment prior to accepting any employment;
- b) report all outside employment annually (beginning September 1); and
- c) report any changes that may occur during the academic year (e.g., change in outside employment workload).

Staff – Staff outside employment must only be reported once. However if the duties and responsibilities change significantly or there is a change in employer, the employee must resubmit for review and continued approval.

Other than the public service exception described below, activities for which the employee does not receive any compensation do not need to be reported unless the employee or supervisor believes there may be a conflict of interest or interference with the employee's university duties and responsibilities.

Public Service Exception – Uncompensated activity, which includes serving in either an elected

or appointed capacity, in any federal, state, or local government entity including governing bodies of school districts, cities, towns, or other local governmental districts, must be reported. Any outside activity reported shall follow the same procedures outlined above.

HA/PPS 04.01.40 WORKLOAD POLICY

College and university workload policies always supersede those of the School, and the awarding of assigned time is always contingent on the School's ability to meet its fundamental teaching obligations. The Director will make every effort to arrange teaching assignments and allocate resources so that assigned time can be awarded in accord with School, college, and university policies. University workload policies are spelled out in PPS 7.05.

- A. All full-time tenure-track and tenured faculty in the School of Health Administration are expected to meet a set of professional responsibilities that include teaching, scholarly/creative activity, and service.
- B. Senior lecturers are expected to meet a set of professional responsibilities that include teaching and service. They may elect to include scholarly/creative activities in their responsibilities, but they are not required to do so. Lecturers are expected to meet a set of professional responsibilities in teaching; they are not evaluated for service or scholarly/creative activities.
- C. Part-time faculty who are not paid per course are expected to meet, in an appropriately proportional way, the same professional responsibilities expected of faculty with comparable rank. This provision does not apply to faculty on phased retirement, whose professional obligations do not include scholarly/creative activity or service.
- D. Tenured faculty members, in consultation with the Director and with the concurrence of the Director and the Dean, may negotiate to concentrate in two areas of professional responsibility rather than three. Tenured faculty who choose to be evaluated in annual review on teaching and service will ordinarily teach a four-course load.
- E. While tenured faculty who negotiate to teach a four-course load may elect to have scholarly/creative activities marked as N/A (not applicable) for the sake of annual review, all faculty must remain current in their professional fields for the sake of effective teaching. They are also obligated to participate in institutional governance.
- I. Faculty members receiving assigned time for major research/creative or grant-related activity will annually provide evidence during the annual review process that they are engaged in such an activity and that their activity meets School expectations. The School of Health Administration recognizes that scholarly research and creative activity may take a variety of forms and that no quantitative measure of one year's work can capture this diversity. While the regular publication of books and journal articles or creative work is a compelling demonstration that faculty are using assigned time productively, the School also recognizes that books and journal articles are often generated by such activities as reviewing the work of other scholars/writers or presenting at conferences. Moreover, publication in the peer-reviewed journals often comes only after extended periods of reflection and even

rejection. The Director—in approving assigned time for research and creative activity—must take these variables into consideration.

The full professional responsibility in the careers of tenured or tenure-track faculty include their obligations to the University for teaching, conducting research activities, and providing service to the University and/or their profession. The division of the obligations outlined above may vary from individual to individual, and change over time.

Workload credit during each long semester can be earned in three general areas; teaching, research activities and service. All activities that receive faculty workload credit will be assessed by the School Director to maintain acceptable standards of accountability. Workload in a semester is the sum of assigned workload credits.

The normal workload for full-time faculty is a minimum of twelve workload units during the fall semester and 12 workload units during the spring semester. For most tenured and tenure-track faculty in the School who consistently engage in research and service at a *usually meets expectations* level as measured by the previous year's annual evaluation, this twelve workload unit standard is fulfilled by teaching three courses (9 workload credits) and conducting research and service at level that warrants the awarding of three workload credits.

Common exceptions to the normal workload mentioned above include the following:

School Director receives 6 workload credits each long semester and 6 workload credits each summer session for service as Director.

One graduate advisor (Graduate Programs Director) receives 3 workload credits each long semester and 3 workload credits each summer session for service as advisor.

One undergraduate advisor (BHA Director) receives 3 workload credits each long semester and 3 workload credits each summer session for service as advisor.

New tenure-track faculty will receive an additional 6 workload credits twice during their tenure-track time period, to establish their teaching preparations and/or establish their research agendas. The School Director, in consultation with the new tenure-track faculty member and cognizant of the needs of the School, will determine when these workload credits will be awarded.

Faculty teaching courses with labs will be given the choice to earn the workload credit associated with the labs or waive the workload credit associated with the labs in exchange for a dedicated graduate assistant.

In lieu of the formula for awarding teaching workload for field experience, field experience coordinators may receive workload credits based on the following table.

0-10 students in field experience	3 workload credits
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11-20 students in field experience	3 workload credits
21-30 students in field experience	3 workload credits
31-40 students in field experience	3 workload credits

The Director may assign up to 3 workload credit for special projects such as accreditation/certification self-studies. Workload credits assigned to the special project will be based on effort and will be roughly commensurate with the effort expended in teaching a course.

Faculty workloads are determined by the School Director each semester and summer session and are submitted to the Dean of the College of Health Professions for final approval. The Director is responsible for assuring that faculty workloads comply with the University workload policies and procedures. The Director is also responsible for assuring that faculty workloads are fairly distributed among faculty members within the School. While University policy dictates that the Director give each faculty member his/her own workload each semester/session and report total faculty workload to the School Personnel Committee, the Personnel Committee, in the spirit of transparency, has authorized the School Director to distribute reports of total faculty workload to all faculty.

Graduate Instructional Assistant assignments are made by the Director and allocates funding for student workers to assist staff and faculty in the School office. The School currently has three GIA positions funded every semester. At the beginning of each semester, the Director will notify faculty requesting GIA support that semester of their assigned GIA. GIAs will be assigned to a panel of faculty they will work with for the semester, and each faculty member will be given a minimum of 6 hours per week of GIA time. While GIAs are hired to support the work of faculty in instructional assistance only, they should not be asked to perform tasks outside their usual routines (e.g., work that should be done by IAs). Tenure-track faculty are funded a dedicated Research Assistant for their first Academic Year as part of their start-up packages. These students are required to work on research related activities for the faculty member assigned only. Both instructional and research assistants are limited to 20 hours per week. Any additional requests for GIA support for a short-term project can be made to the Director who will evaluate and approve on a case-by-case basis.

HA/PPS 04.01.41 FULL & REGULAR FACULTY SUMMER WORKLOAD

The regular nine-month faculty contract assumes no summer teaching for any faculty member. Faculty may request summer courses, and the Director makes assignments based on student need, available funding, the number of faculty requesting to teach, and a course's history of successful enrollment.

The summer schedule will be developed by the Director of Undergraduate Studies, the Director of Graduate Studies, and the Administrative Assistant, and School Director based on student demand for the courses during the summer.

The School Director will determine in October which faculty want to teach the following summer and which summer session they would prefer.

The School Director will take the above referenced information and assign faculty to the schedule attempting to give each faculty member 50 percent for the summer (or 25 percent if the faculty member requests 25 percent) with the following exceptions: faculty who are expected to work in both summer sessions based on teaching assignments (i.e., field placements) and faculty who have administrative assignments that extend to both summer sessions (i.e., directors of programs) may be assigned schedules that equate to more than 50 percent for the summer.

In the event that there is insufficient money to fund the summer schedule, the Director will retain courses on the schedule based on the following priorities:

- The highest priority will be graduate courses that are taught only once a year.
- The second highest priority will be senior-level courses that if not offered, may delay a student's graduation.
- The third highest priority will be junior-level courses that if not offered, may delay a student's progression to senior-level courses.

Once the schedule meets the budget constraints referenced above, the Director will assign faculty to the schedule using the following criteria:

- The highest priority will be given to tenure-track faculty who are primary for the course up to 50 percent per faculty (75% if demand requires).
- The second highest priority will be given to faculty who have taught the course before.
- The third highest priority will be given to faculty who are identified as secondary to a course, but who have never taught the course.

The School Director will notify faculty of their summer schedules and their summer compensation as soon as the School's summer budget is finalized. It should be noted that in the event that an assigned course does not make during either summer session, the faculty member's summer compensation may be reduced accordingly.

HA/PPS 04.01.50 PROCEDURES FOR AWARDING MERIT RAISES

Merit

Merit raises are also awarded in accord with university policy, which has typically defined the basis for merit as faculty accomplishment during the preceding calendar years since last merit raise was funded.

Merit awards should make clear, meaningful, significant distinctions. The Personnel Committee recommends to the Director an evaluation of a faculty member's performance, in the context of School criteria, during the annual review process. The Personnel Committee indicates who is eligible to be considered for merit, namely, all faculty who have exceeded expectations in at least one-third of the individual annual review ratings made by the PC during the period of merit review. The Director determines merit but is required to consult the personnel committee before making decisions. Basic merit amounts have generally been linked to annual review results and shares, with additional amounts added, if available, based on exceptional achievement (see below). In the annual review process the personnel committee and the Director indicate approximately what the range of merit raises will be on a high, medium, low scale for a given level of annual review performance.

Merit decisions are based on exceptional achievement. In teaching, exceptional achievement might be a major teaching award or development effort. In scholarly/ creative activity, exceptional might be a book or major grant supporting scholarship or creative writing. In service, exceptional might be a major report or major committee project or major funded grant that serves the public or School.

If the university administration sets a maximum amount for merit awards, that amount may be awarded in the most exceptional cases, with additional awards in proportion based on shares determined by annual review process, until all merit money is used.

In evaluating annual performance, the Personnel Committee, the School Director, and the College Dean will consider the faculty member's contributions in the context of School, College, and University needs and the faculty member's own past performance and career path. This evaluation will be conducted in accordance with the School's approved policy for the performance evaluation of faculty. Any faculty member denied a performance raise will be counseled personally by the School Director who will provide specific written suggestions for improvement.

Once a merit pool is established, the School Director will determine the shares to be divided into the merit pool in the following manner: 1) Each exceeds expectations during the evaluation period equals one share; 2) Each exemplary rating during the evaluation period equals two shares. For example, a faculty member who received an exceeds in teaching, an exemplary in service, and a meets in research, would be allocated three shares of merit, or 50%. The merit dollars per share is determined by dividing the total shares for the faculty by the merit pool available. To receive full merit the faculty member must be evaluated as exemplary in all eligible categories that apply to them.

The Director will review with the Personnel Committee the final merit awards prior to distribution individual faculty member awards. Faculty who are dissatisfied with the School's final merit recommendation may appeal to the College Dean and shall be afforded an opportunity to meet with the Dean to offer information in support of their position. If the Dean upholds the decision of the School Director, the Dean is required to provide the faculty member with an explanation. The decision of the Dean is final and not subject to grievance. The Dean also withholds 10% of merit pool and disperses to faculty who have exceeded specific criteria for that year.

HA/PPS 04.02.10 ANNUAL REVIEW AND EVALUATION OF FACULTY

All School of Health Administration faculty—whether full time or part time, continuing or non-continuing, on leave or not—are reviewed annually by March 1 for the preceding calendar year. The School follows the provisions of both University and College policies. Faculty submit review materials in Digital Measures no later than the last Monday of January at 5:00 pm. Annual faculty review is entirely separate from review for Reappointment and Tenure and/or Promotion.

Reviewers

The annual review of faculty is the responsibility of the Director and School Personnel Committee. Faculty on phased retirement are reviewed for teaching only. The Director makes an independent review of all faculty. The personnel committee and Director evaluate all eligible faculty across the three domains, as applicable to their appointment, as outlined below and are assessed one of the following four eligible categories: Does Not Meet; Meets; Exceeds; & Exemplary.

Criteria for Review

A. Teaching. Good university teachers have the following characteristics: competent and growing in their discipline; articulate; accessible to students; disciplined in their work habits; skillful in motivating students; effective in organizing courses; and careful in maintaining high academic standards.

In general, faculty who are rated as *exceeds or exemplary* in teaching provide the Personnel Committee with detailed evidence of the following: development of new courses or modification of the content, format, organization, or use of technology in existing courses; development of teaching knowledge and skills through independent study, attendance at workshops, or other professional development activities; mentoring that extends beyond the classroom, such as training IAs, helping students revise work for presentation/publication, or advising students about graduate study or career options. Faculty also will have consistent positive student and peer evaluations of their classroom performance and indicate what they have learned from evaluations and explain what changes, if any, they have decided to make in light of students' responses.

B. Scholarly/Creative Activity. Teachers may demonstrate their scholarly and/or creative activity in ways such as the following: scholarly publications, including books, peer-reviewed articles, presentation of scholarly papers or creative works at conferences, universities, etc.; public lectures, presentations, or talks in the faculty member's field; participation in workshops and conferences; unpublished professional studies or reviews in the discipline; grant activity that supports scholarly and creative activity; peer reviewers for scholarly journals.

To *meet expectations* in scholarly/creative activity, faculty assigned time research release time must demonstrate scholarly and/or creative work accomplished, accepted, or in progress (that is, work undertaken that is expected to lead to a public forum such as publication or

conference presentation). Faculty who have not published or presented work during the review year must provide a brief account of works in progress made and a plan for future publication/presentation.

To be rated as *exceeds expectations or exemplary* in scholarly/creative activity, faculty must publish, in print or electronically, a combination of the following: book chapter; peer-reviewed scholarly journal article; scholarly or creative project in digital media; or other similar works of scholarship. A faculty member may also exceed expectations through a combination of limited publication or conference presentations; or limited publication plus grant activity. In weighing the combination of publication and/or other scholarly/creative activity to determine whether the faculty member exceeds expectations or exemplary, the Director and Personnel Committee will consider such factors as quantity and quality of publication; such as impact factors and acceptance rates.

C. Service. Faculty may demonstrate their service by their activities, including funded grant activity, in behalf of the School, College, University, discipline, or community. Faculty should clearly indicate which service activities are supported by assigned time and which are not. To *meet expectations* in service, all faculty must demonstrate service on at least two School committees, as well as service on at least one other level (College, University, profession, or community). To *exceed expectations* in service, all faculty must also demonstrate commitment to and substantial activity in the School, College, University, profession, or community in ways such as the following: Chairing a major active committee, completing a significant project, serving as an officer or elected member of a professional group. Lecturers are not evaluated for service; they are automatically assigned “NA” in this category.

Failure to Submit Materials

Since all faculty members are expected to submit materials for annual review, the Personnel Committee cannot consider anyone to have met expectations in teaching, scholarly/creative activity, or service who does not submit an annual evaluation, in the case of tenure-track faculty, the required documentation. This will be the case whether or not merit or performance money is available. Tenured faculty who fail to meet expectations are subject to post-tenure review. All annual evaluation materials will be submitted in the Digital Measures system by the required date to meet the annual review requirements.

Categories of Evaluation

All full-time tenured and tenure-track faculty will be evaluated in all three categories—teaching, scholarly/creative activity, and service. If a faculty member wishes not to be evaluated in a particular category, this should be negotiated with the Director well in advance so that appropriate adjustments in workload can be discussed and approved outside the School. Non-tenure line faculty are evaluated for teaching and service. Lecturers and faculty on phased retirement are evaluated only for teaching. If faculty members are uncertain about which categories of review apply in a given situation, they should consult the Director.

Information about Reviews

The School Director reports confidentially to each faculty member the findings of the Personnel Committee, as well as the Director's independent evaluation. Faculty then must acknowledge in Digital Measures that they have seen their reports. In doing so, they may add comments in the appropriate section. (Note that certifying a report does not mean that the faculty member necessarily agrees with the findings.) The entire report is kept on file, and available to the faculty member and the Director. This process will be completed in Digital Measures.

If the personnel committee review identifies any faculty member who does not meet expectations, the Director will provide him or her with a written list of deficiencies. After consultation with the faculty member, School Personnel Committee, and college Dean, the Director shall prescribe in writing an appropriate program of remediation. If there is no significant improvement during a period of three consecutive years after the Director has identified in writing a list of deficiencies and appropriate program of remediation, the Director will initiate a recommendation of dismissal for cause. .

Annual Evaluation & Time Line

- All full-time faculty will be evaluated annually as outlined above.
- Evaluation period will be the previous calendar year or a portion thereof for first-year faculty.
- Faculty must update and submit all annual review materials in Digital Measures by the last Monday of January.
- School Personnel Committee will make recommendations regarding annual evaluations to the School Director by February 15.
- School Director will meet with each faculty member and discuss the annual evaluation by February 28.
- Tenured faculty who fail to meet School expectations as documented by the annual evaluation will result in the School Director providing him or her with a written list of deficiencies. After the School Director's consultation with the faculty member, Personnel Committee, and Dean of the College of Health Professions, the School Director will prescribe in writing an appropriate program of remediation. Three consecutive years of "does not meet expectations" in teaching or three consecutive years of "does not meet expectations" in both scholarship and service will cause the School Director to initiate a recommendation for dismissal for cause. See Faculty Handbook, Rules and Regulations: The Texas State University System.

All Part-time and adjunct faculty will be evaluated per semester for per-course faculty, and annually for part-time faculty. This evaluation will include a review by the Personnel Committee and the School Director of the following:

- Weighted student evaluations for the semesters being reviewed, using the n of the students completing the EOCC for each course.
- Relevant graduating student exit evaluations (undergraduate) or exit interviews (graduate).
- Grade distribution report, if available.
- As necessary, requested feedback from Personnel Committee members concerning any perception or observation of performance.
- As necessary, primary or School Director member's evaluation of the part-time & adjuncts classroom performance for the semester being reviewed.

Documentation is required for annual evaluation and appointment to graduate faculty.

Documentation is required in all three categories of teaching, scholarship, and service. Non-tenured and non-tenure track faculty are required to submit documentation consistent with their appointment type, and submit all materials in Digital Measures.

HA/PPS 04.02.20 TENURE AND PROMOTION POLICY

The School Health Administration follows University and College of Health Professions policies for tenure and promotion.

The following School policy for tenure and promotion supplement college and university policies:

1. By 1 June, faculty must notify the Director in writing of intent to apply for tenure and/or promotion that fall.
2. Because college policy requires a minimum of two external reviews of scholarly/creative work, faculty who intend to apply for tenure and/or promotion must supply the School Director by 15 June the following: a) an updated Vita in Texas State format; b) a list of three faculty eligible to serve as external reviewers (see qualifications specified later in this policy) of scholarly/creative work, together with current contact information such as email and postal addresses. The Personnel Committee will also submit a list of three names meeting these criteria. The Director will select one name from each list, and contact for willingness to serve as external reviewers. The candidate may request a second list be provided by the Personnel Committee if they do not find the original list to be acceptable. Each list will be rank ordered in priority of the submitting group's desire of the individual to serve. In the event no member of the lists submitted is willing to serve, the Director will request an additional list. All external reviewers will be contacted and requested to perform a review. A minimum of two reviews are required.
3. By 1 July, faculty intending to apply for tenure and/or promotion notify the School Director that their TRACS site, or Office 365 or Digital Measures materials are ready to be made available to external reviewers.
4. Candidates standing for tenure and/or promotion must submit all credentials (Texas State Vita, Review Group Information Form, and supporting documents) to the School Director by 5 pm on October 15. They are to notify anyone from whom they solicit a recommendation that tenure and promotion files are open to them.
5. A copy of each candidate's Texas State Vita and Review Group Information Form must be placed in a separate folder in a portfolio of documents supporting applications for tenure and promotion in TRACS. The Director will add to the portfolio a folder containing all external reviews received and will hold copies of the same in the Director's office. A duplicate Vita and Review Group Information Form for each candidate must be filed with the candidate's supporting material.
6. No absentee ballots for tenure and promotion will be allowed. The *Faculty Handbook* (Fall 2016) states, "Members [of the personnel committee] must be present to vote. A simple majority of members voting is sufficient to recommend the granting of or denial of appointment, reappointment, tenure, or promotion. No member is required to vote on a recommendation" (p. 38). In addition, a tie vote from the Personnel Committee is a "no" vote.

7. The Director will set the date of the Personnel Committee meeting for tenure and promotion votes at least three weeks in advance.

8. At the beginning of the tenure and promotion meeting, the Director will explain the exact role of the participants, i.e., the personnel committee passes its recommendation along to the next level, and the Director, who remains neutral during the discussion of each candidate, passes along an entirely separate recommendation. The *Faculty Handbook* (Fall 2016) states: "Directors preside at these meetings, but they do not vote since they submit their own independent recommendation" (38).

9. Candidates should consult the Director in deciding how much supporting material to include in the files on their TRACS site, and comply with the Dean's required file naming format and folders.

10. General Information: Recommendations on tenure and promotion are based on judgments of professional achievements and on the expectation of future achievement. To gain the support of the School of Health Administration, candidates for tenure and promotion are expected to have a strong record in teaching, research, and service, as documented in their curriculum vitae submitted in University format. In assessing the expectation of future achievement, the following should be considered:

- The record over the entire career.
- The record since the most recent promotion.
- The record since being hired at Texas State University.
- Future prospects for continuing achievement.

Teaching: A strong record in teaching is essential and would normally include evidence of sustained teaching effectiveness and commitment to continuous improvement in the form of:

- Statement of teaching philosophy (required).
- Student evaluations (required).
- Evaluations by School Director (required).
- Evaluations based on classroom observations by all Personnel Committee members. (Required for tenure and promotion to Associate Professor).
- Evidence of continuing education in teaching discipline.
- Other evidence, possibly including but not limited to letters from former students, development or revision of courses or programs, evidence of innovative instructional materials and teaching techniques, faculty development activities focused on improving teaching effectiveness (such as attendance at conferences and workshops or formal academic study), and teaching awards, honors, and funded teaching grants.

Research: A strong record in research is essential and would normally include evidence of sustained research contributions. Research that is eligible for consideration for tenure and promotion is as follows:

- Publications in peer-reviewed academic journals.
- Publications in peer-reviewed professional journals.
- Other scholarly activity including but not limited to scholarly books, publications in non-peer-reviewed journals, book chapters, funded internal and external research grants, textbooks, conference proceedings, case publications (not in peer-reviewed journals), Internet-based publications, study guides, papers (refereed) at professional conferences, invited presentations and workshops at professional conferences, and software development.
- It is required that candidates for tenure have a strong record in research with a minimum of six blind, impact-factored, peer-reviewed research articles adding to the knowledge in the field, and within their identified research agenda. A variety of peer-reviewed articles in both academic and professional journals is desired. In some cases other scholarly publications (e.g., books, book chapters) may be regarded as equivalent to a peer-reviewed article if they carry a similar level of prestige and require a similar level of effort. Additional contributions such as non-refereed publications, cases, papers, presentations and workshops, and funded research grants are encouraged because they provide evidence of sustainability but do not substitute for peer-reviewed articles.
- It is recommended that candidates for promotion to Professor have a strong record in research with a minimum of eight additional blind, impact-factored, peer-reviewed articles since promotion to associate professor. At least some of the required peer-reviewed articles should be in academic journals while the balance may be in professional journals. In some cases other scholarly publications (e.g., books, book chapters) may be regarded as equivalent to a peer-reviewed article if they carry a similar level of prestige and require a similar level of effort. Additional contributions such as non-refereed publications, cases, papers, presentations and workshops, and funded research grants are encouraged because they provide evidence of sustainability but do not substitute for peer-reviewed articles. Research productivity must be sustained over a number of years and there must be evidence of sustainability.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. Items like impact factor and journal acceptance rates will be used to make these subjective assessments. In addition, lead & sole authorship and the number of co-authors of a scholarly contribution may be considered as well as whether the scholarly contribution is international, national, or state. A significant portion of a candidate's research must deal directly with his or her identified research agenda. Any publication in a journal listed and identified as a predatory journal will not be considered in this collective body of work for the applicant.

Service: Evidence of a strong commitment to service may include but is not limited to the following:

- Chairing University, College, or Department committees.
- Service on University, College, and/or Department committees.
- Leadership in national, regional, and/or local professional organizations.
- Academic and career advising.

- Sponsorship and advising of student organizations.
- Community service, including consulting activities.
- Mentoring of students and other faculty.
- Grant proposals for service activities.
- Administrative activities.

Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and tenure. Candidates for tenure and/or promotion must understand that recommendations on service are based on judgments.

External Review: The purpose of external reviews is to obtain a professional assessment of the tenure and/or promotion candidate's performance by individuals with similar expertise in the discipline. External reviewers should ordinarily hold the terminal degree (a doctorate and a masters, one of which must be in healthcare administration or a closely related discipline) and be a professor in rank. To minimize biases for or against the candidate, external reviews will not be solicited from the candidate's thesis/dissertation advisor, co-authors, former students, or former professors. The external reviewer shall provide feedback on the quality and significance of the candidate's performance in the areas of scholarship, teaching, and service. Along with the candidate's submission of intent to apply for promotion/tenure, by June 15 submit candidate's selections for external reviewers will submit to the School Director the following:

- Names, titles, and complete addresses of three (3) individuals who have the qualifications to serve as external reviewers.
- Two (2) copies of materials to be evaluated representative of the candidate's performance in research, teaching, and service from the time period of the evaluation. Research should be limited to reprints of published works and to manuscripts that have been accepted for publication. Reprints of works published prior to the period of evaluation should not be included. Candidates with more than ten publications will be asked to select three to five (3-5) of the most significant works to be reviewed by the external reviewers.
- Two copies of the candidate's current curriculum vita in the university format.

On or by June 15, the School Director will solicit from the Personnel Committee the names and complete addresses of three (3) individuals who have qualifications to serve as external reviewers. The candidate shall have the right to veto any or all of the nominees selected by the Personnel Committee and request that a list of other nominees be names. No more than two sets of nominees may be vetoed.

The School Director will contact individuals from both lists and contact them to determine their willingness to serve as external reviewers. A minimum of two qualified external reviews are required for tenure & promotion.

If the individuals selected is willing to serve, the School Director shall send a letter explaining the following information to the external reviewers:

- The purpose of the external review.
- The type of information required.

- The time frame for completion of the review.
- A statement to the effect that their comments will become part of the candidate's evaluation file that will be reviewed by individuals in the University community involved in the evaluation process.
- Instructions to send the review to the School Director.
- The candidate's curriculum vitae.
- Materials to be used in the evaluation of the candidate's scholarship.

The external reviews must be completed by October 15, in time for the Personnel Committee to review during the evaluation of the candidate. It is realized that extenuating circumstances beyond the candidate's control may prevail. In such cases, the School Director may consult the Personnel Committee about a possible and reasonable extension of the deadline.

FACULTY HANDBOOK



TEXAS

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The rising STAR of Texas

From the President

Dear Colleagues:

As part of an Emerging Research University, Texas State faculty members are essential to our efforts to establish a record of excellence. Faculty engage in important research, scholarship, and creative activity, both individually and collaboratively. At the same time, Texas State maintains its reputation for exceptional teaching in a student-centered environment. Your actions help retain and graduate our students, engage them in research, and heighten their positive campus experience. As a member of Texas State faculty, you are our students' most important resource for success. I congratulate you for your dedication to your students, your discipline, and your University.

The Faculty Handbook is meant to facilitate the tradition of self-governance that is the heart of academic life. It addresses vital elements of the university's culture such as academic freedom, voting systems, grievance processes, and ethics. In order to ensure your success as a Texas State faculty member, the Faculty Senate and Office of the Provost and Vice President for Academic Affairs continuously collaborate to compile and update the information contained in this handbook. Please take time to review its contents, and feel free to inquire about areas where you have questions or suggestions.

I thank you for your commitment and dedication to education. Together we will continue to enhance the contributions and reputation of Texas State University.

Sincerely,

Denise M. Trauth
President

Dedication

Dr. Barbara Ann Melzer

Chair, 54th Faculty Senate

Professor, Department of Physical Therapy



This issue of the Faculty Handbook is dedicated to the memory of our good friend and valued colleague, Dr. Barbara A. Melzer (1950 – 2013). During her many years of teaching, scholarship and service at Texas State University, Barbara gained the respect and affection of colleagues and students alike through her consummate professionalism, her encouraging presence, her sense of humor, and her caring thoughtfulness.

– you've gone to darks –
and gone: the world that aching always
leaves, beside us slows to speak such drift,
sweet scroll of days. Shallows, cloudbank,
river path – we wanted, waited, with thinking
thought we'd save them. Desire, its need,
is all and all, is sound: its whites are breaths
we dove-like dream as breeze, as songs,
with song to coax you back from harm.

The Faculty Senate is grateful for having had the privilege of working closely with Barbara and knows that the entire university has benefited greatly from Barbara's enormous grace, generosity and unfailing dedication to service.

Preface

This handbook is intended to be a guide for faculty at Texas State University. Although it does not purport to be a comprehensive, self-contained policy document, it provides a wide range of up-to-date information on significant university policies, procedures, and activities.

Approved departmental, college, and university policies or *Rules and Regulations* of the Board of Regents, Texas State University System, govern in the event of conflict with the provisions of this handbook.

This handbook is intended as a source of information about university faculty policies, but it is not a contract. The University may change its policies at any time without formal notice.

Texas State University, to the extent not in conflict with federal or state law, prohibits discrimination or harassment on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or expression.

TABLE OF CONTENTS

Mission Statement

Shared Values

University Goals

Faculty Handbook

Faculty Senate Handbook Committee

San Marcos

Texas State University

Official Policies and Procedures

Academic Freedom, Responsibility, and Tenure

Due Process

 Non-reappointment and Denial of Tenure of Non-tenured Faculty

 Discretionary Nature of Promotion

 Non-reappointment of Non-tenured Faculty or Denial of Promotion to Faculty Who

 Allege Violation of Academic Freedom or Discrimination

 Termination and Due Process Procedures

 Suspension

 Summary Dismissal

 Hearing Tribunal Process

 Review by the President

 Appeal to the Board

 Grievances

 Faculty Member

 University Ombudsman

 Informal Resolution and Mediation

 Filing a Grievance

 Equity and Access

Academic Planning and Financial Exigency

 Termination of Faculty under Special Circumstances

 Academic Planning

Academic Governance

 Introduction

 Board of Regents

 President

 Provost and Vice President for Academic Affairs

 College Deans and College Councils

 School Directors, Department Chairs, and Faculty

Appointments, Evaluation and Promotions

 Departmental Policy

 Annual Evaluation of Faculty

 Evaluation, Tenure and Promotion

- Retention, Performance and Merit
- Failure of Non-tenured Faculty to Meet Expectations
- Failure of Tenured Faculty to Meet Expectations
- Tenure and Promotion Review
 - Eligibility for Tenure
 - Eligibility for Promotion
 - Review Process
 - Communication of Information about Denial of Tenure or Promotion

- Salary Increases
- Equity Studies
- Budget
- Channels of Communication
- Committee System

Faculty Senate

- General University Policies Affecting Faculty Members
 - Abandoned and Unclaimed Personal Property
 - Absences
 - Acceptance of Money from Students
 - Alcoholic Beverages
 - Appropriate Use of Information Resources
 - Commencement
 - Copyrighted Computer Software
 - Fair Use of Copyright Material
 - Curriculum Changes
 - Departmental Rules and Regulations
 - Drug Free Workplace
 - Tobacco Free Workplace
 - Other State Employment and Outside Activities
 - Ethics Policy
 - Faculty Access to Academic Personnel Files
 - Faculty Earned Royalties
 - Copyright and Patent Policy
 - Faculty Authored Teaching Materials
 - Faculty Meetings
 - Faculty ID Cards
 - Faculty/Staff Check-Out Procedures
 - Family Educational Rights and Privacy Act and Texas Open Records Law
 - Graduate Faculty
 - Information Security
 - Network Usage
 - Religious Holidays

Leaves

- Development Leave
- Faculty Fellowship
- Emergency Leave
- Family and Medical Leave
- Jury Duty
- Military Leave
- Parental Leave
- Sick Leave
- Additional Paid Leaves

Additional Personnel Policies

- AIDS Policy
- Sexual Misconduct Policy
- Nepotism Policy
- Orientation
- Political Activities
 - Individual Rights
 - On-Campus Policy and Regulations

State Assistance with Lawsuits

- Indemnification
- Summer Employment
- Travel
- Work Life and Employee Assistance Program
- Mother-Friendly Worksite Program
- Unpaid Faculty Members

Activities Associated with Research

- Associate Vice President for Research and Federal Relations (AVPRFR)
- Sponsored Programs
- Research Enhancement Grants
- Commercialization and Industrial Relations
- Cost of Research
- Intellectual Property
- Misconduct in Research
- Financial Conflicts of Interest
- Human Subjects
- Animal Welfare
- Bio-hazardous Materials and Bio-safety
- Export Controls

Policies Relating to Teaching

- Academic Workload
- Advising Undergraduate Students
 - Academic Advising
 - Personalized Academic and Career Exploration (PACE)

Credit by Examination
Distance and Extended Learning
 Distance Learning
 Correspondence Study
 Extension Study
 Study Abroad
Texas State Academic Honor Code
Confidentiality
Disruptive Behavior
Final Examinations
Grades
Grade Reporting
Office Hours
Student Attendance Policy
Syllabi
Public Access to Course Information
Records Retention
Tutoring Policy
International Office

Faculty Recognition
 Alumni Teaching Award
 Piper Professor Award
 Everette Swinney Faculty Senate Awards for Teaching Excellence
 Presidential Excellence Awards
 Presidential Seminars
 Regents' Professor
 Regents' Teacher Award
 University Distinguished Professor
 Emeritus Faculty
 Distinguished Emeritus Faculty

Policies Governing Salary and Benefits
 Flexible Benefits Program (TexFlex)
 Deferred Compensation Plan
 Insurance
 Retirement
 Teacher Retirement System of Texas
 Optional Retirement Program
 Phased Retirement Plan
 Paycheck Distribution
 Social Security and Benefit Replacement Pay
 403(b) Tax Deferred Account
 Unemployment Insurance
 Workers' Compensation

Support Services

Alumni Association
Bookstore
Dining on Campus
Academic Development and Assessment
Testing, Research, and Evaluation
 Research Support
 Testing Services
 Faculty Test Scanning and Scoring
Faculty Announcements
Fundraising and Vending
Keys to University Buildings
Albert B. Alkek Library
Instructional Technologies Support
Lyndon B. Johnson Student Center
Mail
Catsweb
Parking Regulations
Professional Societies
Records
Telephones
Recreation Opportunities

Appendices

Constitution of the Faculty Senate of Texas State University
Standing Rules of the Faculty Senate
Faculty Senate Committees and Charges

Mission Statement

Texas State University is a public, student-centered, Emerging Research University dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect, and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based in dialogue, student involvement, and the free exchange of ideas;
- Research, scholarship, and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural, and economic development;
- Thoughtful reflection, collaboration, planning, and evaluation as essential for meeting the changing needs of those we serve.

University Goals

Goal 1: Promote academic quality by building and supporting a distinguished faculty.

Goal 2: Provide opportunities for a public university education and contribute to economic and cultural development.

Goal 3: Provide a premier student-centered, educational experience that fosters retention and success.

Goal 4: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.

Goal 5: Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the University's mission.

THE FACULTY HANDBOOK

With the consent of the Faculty Senate, the Office of the Provost and Vice President for Academic Affairs, authorizes the posting of the Texas State Faculty Handbook (14th Edition) and any revisions of it. The official electronic version is maintained on the homepage of the Office of the Provost and Vice President for Academic Affairs.

The Provost's Office will enter any substantive changes in the handbook after receiving the written concurrence of the faculty senate. The Provost's Office will post non-substantive corrections and updates after the senate has received a minimum of two weeks prior written notification of the changes. As revisions are made, a citation link to the revised text will be added to the Revision Log in the Appendices, to chronicle changes and provide a link to the revised text. Annually by September 1, the Provost's Office will update the handbook index to reflect changes that occur between full revisions, and it will archive the current edition of the handbook electronically.

The faculty senate appoints the handbook committee, on which the senate relies to monitor changes and updates to the handbook and biennially conduct a full review of its contents.

THE FACULTY SENATE HANDBOOK COMMITTEE

The first Faculty Handbook was published in 1964-65. In 1972, the Texas State [Faculty Senate](#) created a permanent handbook committee on which the senate relies to monitor changes and updates and to determine when a full revision is warranted. The faculty senate extends its thanks to all past and present faculty members of the handbook committee and to everyone who contributed time and effort to completing the Texas State University Faculty Handbook.

Dr. Patricia Pattison, Handbook Committee Chair	Professor, Finance and Economics	McCoy College of Business
Dr. Rebecca Bell-Metereau	Professor, English	College of Liberal Arts
Dr. Mary Ellen Cavitt	Professor, Music	College of Fine Arts and Communication
Dr. David Easter	Professor, Chemistry and Biochemistry	College of Science and Engineering
Mr. Terrence Edwards	Librarian, University Library	Alkek Library
Dr. John McLaren	Associate Professor, Criminal Justice	College of Applied Arts
Ms. Tammy Renee Rainey	Senior Lecturer, Health and Human Performance	College of Education
Mr. Chris Russian	Associate Professor, Respiratory Care	College of Health Professions

Dr. Eric Schmidt	Professor, Counseling, Leadership, Adult Education and School Psychology	College of Education
Dr. Ruth Taylor	Professor, Marketing	McCoy College of Business Administration

SAN MARCOS

The City of San Marcos, Texas is located between the State Capitol of Austin and the Alamo City of San Antonio. San Marcos' desirable location allows residents to enjoy both small city convenience and big city connections. Three of the nation's 10 largest cities are located within 200 miles of this vibrant, fast-growing town. San Marcos is the County Seat of Hays County, the 15th fastest-growing county in the United States. Hays County has an annual growth rate of 5.3% and San Marcos, 4.5%. BusinessWeek magazine named San Marcos as one of the "Top 10 Places to Raise Children," and CNN/Money.com reports that Hays County ranks third in the nation for job growth in the last decade. San Marcos accounts for the majority of the growth.

As a major tourist destination, San Marcos welcomes visitors to this beautiful community. Located at the gateway to the Texas Hill Country, San Marcos has historic places to visit, a variety of places to stay, and the best shopping in Texas. With 11 million visitors coming annually to the Tanger and Prime Outlet malls, San Marcos is ranked as one of the top tourist destinations in Texas. The crystal clear, spring-fed San Marcos River provides a refreshing playground for swimming, canoeing, kayaking, tubing and camping. Dramatic scenery, clear water, a mild climate and abundant recreational opportunities combine to make San Marcos a wonderful place to live and work.

Residents and visitors also enjoy the many live music and performing arts venues in San Marcos and the surrounding area. With San Antonio to the south, Austin to the north, the beautiful Texas Hill Country to the west and the Texas Gulf Coast to the east, central Texas offers abundant recreation, entertainment, and special events. Sports lovers can participate in year-round outdoor activities or choose from the area's college and professional sports teams. Additional cities located in the surrounding area include the following: New Braunfels (www.ci.new-braunfels.tx.us/), 18 miles south of San Marcos; Buda (<http://ci.buda.tx.us/>), 18 miles north of San Marcos; and Wimberley (www.wimberley.org), 15 miles west of San Marcos. San Marcos is located only 26 miles from Austin and 45 miles from San Antonio.

San Marcos' economy is strong with growth driven by comparatively low taxes, affordable cost of living, desirable location, excellent quality of life, and abundant available commercial, industrial and retail sites. Local businesses are expanding, and retail and manufacturing prospects are seeking sites in the area. The outlet malls—the cornerstone of the area's retail growth—have achieved higher-than-predicted sales, and, as a result, San Marcos' sales tax revenue has risen significantly. The quality of life attracts residents from all over the United States, so the number of residential homes being built is increasing every year. The cost of living in San Marcos is lower than the national average, and Hays

County's unemployment rate is lower than the state unemployment rate. San Marcos is home to the main campus of Texas State in a setting that is outstandingly beautiful among Texas universities.

THE UNIVERSITY

Texas State was created as the Southwest Texas Normal School by the twenty-sixth legislature in 1899 and first opened its doors to students in the fall of 1903. In 1923, the name was changed to Southwest Texas State Teachers' College, thus continuing emphasis on the initial teacher-training function. Since World War II, the school has steadily broadened its mission. Name changes to "College" in 1959 and "University" in 1969 reflect the evolution into a general-purpose institution. In the fall of 2003, the University underwent its most dramatic name change, to Texas State University—San Marcos, and in 2013 it was shortened to Texas State University. Forty-six academic departments, schools, and programs and several academic centers and institutes are organized into nine colleges to offer a wide and varied academic regimen to a diverse student body. The undergraduate curriculum is a blend of foundation courses in science and the humanities, with specialized training in particular areas of concentration. The graduate curriculum includes masters in all colleges and doctoral programs in several disciplines. Texas State University is a member of the Texas State University System.

In 2011, the U.S. Department of Education granted Texas State University official recognition as a Hispanic Serving Institution (HSI). To receive the HSI designation, an institution must have an enrollment of undergraduate full-time-equivalent students that is at least 25 percent Hispanic. Texas State surpassed the 25 percent Hispanic undergraduate enrollment level in September 2010. “We are proud that our enrollment reflects the true changing face of Texas. We have achieved this important outcome because of the efforts of many individuals across the University, and I sincerely appreciate those efforts,” said Texas State President Denise Trauth. This designation makes Texas State eligible to apply for grants under the HSI program that allows schools to expand and enhance educational opportunities, academic offerings, program quality and institutional stability for Hispanic students. Funds may be used for scientific or laboratory equipment for teaching, construction or renovation of instructional facilities, faculty development, purchase of educational materials, academic tutoring or counseling programs, distance learning programs, teacher education, student support services and related activities and purposes.

The physical plant is extensive. In addition to the main campus and Aquarena Center, the University owns a separate driver-education facility and a Horticulture Center on the outskirts of San Marcos, a recreational facility on the Blanco River about fifteen miles from San Marcos near Wimberley, and over 500 acres of farmland in the southern and southeastern part of Hays County. These tracts are supplemented by the management and use of a 3,385-acre tract of ranch land known as the Freeman Ranch.

Information regarding the Texas State Master Plan 2006-2015 is available at these websites: <http://www.vpfss.txstate.edu/cmp/> and <http://www.fss.txstate.edu/cmp-update/>

OFFICIAL POLICIES AND PROCEDURES

Official academic policies and procedures are contained in the TSUS Board of Regents' [Rules and Regulations](#), [Academic Affairs Policy and Procedures Statements](#) (AA/PPS), [University Policy and Procedure Statements](#) (UPPS), the *Faculty Handbook*, and other university publications. Policy and procedural changes that may occur in the interim between editions of these publications are distributed electronically to the faculty by the Provost and Vice President for Academic Affairs (referred to as "Provost").

ACADEMIC FREEDOM, RESPONSIBILITY, AND TENURE

Academic Freedom

Faculty members at Texas State University enjoy full academic freedom, including the following rights:

1. to conduct research freely and to publish the results;
2. to discuss freely the subject matter of their area of specialization in the classroom;
3. to speak, write, or act freely as private citizens in community, state, and national affairs;
4. to have full due process (as later defined) if the University should seek to terminate their employment. This applies to tenured and untenured faculty if the University should seek to terminate their employment before the end of the contract period.

Academic Responsibility

At the same time, faculty members must assume the following responsibilities imposed by their profession:

1. maintain competence in their fields,
2. execute assigned academic duties conscientiously,
3. avoid letting their exercise of the freedoms noted above interfere with performance of their academic responsibilities,
4. avoid classroom focus on controversial material unrelated to course subject,
5. avoid appearing to represent the University when acting as private citizens,
6. give adequate notice if they wish to resign or take leave.

Academic Tenure

Only full-time service in the academic ranks of professor, associate professor, and assistant professor may be counted toward fulfillment of a required probationary period. The maximum probationary period prior to the awarding of tenure is six years, so that when tenure is granted, it comes with the seventh contract. Tenure-track faculty, who are not to be tenured will, at the end of the sixth year, be terminated with one year's notice.

Neither leaves of absence nor part-time appointments count as part of the probationary period, but up to three years of full-time teaching experience at the rank of assistant, associate, or full

professor with an appointment in a tenure-track or tenured position at other colleges and universities may count. The following chart shows how such prior service affects the maximum length of the probationary period at Texas State:

Credited years of prior service	Maximum probationary prior service	Notice of non-reappointment must be given no later than the end of:
0	6	6 th year at Texas State
3	3	3 rd year

DUE PROCESS

Due process policies are outlined in the Regents' [*Rules and Regulations*](#), Chapter V, Section 4.27 (non-reappointment and denial of tenure), 4.31 (discretionary nature of promotion), and 4.5 (termination and due process procedures).

Non-reappointment and Denial of Tenure of Non-tenured Faculty

When continuing faculty members (non-tenured, full-time faculty who hold a traditional academic rank of assistant professor or above) are not to be retained or who have been notified that tenure has been denied, it is the responsibility of the administration, acting on the recommendations of the personnel committee, director/chair, and college dean, to see that they are given notice as follows: Continuing faculty in their first contract year at Texas State must be officially notified in writing by March 1st if they are not to be reappointed, and those in the first semester of their second year by December 15th. For continuing faculty in the second semester of the second year, or in a third or subsequent year, written notice shall be given not later than August 31st that the subsequent academic year will be the terminal year of appointment.

Although the [*Rules and Regulations*](#) of the Board of Regents require that persons in the third or subsequent year be notified no later than August 31st of that year, the University has customarily given notice no later than May 31st. The University intends to continue its customary practice whenever possible.

Discretionary Nature of Promotion

The academic promotion of a faculty member is discretionary on the part of the President, the Chancellor and the Board of Regents. Faculty members who are not recommended for promotion shall not be entitled to a statement of reasons for the decision against the recommendation. However, supervisors are encouraged to offer suggestions for a program of professional development in teaching, scholarly or creative work, and leadership or service that may enhance the likelihood of promotion in the future.

Non-reappointment of Non-tenured Faculty or Denial of Promotion to Faculty Who Allege Violation of Academic Freedom or Discrimination

In non-reappointment of non-tenured faculty or denying promotion to faculty, administrative officers need not give reasons; however, they may not deny reappointment to non-tenured faculty members or deny promotion to faculty members for exercising their academic freedom or rights guaranteed by the laws or constitution of the state of Texas or the United States. If non-tenured faculty members believe that they have been given non-reappointment notices or contracts or were denied promotion for illegal reasons, they may submit to the President of Texas State their written allegations that the decision not to reappoint or to deny promotion constitutes a violation of a right guaranteed by the laws or constitution of the state of Texas or the United States.

If such allegations are made, the University President will appoint a hearing officer to adjudicate the issue.

Termination and Due Process Procedures

Tenured faculty members shall not be terminated without a showing of good cause following reasonable written notice and opportunity for a fair hearing. In cases of good cause where the facts are admitted, summary dismissal may follow. In cases where the facts are in dispute, the President will appoint a special hearing tribunal whose membership, including its chair, shall be composed of faculty whose academic rank is equal to, or greater than, that of the faculty member whose termination is proposed.

Under the provisions of the Board of Regents' *Rules and Regulations*, good cause includes but is not limited to the following: (1) failure to work efficiently or effectively; (2) insubordination; (3) serious professional or personal misconduct, examples of which include (a) commission of a misdemeanor involving moral turpitude or a felony; (b) failure to secure and maintain federal, state, or local permits required in the discharge of teaching, research, or other professional duties, including failure to maintain appropriate documentation; (c) willful destruction of university property or violent disruption of the orderly operation of the campus; (d) violation of the system's ethics code, including acceptance or solicitation of gifts that might tend to influence the discharge of one's professional responsibilities; (e) stealing and publishing as one's own the intellectual property of another; (f) misuse or misappropriation of state property, resources, funds, including funds held by another faculty member as part of official duties; (g) sexual harassment as defined in the Regents' *Rules and Regulations*; (h) racial harassment as defined in the Regents' *Rules and Regulations*; (4) professional incompetence and/or neglect of professional duties; (5) mental or physical disablement of a continuing nature adversely affecting to a material and substantial degree the performance of duties or the meeting of responsibilities to the institution, or to students and associates; (6) illegal use of drugs, narcotics, or controlled substances; (7) and intentionally or knowingly violating any Board or administrative order, rule, or regulation.

Suspension

The President may, for good cause, suspend an accused faculty member pending immediate investigation or speedy hearing as provided when the continuing presence of the faculty member poses a danger to persons or property or an ongoing threat of disrupting the academic process. An employee who is suspended or discharged from a particular duty or job at the University may be suspended or discharged from all other duties or jobs in the University for the same or other good cause. The President shall, as soon as possible, notify the Vice Chancellor and TSUS Office of General Counsel of the Texas State University System of any such actions.

Summary Dismissal

In cases of good cause where the facts are admitted by the faculty member, summary dismissal may follow.

Hearing Tribunal Process

In cases of dismissal of tenured or non-tenured faculty, the accused faculty member shall be informed in writing of the charges which, on reasonable notice, will be heard by a hearing tribunal whose membership, including its chair, shall be appointed by the President from members of the faculty whose academic rank is equal to or higher than that of the accused faculty member. At such a hearing:

1. The hearing tribunal shall not include any accuser of the faculty member. The faculty member may challenge the alleged lack of fairness or objectivity of any tribunal member, provided such challenge is made prior to the submission of any evidence to the tribunal. The faculty member shall have no right to disqualify such member from serving on the tribunal. Each such challenged member shall determine whether he or she can serve with fairness and objectivity in the matter. In the event the challenged member chooses not to serve, the President shall appoint a substitute.
2. The faculty member shall have a right to attend the hearing; confront and cross-examine adverse witnesses; present relevant evidence and witnesses on his or her own behalf; testify or choose not to testify; and, be assisted or represented by counsel. The hearing shall be closed although the faculty member may request that it be open to the public. Notwithstanding a faculty member's request, the tribunal may close all or a portion of a hearing to deliberate or if it appears likely that privacy interests of others are relevant and could be affected by an open hearing.
3. The University, through a representative and/or through counsel, shall have the right to attend proceedings; present witnesses and evidence against the faculty member; and, cross-examine the faculty member (if the faculty member testifies) and his or her witnesses.
4. The hearing tribunal, by a majority of the total membership, shall make written findings on the material facts and a recommendation of the continuance or termination of the faculty member's tenure as well as any supplementary suggestions it may have concerning the case.

The original of such findings, the recommendation, any supplementary suggestions, and the record of the hearing shall be delivered to the President and a copy thereof sent to the faculty member. Any minority findings, recommendations, or suggestions shall be distributed in the same manner.

5. A stenographic or electronic record of the proceedings will be taken and filed with the President, and such record shall be made accessible to the faculty member.

Review by the President

Following receipt of the recommendations of the hearing tribunal, the President shall review the record, plus any additional written briefs the parties wish to submit, and render a decision, stating his or her reasons therefor in writing and communicating the same to the faculty member. The President may recommit the matter to the same tribunal to hear additional evidence and/or reconsider its findings, recommendations, or suggestions, if any. The original findings, recommendations, and suggestions of the hearing tribunal, a transcript of the hearing, any briefs submitted, and the decisions, recommendations, findings, and suggestions of the President shall be delivered to the Board.

Appeal to the Board

Upon written request by the faculty member, received in the System Administrative Office within thirty (30) calendar days of the faculty member's receipt of the President's decision, the Board shall review the record before it. Such request should specifically address any defects in procedure or substance which require reversal of the President's decision. The President may submit a written response to the request for review. By a majority of the total membership, the Board may approve, reject, or amend any decisions, findings, recommendations, and suggestions before it, or recommit the matter to the President for reconsideration or the hearing of additional evidence. The Board shall notify the faculty member in writing of the reasons for its decision.

Grievances

The Faculty Grievance Policy as addressed in [AA/PPS 04.02.32](#) supports the right of the faculty to grieve wages, hours, conditions of work, promotion denial, or the non-renewal or termination of employment. Faculty who believe they may have a viable grievance may approach the University Ombudsman for consultation and assistance in mediation to informally resolve grievances without resort to, or prior to, the formal hearings process addressed below. Allegations of sexual harassment or other forms of rights discrimination are addressed in [UPPS 04.04.42](#) and [UPPS 04.04.46](#).

Faculty Member

The grievance policy defines a faculty member as a person employed full-time by Texas State whose duties include teaching, research, administration, or the performance of professional services. It does not include department chairs/school directors, or a person who holds faculty rank but spends the majority of his or her time engaged in managerial or supervisory services.

University Ombudsman

The Ombudsman is a neutral person with whom faculty members can voice concerns, evaluate situations, organize thoughts, and identify options. Since the ombudsman keeps no records identifying faculty members, the Ombudsman can offer a good first step for faculty who don't know where else to turn or how to proceed. The Ombudsman adheres to the principles outlined in the Code of Ethics and Standards of Practice advocated by the International Ombudsman Association:

Independence: The Ombudsman is independent in structure, function, and appearance to the highest degree possible within Texas State. The Ombudsman is independent of the University's formal administrative structure and strives to consider all sides of an issue in an impartial and objective manner. The Ombudsman cannot impose solutions, but identifies options and strategies for resolution of disputes.

Neutrality and Impartiality: The Ombudsman, as a designated neutral, remains unaligned and impartial. The ombudsman strives to promote procedural fairness in the content and administration of Texas State's practices, processes, and policies. The Ombudsman does not engage in any situation that could create a conflict of interest.

Confidentiality: The Ombudsman holds all communications with those seeking assistance in strict confidence, and does not disclose confidential communications unless given permission to do so, except as required by law, or where, in the judgment of the ombudsman, there appears to be imminent risk of serious harm.

Informality: The Ombudsman, as an informal resource, does not participate in any formal adjudicative or administrative procedure related to concerns brought to his/her attention. The Ombudsman provides information relating to university policies and procedures and facilitates the resolution of problems and grievances through informal investigation and mediation, but does not replace or supersede other university grievances, complaint or appeal procedures.

Informal Resolution and Mediation

Faculty members must make a bona fide effort to resolve an issue collegially by discussing their concerns with their director/chair and dean. If this does not prove satisfactory, faculty members may consult with the faculty Ombudsman. The Ombudsman serves as a confidential, neutral, informal and independent resource for faculty concerns and conflicts at Texas State. As an independent resource for problem resolution, the Ombudsman works to ensure that all members of the faculty are treated equitably and fairly. The Ombudsman can provide confidential and informal assistance to help resolve issues related to both the workplace and academic environments.

Filing a Grievance

If informal resolution is neither possible nor satisfactory in the judgment of the concerned faculty member, the faculty member may file a formal grievance pursuant to procedures described in [AA/PPS 04.02.32](#), paragraph 4.

Equity and Access

Faculty members alleging discrimination may seek redress through the [Office of Equity and Access](#). Equity and Access will follow its processes for review and investigation.

ACADEMIC PLANNING AND FINANCIAL EXIGENCY

Termination of Faculty under Special Circumstances

If, in the judgment and discretion of the Board of Regents, reductions in legislative appropriations for faculty salaries; governmentally mandated reductions in faculty positions; significant loss of enrollment; consolidation of departments or other reorganization; dropping of courses, programs, or activities for educational or financial reasons; or financial exigency makes such action advisable, the employment of a faculty member who has been granted tenure or of any other faculty member before the expiration of the stated period of his or her employment, may be terminated in accordance with the provisions of Chapter V, Section 4.6 of the Board of Regents' [Rules and Regulations](#).

Academic Planning

Academic disciplines ebb and flow over time as student career choices and the educational predilections of the society change. Inevitably, the size of the full-time-equivalent faculty allocated to a department or program will fluctuate, expanding in periods of growth and contracting in periods of retrenchment. The Provost customarily has the responsibility of adjusting departmental faculty size appropriately during such routine periods of growth or decline, so that in the long run all departments are treated equitably, and the educational goals of the institution are achieved.

Tenured faculty may not be arbitrarily dismissed as a result of these routine periodic adjustments to departmental full-time equivalent (FTE) faculty. Thus, the Provost must insure that each department maintains a healthy balance between tenured and untenured faculty; if too few are tenured, there can be no departmental continuity; if too many are tenured, the department loses flexibility.

ACADEMIC GOVERNANCE

Introduction

Within limitations imposed by state and federal legislative and executive authority, Texas State, like other public universities, does conceive, recommend, and execute its own educational policies. The power to govern the institution rests primarily with the Texas State Board of

Regents, which is responsible for operating the university. Practically, though, the duties of governance are largely delegated to and shared by administration and faculty. Through a complex system of hierarchical administrative offices, advisory councils, ad hoc and permanent committees, and elected and appointed faculty bodies, governance in one way or another involves every member of the University community. It is the responsibility of all administrators and faculty members to familiarize themselves with and participate in the process of governance. The following paragraphs identify the major components of this process at Texas State.

Board of Regents

The Board of Regents, a nine-member panel appointed by the governor, is responsible under state law for general control and management of the universities in the Texas State University System: Lamar University, Sam Houston State University, Sul Ross State University, Texas State University, Lamar Institute of Technology, Lamar State College – Orange, Lamar State College – Port Arthur, and Sul Ross State University Rio Grande College. A board committee of three members has specific responsibility for this university. Regent approval is required for most formal pieces of business transacted by the University: hiring, promotion, tenure, curriculum changes, budgeting, building programs, etc. Since so many substantive decisions require Regent ratification, the role of the administration and faculty in governance is essentially recommendatory.

The President

The Board of Regents meets regularly four times a year. Much of the responsibility for conducting the day-to-day operation of the institution is delegated to the Texas State University President and his or her administrative staff. The President is appointed by, and serves at the pleasure of, the Board of Regents. In 1988, for the first time, the Board of Regents appointed a search committee composed of Regents, faculty, administration, students, alumni, and community members to screen and recommend candidates for the presidency. The President has discretionary powers to promote effective administration of the institution and deal with issues that may arise between board meetings.

By virtue of these injunctions, the on-campus organizational structure referred to above is in essence an extension of the Presidential Office. The President has legal authority to approve or reject recommendations on matters that ultimately require explicit board approval and to make binding final decisions on recommendations involving subjects that do not require board action. To facilitate informed decision-making on a broad spectrum of complex issues, the President relies on two administrative/governance groups to provide information, opinions, and advice: the President's Cabinet and the University Council.

The President's Cabinet—composed of the Provost and Vice President for the division of academic affairs, the Vice Presidents representing all other divisions, Presidential fellow, special assistant to the President, and athletic director—is the primary advisory group to the President. It meets weekly to deal with major issues, make recommendations on policy, set goals, launch programs, and coordinate implementation of programs and plans.

In addition, the Provost systematically solicits suggestions on faculty governance by meeting monthly with the faculty senate in the President's academic advisory group (PAAG).

Much of the authority to conduct business and develop recommendations granted the President is delegated throughout the administrative structure. At Texas State, the administrative structure is divided into six categories: Academic Affairs, Finance and Support Services, Information Technology, Student Affairs, University Advancement, and Athletics. Each of these divisions of the University is headed by a Vice President or Director.

A complete list of Presidential councils and committees is available at <http://www.txstate.edu/roster/>.

Provost and Vice President for Academic Affairs

The Office of the Provost was created at Texas State University in 2004. Simply stated, a Provost is the chief academic officer of a college or university. The functions of the Vice President for Academic Affairs were merged into the title of Office of the Provost and Vice President for Academic Affairs. One Associate Provost, four Associate Vice Presidents, and three Assistant Vice Presidents are on the Provost's staff.

The academic administration-consisting of the Provost, college deans, school directors, and department chairs-is responsible for providing effective academic leadership, securing an accurate evaluation of instruction, scholarly and creative activity, service, and maintaining a high level of faculty morale. The Provost represents Texas State in academic matters before the Coordinating Board and the accrediting organization, the Southern Association of Colleges and Schools and Schools Commission on Colleges (SACSCOC), supervises the development of curriculum (new courses and program proposals), oversees recruitment of faculty, and presides at commencement. In addition, the Provost designs the University's academic calendars, sets the examination schedule, orients new faculty, and administers salary notices and renewal of appointments. The Provost is also charged with supervision of budgeting within the division, allocation of staff positions, administration of the process of tenuring and promoting of faculty, and a number of other matters relating to the academic process.

The Provost is advised by the Council of Academic Deans (CAD), composed of the ten Deans, Associate Provost, Associate Vice Presidents, Chair of the Council of Chairs (COC), ex officio, and Chair of the Faculty Senate, ex officio. CAD meets weekly to consider matters pertaining to faculty, programs, budgets, and a wide spectrum of academic issues. Academic Affairs division policies are created by this council. CAD meets once each semester with the senate to discuss academic policy matters of mutual interest.

College Deans and College Councils

The academic segment of the University, administered by the Provost, is subdivided into ten colleges: Applied Arts, McCoy College of Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, Science and Engineering, University College, Honors College and the Graduate College. The chief academic and administrative officers of

colleges are deans, all of whom hold academic rank. The college deans monitor the various academic activities of the departments and programs within the college: instruction; scholarly and creative activity; service to the University; recruitment, retention, and promotion of faculty; budget; development of curriculum, etc. The college deans have the ultimate responsibility to see that students are properly counseled; they supervise school directors and department chairs in the drawing of degree outlines, delegate the preparation of degree audits, and certify students for graduation.

Each dean presides over a college council (composed of all associate and assistant deans, school directors, department chairs and, in some colleges, program directors and faculty representatives as well), which meets weekly to discuss common problems, establish college policy, and prepare recommendations on university matters. College deans are selected by the Provost and the President from a list of candidates identified by a search committee composed of faculty and administrators. That committee, appointed by the Provost, advertises the position, screens applicants, interviews candidates, and ultimately recommends the top prospects to the President. See [AA/PPS 04.01.04](#), Dean and Chair Hiring.

School Directors/Department Chairs and Faculty

The director or chair of an academic school or department (future reference will be “chair”) occupies a unique position within the University hierarchy. Each chair is a leading faculty member who, as a member and representative of the faculty and the department at large, must articulate departmental aspirations, standards, and points of view to other groups inside and outside the University. In addition, the chair is chief executive of the department, responsible for implementation of departmental, college, and university policy. Thus, the chair is an administrator whose participative managerial leadership largely determines the direction and quality of the academic program and the routine administrative business of the University. Through the department chair, faculty and administrative interests and points of view must be reconciled, to ensure the spirit of collegiality so essential to a healthy academic institution.

The appointment of the department chair is the prerogative of the Provost and the President. When recruitment of an academic department chair is required, a search committee, with a majority of its members from the affected department, advertises the position, screens applicants, interviews candidates, and ultimately recommends several prospects to the Provost and President. The Provost and President normally secure the preference of the department members, especially the tenured faculty, before extending appointment to a chair or an interim chair. See [AA/PPS 04.01.04](#), Deans and Chairs Hiring.

Much of the routine academic business of the University is transacted or supervised by the department chair. The chair must preside at departmental meetings, maintain departmental records, record faculty absences, assign faculty offices, plan and supervise departmental registration, schedule classes, see that textbooks are ordered, hire student employees, allocate travel money, etc. In short, it is the chair's duty to see that the department's routine business is transacted efficiently and expeditiously. Such routine matters are important to faculty, so the chair should carefully coordinate planning with the department at large.

The department chair does not make important departmental policies or personnel decisions on a unilateral basis. Rather, the chair relies heavily on the advice of the departmental voting faculty, as defined in the constitution of the faculty (see Appendices) and the departmental personnel committee (PC). Voting personnel committee members are tenured faculty members who hold academic rank in a department at a rate of 50% or more and who do not hold an administrative appointment outside of their college; have at least one year of service at Texas State since the official start date of the faculty appointment; and have taught eight sections of courses at the college/university level. Tenured faculty members who hold academic rank in a department at a rate of 50% or more and who do not hold an administrative appointment outside of their college are expected to serve on the personnel committee as non-voting members until they have met the remaining requirements. The personnel committee will make recommendations to the chair on all matters involving personnel: hiring, termination, granting of tenure, promotion, recommendations of merit salary adjustments, and similar issues.

Faculty preferences on these matters may be determined either by consensus or ballot depending on the circumstances; however, upon any issue, a formal ballot vote must be taken if one or more members of the group so requests. In such balloting chairs do not vote, even to break ties. All personnel decisions shall be reached by secret ballot. The chair is obligated to ascertain the advice of the faculty, but not compelled to follow it. The decisions of the chair are overriding within the department; although if the faculty's decisions are overruled, an explanation must be given. If a chair denies explanations to either faculty group, representatives of the relevant group may discuss the matter with their college dean and then the Provost. If the chair disagrees with proposals where a formal faculty opinion has been reached, the chair must forward those recommendations verbatim to the appropriate members of the administration, although the chair may attach additional comments as well.

In addition to conferring with the voting faculty and personnel committee, the chair should see that all faculty are fully informed of departmental and institutional policies, consulted on issues that affect them, and accurately apprised of developments and decisions that bear upon their status at the University. Through departmental meetings, memoranda, email, individual conferences, fall orientation sessions, bulletin boards, etc., the department chair has a prime responsibility to ensure that communication between faculty and administration is prompt, accurate, and effective.

APPOINTMENTS, EVALUATION AND PROMOTION

Personnel matters—the recruitment, retention, and promotion of faculty—constitute one of the most important subjects on which the department chair and personnel committee must prepare recommendations. The chair is the central recruiting officer for the department and must take initiative to see that it is staffed to meet both short and long-term curricular and programmatic needs. These personnel needs should reflect the strategic planning goals of the department. In consultation with the personnel committee, the chair also should see that faculty are recruited in such a way as to maintain a reasonable balance among the subfields within the discipline, to secure diversity in the geographical origin of terminal degrees, and to satisfy the objectives of the University's equity and access policy, [UPPS 4.04.03](#).

Texas State University is committed to an inclusive education and work environment that provides equal opportunity and access to all qualified persons. Texas State, to the extent not in conflict with federal or state law, prohibits discrimination or harassment on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or expression.

The procedure for appointment of new faculty is initiated at the departmental level. A request for replacement of an existing vacancy or creation of a new faculty position requires consultation with the personnel committee and approval of the department chair, college dean, and Provost. Once the position is approved, the chair, with the approval of the dean, director of Equity and Access and the Associate Provost, appoints a committee charged with recruiting and screening applicants. After recruiting, screening, and interviewing candidates, this committee recommends final appointment to the administration. The President makes the final recommendation to the Board of Regents, who authorize all appointments. Temporary faculty may be employed under an emergency hire provision, with the advertising and posting requirements waived, with approval of the director of Equity and Access and the Associate Provost. See [AA/PPS 04.01.01](#), Faculty Hiring.

Texas State issues two general types of appointments to non-tenured faculty: "continuing" and "temporary."

Continuing faculty include those persons hired in a traditional academic rank (senior lecturer, assistant professor, associate professor, or professor) with the clear understanding that they may be rehired for one or more additional years. Continuing faculty may be hired on either a "term" or "tenure" status. Subject to university policies on the nature and length of the probationary period and the applicability of prior service (see above under "Tenure"), faculty on tenure track may be reemployed on a yearly basis and may eventually be considered for and awarded tenure. Eligibility for reappointment is contingent on satisfactory annual evaluations during the probationary period. Initial employment on a tenure-track contract does not, however, guarantee that tenure will be given; rather, it indicates merely that tenure is possible. With the exception of term appointments, continuing faculty must be given appropriate notice as provided under "Termination of Non-tenured Faculty," previously discussed *supra*, if their appointment is not to be renewed. Faculty awarded tenure, and subsequently reappointed, continue to be subject to annual reappointments based on successful annual reviews. Tenured faculty are also subject to post-tenure review, which is part of the regular annual performance evaluation process. The post-tenure review process, more specifically outlined in [AA/PPS 04.02.10](#), guides decisions concerning the renewal or non-renewal of tenured faculty. Any faculty member who has received three negative annual performance evaluations under this post-tenure review may be considered for dismissal or other appropriate disciplinary action.

Term appointments may be renewed annually up to a maximum of five years per term if the faculty member's performance has met expectations and if renewal is in the best interests of the department. Therefore, eligibility for reappointment is contingent upon satisfactory annual performance evaluations during the term period. Term appointments are generally limited to faculty hired in clinical, research, and faculty of practice appointments, in addition to senior lecturers. Senior lecturers may be appointed for a specific term, not to exceed three years. For

term limitations, appointments, ranks and other particular matters specifically concerning clinical faculty and research faculty employment, see [AA/PPS 04.01.22](#), Clinical Faculty Appointments, [AA/PPS 04.01.21](#), Research Faculty Appointments, and [AA/PPS 04.01.23](#), Faculty of Practice Appointments. A faculty member may be reappointed to one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental need.

Temporary faculty, generally referred to as adjunct faculty, include lecturers and part-time faculty at any rank hired for a one-semester or one-year appointment, on a per course or other basis. Since the appointments for temporary faculty are for an explicit, well-defined and limited time period, they simply expire; no separate notice of termination is required, nor will it be provided.

Each fall, the department chair will submit to the personnel committee a list of faculty whose status will require formal action during the year:

1. those eligible for one-year, contracts,
2. those eligible for a new term,
3. those eligible for tenure, and
4. those eligible for promotion who wish to be considered.

In addition, the chair should inform faculty as to what vacancies will need to be filled for the following year due to resignations, retirements, expiration of term appointments, etc. If the chair inadvertently omits the name of any faculty member eligible for tenure or promotion, the faculty member's name may be added for consideration by any member of the personnel committee upon demonstration that the individual meets the minimum criteria set forth below. Also, faculty members may petition the personnel committee for consideration if they feel that they meet policy requirements for tenure or promotion, even though their chair has not submitted their names to the committee. On the other hand, the personnel committee need not consider a faculty member who is technically eligible for tenure or promotion under institutional rules, but who chooses not to be put forward. For further detail see [AA/PPS 04.02.01](#), Development/Evaluation of Tenure-Track Faculty.

All recommendations on personnel matters involving faculty originate with the departmental personnel committee. Personnel committee members have the responsibility of evaluating the candidate's professional qualities, their ability or promise as teachers and scholars and their contributions or potential service as university citizens. Members may submit documents in support of any candidate's professional qualifications; such evidence will be made a part of the record. Members must be present to vote. A simple majority of members voting is sufficient to recommend the granting or denial of appointment, reappointment, tenure, or promotion. No member is required to vote on a recommendation. Chairs preside at these meetings but they do not vote, since they submit their own independent recommendations.

After the formal vote is taken, the appropriate form, [Attachment B](#) (including a statement prepared by the personnel committee reflecting its action), is completed and signed by the department chair and a representative of the personnel committee. The chair is responsible for seeing that the comments accurately reflect the rationale for recommending the candidate for

tenure and promotion. If the chair does not concur with a recommendation of the personnel committee, the chair nonetheless will process the form and forward all required supporting documents along with the chair's own recommendation.

Personnel committee deliberations on personnel matters are confidential. Therefore, personnel committee members must refrain from discussing such matters with persons who are not members of the personnel committee. The chair alone is responsible for initially informing individual faculty members of departmental decisions affecting their status.

The department chair will promptly inform the affected faculty member of all recommendations prepared by the chair and the personnel committee with regard to the faculty member's position at the University. In the case of tenure, promotion, or reappointment of non-tenured personnel, this information will be formally conveyed in writing to the faculty members within three class days, and a copy of the letter will be placed in their personnel file. If higher administrative authority does not concur with the recommendation of the department concerning a faculty member, the appropriate administrative officer will communicate such action in writing to the faculty member involved and the personnel committee via the chair. See [AA/PPS 04.02.32](#), Faculty Grievance Policy. Candidates denied tenure or promotion who allege violation of academic freedom or discrimination against a protected status may present the allegation to the President and request a hearing as provided for in Chapter V, Section 4.44 of the Board of Regents' [Rules and Regulations](#).

When reappointment is denied a continuing faculty member on a tenure-track or term appointment, a letter from the appropriate administrative officer will be written according to the policy of due notice specified above under "non-reappointment of non-tenured faculty." If promotion, without a tenure decision, is denied, supervisors are encouraged to offer specific, written suggestions for a program of professional development in teaching, scholarly, or creative work, and service that may enhance the likelihood of promotion in the future.

The academic administration (college dean, Provost, and President) shares with the department chair and personnel committee the responsibility for hiring, advancing, and terminating faculty. As noted above, the personnel committee evaluates the faculty member's professional qualities and performance. In addition, the administration judges the faculty member's worth to the institution generally.

Departmental Policy

Each department will have a policy regarding the evaluation of faculty. The policy will include a definition of criteria and appropriate instruments and sources for information, and it will specify the relative importance assigned to various criteria for each major decision affecting faculty. Sources may include a combination of evaluations suitable to the department, such as a self-evaluation by the faculty member; evaluations by administrators, peers, and students; evaluations from those outside the department and from other sources. Each policy will provide for anonymous student evaluation of the teaching of all faculty at least once a year. Each policy will provide an explicit description of the level of performance necessary to meet departmental expectations.

In addition, each policy will provide the opportunity for faculty members to review and add written comments to their own annual evaluations before they are placed officially in departmental personnel files or sent forward for performance and merit considerations or other actions. This policy will be developed by a departmental committee that includes representatives from the non-tenured and tenured faculty, and it must be approved by the departmental personnel committee, chair, college dean, Provost and the TSUS Office of General Counsel. The departmental chair is responsible for providing all faculty with a copy of the policy and assuring that it is fully implemented. The policy must be reviewed, revised if necessary, and re-approved every three years.

Annual Evaluation of Faculty

All faculty will be evaluated annually by their academic department or school. See [AA/PPS 04.02.10](#), Performance Evaluation of Continuing Faculty and Post-Tenure Review. The performance evaluation covers the preceding calendar year and must be completed by March 1st. The purposes of annual faculty evaluation are to provide for self-development; to identify, reinforce, and share the strengths of faculty; to extend opportunities for continuous professional development; and to strengthen the role of faculty members within their departments. The evaluation also provides information that may be used in tenure and promotion recommendations, the award of merit raises, and in decisions regarding the retention of faculty or tenure itself. This annual evaluation of faculty is a responsibility of faculty governance, a duty shared by departmental chairs and departmental personnel committees.

Evaluation, Tenure and Promotion

Specific guidelines for evaluating tenure-track faculty are found in [AA/PPS 04.02.01](#), and policy and procedure for tenure and promotion are found in [AA/PPS 04.02.20](#). Laws of the State of Texas concerning the evaluation of tenured faculty are found in Education Code, Section 51.942, which is appended to [AA/PPS 04.02.10](#) as [Attachment 1](#).

Retention, Performance and Merit

The annual departmental evaluation of faculty serves as the basis for decisions regarding the retention of faculty and salary increases. In evaluating performance, the departmental personnel committee, chair, and college dean will consider the faculty member's contributions in the context of departmental, college, and institutional needs and the faculty member's past performance and career path. Faculty who meet or exceed departmental expectations as determined by the annual evaluation will be eligible for reappointment.

Failure of Non-tenured Faculty to Meet Expectations

If a faculty member is on an extended-term contract, failure to meet departmental expectations will cause the department to consider whether reappointment is warranted. If the department, acting through the personnel committee, determines that a non-tenured faculty member is not to be retained, it will give appropriate notice to the chair. The chair is responsible for

communicating the decision to the faculty member. If the faculty member is to be retained, the chair will provide the faculty member with specific written suggestions for improvement.

Failure of Tenured Faculty to Meet Expectations

After the regular annual evaluation of faculty is complete, if the department process finds in the first instance that a faculty member may have failed to meet departmental expectations, the post-tenure review process continues. More specifically outlined in [AA/PPS 04.02.10](#), this process guides decisions concerning the renewal or non-renewal of tenured faculty appointments. Any faculty member who has received three negative annual performance evaluations under this post-tenure review may be considered for dismissal or other appropriate disciplinary action.

Tenure and Promotion Review

Tenure and promotion decisions are based on judgments. The criteria for tenure and promotion, found in [AA/PPS 04.02.01](#) and [AA/PPS 04.02.20](#), Tenure and Promotion Review, and policies developed at the department and college level must assure that tenure and promotion are granted based on clearly documented evidence of high quality teaching, sustained peer-reviewed scholarly/creative activity and service. The department and college policies should specify the level of performance expected and clarify the requirements for documenting performance in teaching, scholarly/creative activities and leadership/service, including expectations for collegial contributions to the University community. High quality teaching is a necessary but not sufficient achievement upon which to base tenure and promotion.

Effective in the fall semester 2013, colleges must establish and implement a policy and procedure statement for the process of external review of scholarly/creative activity for candidates for full professor. Colleges are also strongly encouraged to establish a policy and procedure for external review for candidates for tenure and promotion to associate professor.

For faculty being reviewed for tenure, the evaluation will consider all the candidate's accomplishments, but should emphasize the time period from the initial date of appointment to tenure track at Texas State.

For faculty being reviewed for promotion, the evaluation will consider all the candidate's accomplishments but should emphasize the time period from the last promotion to the present.

The department will provide each faculty member a copy of the department and/or college criteria for tenure and promotion. The chair and/or members of the personnel committee should counsel the candidate about including relevant materials and organizing supporting documents.

Eligibility for Tenure

Typically, the probationary period prior to the awarding of tenure is six years. Faculty who have outstanding records may apply for tenure without prejudice before the end of the six-year probationary period.

At the end of the sixth year, the faculty member must either be awarded tenure or terminated with one year's notice. Faculty members whose rank is below associate professor must apply for promotion to associate professor at the same time they apply for tenure. A faculty member may not be tenured by default or because of failure to recognize that the time for tenure or promotion has arrived.

Suspension (or tolling) of the tenure clock is possible upon formal request in order to accommodate one or more of the following situations: a) childbirth or adoption; b) dependent care (including children, parents, spouses, or other dependents); c) the faculty member's own illness or other personal emergency; and/or d) the inability of the institution to provide agreed upon facilities for the faculty member's research. The rules regarding tolling of the tenure clock are found in Chapter V, Section 4.241 of the Board of Regents' [Rules and Regulations](#).

Chairs/directors, deans, and chief academic officers shall ensure that all faculty members, tenure and promotion or other reviewing committees, and outside letter writers are informed that the criteria for tenure do not change when service has been excluded from a faculty member's probationary period.

Eligibility for Promotion

It is expected that a faculty member who meets the criteria for tenure will also meet the criteria for promotion to associate professor. An untenured faculty member whose rank is below associate professor must also apply for tenure at the same time he or she applies for promotion.

Assistant, associate and full professors must hold the terminal degree or be adjudged by the personnel committee and administration to be in a critical area where the terminal degree is not necessary. If an individual does not have the recognized terminal degree, the maximum rank that will normally be attained will be assistant professor. Exceptions may be considered only for those individuals with exceptionally long service who have established a record of teaching, scholarly/creative activities and service that clearly exceeds the requirements for promotion.

Faculty normally serve five years in rank before being eligible for promotion. The year in which the promotion is reviewed will count as one of the years in rank. An outstanding record of leadership and service is normally expected for promotion to full professor; a sustained level of effective service is necessary for promotion to associate professor. Candidates must verify and sign all applicable forms, provide documentation that supports their application for all criteria, use the official Texas State Vita [[Form 1A](#) or [1B](#)], and follow and adhere to the published timeline for the tenure and promotion process. Please consult [AA/PPS 04.02.20](#) for additional information regarding the process.

Review Process

At each applicable stage of the review process, the personnel committee, chair, college review group, and dean are responsible for providing evaluative remarks that include a statement showing how each candidate's qualifications specifically meet or exceed the departmental and college criteria for tenure and/or promotion from their respective perspectives.

If the chair is being considered for tenure or promotion, a personnel committee member chosen by the group will preside. Personnel committee members will not vote on their own promotions or be present when they are being considered, and, with the exception of College Review Groups, associate professors will not vote on the promotion of a colleague to full professor. Likewise, if assistant professors or instructors are on the personnel committee, they will not vote on the promotion of colleagues to a higher rank.

Full professors who are members of the department's personnel committee will vote by ballot first to approve or disapprove candidates for full professor. Once this vote is completed, both full and associate professors will convene to vote on candidates for tenure and promotion to associate professor. Members must be present to vote.

Within three class days of the decision by the chair, the chair will notify the candidate of the action. The following two decisions require written notification:

1. If the candidate is denied by either the personnel committee or the chair but not both, the application is forwarded to the college review group.
2. If the candidate is denied by both the personnel committee and the chair, the application is denied.

Providing that the denial of promotion does not result in a terminal contract, the chair/director at the candidate's request, will schedule a meeting with the candidate to discuss the department's evaluation. Reasons for denial of promotion will be explained. The candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion.

Within three class days of the completion of action by the review group and the dean, each candidate will be notified by the dean of the status of his/her application for tenure and/or promotion. The following two decisions require written notification.

1. If the application is denied by either the review group or the dean but not both, the application is forwarded to the Provost. Notification to the candidate must specify whether it was the review group or the dean who denied the application.
2. If the candidate is denied by both the review group and the dean, the application is denied. Providing that the denial of promotion does not result in the terminal contract, the chair/director, at the candidate's request, will schedule a meeting with the dean and the candidate to discuss the college's evaluation. Reasons for denial of promotion will be explained and the candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion.

Detailed guidelines governing the responsibilities of the personnel committee, chair, college review group and dean—including rules for review meetings, voting, and communication of recommendations—are provided in [AA/PPS 04.02.20](#).

The Provost will formulate a recommendation to the President on each candidate, and the President will make the final recommendations to the Chancellor and Board of Regents.

Candidates who are denied promotion or tenure may grieve the decision by following the procedures discussed in [AA/PPS 04.02.32](#), Faculty Grievance Policy.

Communication of Information about Denial of Tenure or Promotion

Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another's work as confidential. All votes in the process must be kept confidential.

Faculty members who are denied tenure are not entitled to a statement of the reasons upon which the decision is based (Chapter V, Section 4.27 of the Board of Regents' [*Rules and Regulations*](#), Texas State University System).

Providing that the denial of promotion does not result in the terminal contract, faculty members should be informed regarding the reasons for denial by the responsible administrator, whether it is the chair, dean, or Provost. It is the responsibility of the candidate to request a meeting to determine the reasons for denial.

Salary Increases

Unless otherwise mandated by the Texas legislature or by the Board of Regents, Texas State faculty salary raises, other than those related to promotion, will be based on merit. This system is based in language found in the biennial state General Appropriations Act, which indicates increases shall be awarded on the basis of merit and performance in accepted activities. Merit salary adjustments are based on the chair and personnel committee's review of faculty accomplishments during the preceding three years. As soon as possible after legislative funding becomes available, the Provost will announce the institution's decision regarding the distribution of money to be spent on merit, promotions, equity, and new faculty positions.

Departments and colleges are explicitly required to provide written criteria regarding salary increases and to specify procedures approved by the deans and Provost; therefore, definitions, standards, and evaluation methodology vary across campus. Faculty members uncertain about their eligibility for salary increases can best seek clarification by reading the appropriate departmental and college policy documents and by discussing their status with their chair and dean. See [AA/PPS 04.01.50](#), Procedures for Awarding Faculty Merit Raises.

Any faculty member denied a merit increase will be counseled personally by the department chair who will provide specific reasons for denial and suggestions for improvement. Faculty who are dissatisfied with the chair's final merit recommendation may appeal to the college dean and shall be afforded an opportunity to meet with the dean to offer information in support of their position; if the dean upholds the chair, he or she shall be required to explain why. The decision of the dean is final.

Appeals of salary decisions may be made through the normal faculty grievance procedure as described in Chapter V, Section 2.15 of the Board of Regents' [Rules and Regulations](#).

Equity Studies

Texas State is committed to maintaining a faculty salary system that fairly compensates faculty members for their services. More information on the Faculty Salary Equity Study can be found in [AA/PPS 04.01.51](#). There are no requirements as to when the University must initiate faculty salary equity studies.

Budget

Beginning with fiscal year 1976, the University instituted a budgeting system that permits participation by faculty and academic administrators in the allocation of money for the following year. Under this system, requests for both salary and operating money originate at the departmental level. Each department can request, and must justify, funding at several possible levels.

As the department's primary account manager, the chair consults with the personnel committee and has responsibility for developing and monitoring the departmental budget and any other budgets supporting specific programs, as well as insuring operation within approved budgetary constraints. The chair has responsibility for monitoring the department's ongoing expenditures, including maintenance and operation funds and any applicable fee accounts.

Each spring, the Budget Office initiates preparation of the budget for the next fiscal year. The chair reviews and updates the unit's budgets. The primary purpose in reviewing budgets at the account manager level during budget development is to ensure accuracy, including maintenance and operation (M&O) allocations and salaries. Further reviews and approvals come from the dean, Provost, and Budget Office, and the President makes final budget allocations with approval of the Board of Regents.

When funding is available, a request for new funds cycle is initiated, beginning with recommendations made by chairs and their departments. Typically, these requests are limited to non-faculty funds only, including staff and initiatives needing increases in M&O funds that are pegged directly to strategic plans. Further reviews and recommendations are made by the dean, college budget committee, and Provost's Office, before the President's cabinet ultimately allocates new funds.

Pending available funding, requests for funding new faculty positions are solicited through a new faculty position authorization cycle. Departments and chairs make and prioritize requests, which are reviewed by the dean, who submits a prioritized list of requests for the college to the Provost, who consults in turn with the President in approving new positions.

Funding for new programs, including resources for new faculty, equipment, staff and facilities, is requested at the time the new program proposal is submitted for review and approval. These tentative budgets may be revised during the proposal approval process. Funding for some

aspects of a new program must be requested during the new faculty position authorization cycle or during the request for new funds cycle.

Channels of Communication

Individual faculty members have a stake in university policy and are expected to participate in the policy-making process. The faculty role, inherent in the nature of our system, is recommendatory. Faculty members may suggest policy recommendations or react to the proposals of others through their department chairs, faculty senators, or members of a university committee studying the subject at issue. Suggestions can be handled more expeditiously if they are submitted in writing. When faculty members submit a written proposal to a high-level administrative official, they should provide all intermediate administrators with a copy. Likewise, when faculty members seek to discuss a policy matter with a high-level administrator, they should inform others in the reporting line of their intent and the subject to be discussed. The purpose here is not to restrict in any way the freedom of faculty members to advance their points of view; rather, it is to ensure that good communication exists. Thus, faculty and administrators alike are expected to heed the injunction of the American Association of University Professors (AAUP), that all channels of communication be well understood and open to scrutiny.

Committee System

In addition to the hierarchical offices and attendant councils described above, Texas State has permanent and ad hoc committees charged with developing recommendations on various subjects of special or continuing interest. Faculty and administrators should always coordinate policy recommendations with the appropriate committee. Some committees are appointed directly by the President, but most are appointed by the faculty senate upon recommendations submitted each spring by the committee on committees. All faculty committee reports are routed through the senate to insure proper distribution of information. Faculty members interested in particular committee assignments should fill out the Faculty Senate Preference Poll sent out each spring or contact the chair of the committee on committees. Each fall, committee assignments for the year are published in the Roster of Councils, Committees and Teams, which is available to the entire faculty at <http://www.txstate.edu/roster/>. Committees appointed by the faculty senate have been placed in one of four categories: academic policies, quality of life, faculty affairs, and resources. A faculty senator is assigned to coordinate the activities of the committees within each category. Faculty Senate Committee functions and memberships can also be accessed on the faculty senate website.

Faculty Senate

A faculty senate, based on proportional representation by college and elected by the faculty, is charged by the Faculty Senate Constitution (see Appendices) to "make recommendations to the administration concerning general university policies and procedures." The senate is obligated to consider any recommendation submitted to it in writing by any member of the faculty. The Senate is authorized to communicate directly with the President; even if the normal channels of communication become clogged or inoperative, faculty recommendations can still be submitted

for high-level, on-campus consideration. In addition, the senate evaluates and ranks applications for developmental leaves, conducts the selection process for the institution's Piper award nominees and the recipients of the Everette Swinney Faculty Senate Excellence in Teaching awards.

Faculty senate serves as a clearing house for faculty committee reports, supervises faculty elections, appoints such standing bodies as the committee on committees and the faculty handbook committee, creates ad hoc committees to study special issues, etc. The chair of the faculty senate sits as an *ex officio* member of the council of academic deans, the board of the alumni association, and numerous other committees. The senate posts its minutes on its [website](#). Faculty senate meetings are open to the public and are held in J.C. Kellam, Room 880 at 4:00 on Wednesdays of the long semesters and once a month during the summer.

GENERAL UNIVERSITY POLICIES AFFECTING FACULTY MEMBERS

Abandoned and Unclaimed Personal Property

Abandoned and unclaimed personal property discovered on campus shall be turned over to the University Police Department or materials management for safekeeping. Property shall be considered abandoned if it appears from the circumstances under which the University comes into possession of the property that the owner has thrown it away or has voluntarily left or lost it without an intent or expectation to regain it.

The University Police will make every reasonable effort to identify and return the property to the owner. The owner may obtain his or her property from the University Police Department after providing proper identification. After 120 days, the University Police may dispose of the unclaimed property or take the unclaimed property to the University warehouse to be sold as a part of normal surplus property sale. Procedures for disposing of property can be found in [UPPS 05.01.20](#), Abandoned and Unclaimed Property.

Absences

Faculty members are to meet classes at every regularly scheduled period. Anticipated absences from class meetings because of illness or other cause must be reported as soon as possible to department chairs so that they can either obtain a substitute or convey the faculty member's directions to the class. Faculty members absent because of their own illness or illness in the immediate family must complete a leave approval form even though no classes were missed. The form is available in departmental offices. Detailed procedures on how to account for sick leave usage are outlined in the University Leave Policy, [UPPS 04.04.30](#). Faculty members absent for more than three consecutive days must submit a physician's excuse or written statement acceptable to the department chair. They should also consult the Human Resource Office concerning possible problems relative to extended absence. Chapter V, Section 4.821 of the Board of Regents' [Rules and Regulations](#) authorizes absences only under the following situations:

- Professional meetings when, in the judgment of the President or a designee, attendance at such a meeting would contribute to the improvement of teaching or scholarship;
- Personal or immediate family illness;
- Family emergency;
- Specific assignments of the President of short duration (the Board of Regents discourages specific assignments that will cause a faculty member to be absent from assigned classes;
- Special circumstances where the President considers such absences to be for valid reasons and in the best interests of both the faculty member and the University.

Faculty members are authorized to be absent, and will be granted paid funeral leave, for the purpose of attending funerals of the faculty member's spouse, or the faculty member's or spouse's parents, brothers, sisters, grandparents, grandchildren or children. Absences for other emergencies may be authorized by the Provost as provided in [UPPS 04.04.30](#), University Leave Policy. Faculty must notify the department chair as soon as possible so that the chair may make appropriate arrangements for classes.

In unusual cases (e.g., extended jury duty), the department chair will make appropriate arrangements to see that class meetings and other duties are covered. The individual absent will suffer no loss of salary.

Absences due to other types of leaves are covered in the section on "Leaves."

Faculty members absent because of professional necessity requiring state approved travel should complete the regular travel request form.

State and federal regulations require the University to keep a record of vacation and sick leave accrual and absences of each employee, and the reasons for employee absences-whether from sickness, vacation, holiday, other paid leave, or leave without pay. Such records shall be available for public inspection in keeping with the provisions of the Texas Public Information Act.

Acceptance of Money from Students

Faculty members shall not, without approval of the President or a designee, collect from students any fees or charges to be expended for university purposes or sell books, notes, materials or instructional supplies to students. Faculty at the rank of lecturer or above, and other instructional personnel as designated by the University President, may not accept pay from students for extra instruction or teaching of students registered in the University. With prior written approval of the department chair, teaching assistants and instructional assistants may accept pay from students for extra-class instruction or coaching but only in courses or sections of courses with which they have no instructional connection.

Alcoholic Beverages

At any on-campus event where alcoholic beverages are to be consumed, prior approval must be secured through the office of the dean of students and from the director of the University Police.

At least ten working days prior to the event, a request for approval must be submitted to the dean of students to ensure proper planning, appropriate notification, scheduling of facilities, and coordination. The University's Alcoholic Beverage Policy is in [UPPS 05.03.03](#).

Appropriate Use of Information Resources

Access to Texas State information resources is a privilege, not a right, and all users are subject to the provisions of [UPPS 04.01.07](#), Appropriate Use of Information Resources. In accepting any Texas State computer account (username, NetID, or any other access ID) the user agrees to abide by applicable Texas State University and System policies and legal statutes, including all federal, state, and local laws. These include all policies that address the usage of Texas State computer accounts and Texas State information resources. These also include policies and statutes that prohibit harassment, plagiarism, or unethical conduct, or that pertain to theft, copyright infringement, software license violations, attacks on networks and computer systems, and other computer-related crimes. Texas State reserves the right at any time to limit, restrict, or revoke access to its information resources and to take disciplinary and/or legal action against anyone who violates these policies or statutes. Usage is subject to security testing and monitoring, and it affords no privacy guarantees or expectations except as otherwise provided by applicable privacy laws.

Commencement

Graduation ceremonies are held in December, May, and August. Each faculty member is expected to attend at least one graduation ceremony each year in suitable regalia. Academic regalia may be secured for a nominal rental fee or purchased at cost from the University Bookstore.

Copyrighted Computer Software

While conducting university business or using university facilities, you may neither use nor provide for use of software in any manner that violates license agreements. You are responsible for discerning and complying with software copyright restrictions, regardless of how the software was obtained.

Fair Use of Copyright Material

The Copyright Act, Title 17, United States Code provides a number of specific guidelines for proper use of copyrighted materials in classrooms, musical performances on campuses, and library copying. [UPPS No. 01.04.27](#), Intellectual Property: Ownership and Use of Copyrighted Works, is a summary of the Copyright Act. Advice regarding the applicability of copyright law to specific situations may be sought from the TSUS Office of General Counsel.

Curriculum Changes

Faculty members initiate requests for course additions, deletions, and changes according to the procedures and timelines published in [AA/PPS 02.01.01](#). Proposals for new programs (majors,

minors, degrees, etc.) and the modification or deletion of old programs also originate with the faculty and are discussed in [AA/PPS 02.01.10](#) and [AA/PPS 02.01.11](#). Because procedures for both internal and external approvals may change from time to time, faculty members wishing to initiate curriculum changes should consult their department chairs or school directors.

Departmental Rules and Regulations

Departments may adopt additional rules and regulations pertaining specifically to that department so long as they do not conflict with general university and system policies. In fact, departments are required to develop their own policies on several subjects, including faculty evaluation, tenure and promotion, and performance and merit.

Drug Free Workplace

In accordance with the Drug Free Workplace Act of 1988, the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in all university workplaces. A university employee who violates this prohibition is subject to disciplinary actions up to and including discharge. See [UPPS 04.04.45](#), The Drug Free Workplace.

The Board of Regents' [*Rules and Regulations*](#), Chapter V, Section 4.51 states that a faculty member who, by a preponderance of evidence is found to have illegally possessed, used, sold, or distributed any drug, narcotic, or controlled substance, whether the infraction is found to have occurred on or off campus, shall be subject to termination, suspension or other discipline as determined by the University President or the President's designee. That an employee is charged in a criminal case, or is found "not guilty" therein, shall not be construed as prohibiting administrative enforcement of these [*Rules and Regulations*](#). If, in the judgment of the President or the Board of Regents', the best interests of the students, component, or Texas State system so dictate, the employee may be immediately removed from contact with students and other employees, pending resolution of disciplinary proceedings.

Tobacco Free Workplace

The University prohibits smoking and the use of all tobacco products on all university property including the following:

- a. All buildings and vehicles owned, leased, or under the supervision of the University;
- b. All outdoor grounds including athletic and recreational fields, golf course, parking garages and lots, Sewell Park, University Camp, and Freeman Center; and
- c. All outdoor stadia and grandstands for athletic and recreational fields.

Artists or actors who participate in authorized performances which require smoking or the use of another tobacco product as part of artistic productions are exempt from this tobacco policy. Participants in academic research projects involving tobacco products are exempt from this tobacco policy if approved by the institutional review board on human subjects and the Provost and Vice President of academic affairs.

Further information regarding the tobacco policy and its enforcement is found in [UPPS 04.05.02](#).

Other State Employment and Outside Activities

Chapter V, Section 4.83 of the Board of Regents' [*Rules and Regulations*](#) specifies the Regents' policy; following is a summary of that policy:

Faculty members should not be discouraged from accepting appropriate appointments of a consultative or advisory capacity with government agencies, industry, or other educational institutions as long as such activities do not conflict with the faculty member's work at the University. Conflict of interest must be avoided in all instances of outside employment. A conflict of interest is defined as any outside employment or activity, as determined by the President, that interferes or conflicts with the employee's Texas State duties and responsibilities, and includes as a minimum the situations described in [UPPS 01.04.02](#), Ethics Policy; [UPPS 02.02.07](#), Researcher Conflicts of Interest in Research and Sponsored Program Activities.

Any faculty member who seeks to engage in remunerative employment or consulting shall notify and obtain written permission before beginning such outside employment or consulting. Guidelines are found in [UPPS 04.04.06](#).

Ethics Policy

The Board of Regents has adopted a comprehensive ethics policy, published in Chapter VIII of the Regents' [*Rules and Regulations*](#). Texas State adopts the Regents' policy and the University's ethics policy and incorporates its provisions into [UPPS 01.04.02](#).

Faculty should refer to these documents for information related to travel expenses and allowances; conflicts of interest; our code of ethics; benefits, gifts and honoraria; political activities; use of official authority; dual office holding; and training in ethics.

Faculty Access to Academic Personnel Files

Individual faculty members may examine their personnel files at any level. The official, original files (application, appointment, promotion, and other employment related documents) are maintained by the Faculty Records Office in the Office of the Provost. Additional files, which vary in content and may be incomplete, are kept by the department chair, college dean, and the Human Resources Office. Faculty members desiring to review their files should contact the appropriate office so that a representative can arrange for a mutually convenient time to examine the file. The procedures to gain access to these files contain safeguards to ensure that material is neither removed nor added. See [AA/PPS 04.02.31](#), Faculty Access to Academic Personnel Files.

Faculty Earned Royalties Copyright and Patent Policy

System policies regarding copyrights and patents are outlined in Chapter III, Sections 11 and 12 of the Board of Regents' [*Rules and Regulations*](#). In general, these rules indicate that the

University claims no ownership of fiction, popular nonfiction, poetry, music compositions or other works of artistic imagination that are not institutional works. Copyright of a work commissioned by the University or a "work made for hire" (as defined by federal copyright law) shall be held by the University. Copyright of all materials, including software, that are developed with the significant use of funds, space, equipment, or facilities shall be held by the University. Copyright ownership of all material that is developed in the course of, or pursuant to, a sponsored research or support agreement shall be determined in accordance with the terms of such agreement, or, in the absence of such terms, the copyright shall be held by the University.

There are several University policies related to copyrights that faculty need to be familiar with:

Board of Regents' [Rules and Regulationss](#), Chapter III, Section 11, Copyright Policy; [AA/PPS 02.03.30](#), Faculty Authored Teaching Materials; [UPPS 01.04.26](#), Intellectual Property: Inventions, Discoveries and Patents (IDP); and [UPPS 01.04.27](#), Intellectual Property: Ownership and Use of Copyrighted Works.

Faculty Authored Teaching Materials

Faculty members who wish to require for use in the classes they teach any textbook, notebook, manual or other materials, written or prepared by a member of the University faculty, and for which a charge is to be made, must obtain authorization to do so. See [AA/PPS 02.03.30](#), Faculty Authored Teaching Materials.

The request submitted to the department chair will include:

1. Request for Authorization to Prescribe Materials Authored by Faculty Members of Texas State for Class Use Form, [Appendix A](#) and
2. a copy of the materials to be approved.

The deadline for submission of requests for materials to be used during the fall semester will be July 1st, for materials to be used during the spring semester will be November 1st, and for materials to be used during summer sessions will be April 1st.

Authorization to use materials will be for only one fiscal year, September 1st to August 31st, and approval must be renewed.

Following action by the department chair, the request and accompanying materials will be forwarded through the school dean to the Provost. Following action by the dean and the Provost, the faculty member will be furnished a copy of the request form indicating approval or disapproval and the materials will be returned to the faculty member.

Additional information regarding Faculty Authored Teaching Materials can be found under Office of Commercial and Industrial Relations, [Policy and Procedure](#).

Faculty Meetings

Meetings of all university faculty are called by the President, Provost, or one of the Vice Presidents. General faculty meetings are normally held once each year. In addition, the faculty senate may call meetings, either on its own initiative or on the written petition of ten percent of voting members of the faculty. College meetings are called by deans of the respective colleges at their own discretion, and departmental meetings are the responsibility of the department chair or department personnel committee. All faculty meetings will be scheduled events that members of the faculty should attend unless meeting times conflict with their primary educational tasks.

Faculty ID Cards

Your BobcatCard is your official university photo ID, which is required for verification purposes at various facilities throughout campus. Photo ID cards are used for privileged authorization, library use, door access, and optional purchasing and banking functions on and off campus.

The TX State ID Services office is located on the second floor of the LBJ Student Center next to University Bookstore, in room 2-9.1.

Faculty/Staff Check-Out Procedures

A Separation Checklist and Employee Separation form must be completed by all terminating faculty and staff members. Appropriate administrative heads are charged with the responsibility of initiating the "separation checklist" as required depending on when the terminating faculty or staff member is leaving campus, but no later than two weeks prior to the individual's termination date.

After the department initiates the checklist, the terminating employee shall hand carry it to the Human Resources Office for clearance. Human Resources will check for "holds" at other university offices and provide information and forms for insurance and retirement plan benefits. After clearing Human Resources, the employee shall take the checklist to payroll (in JC Kellam building) as the final step in the check-out process. See [UPPS 04.04.50](#), Separation of Employment and Interdepartmental Transfers.

Family Educational Rights and Privacy Act and Texas Open Records Law

The Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A., Section 1232g), also known as "FERPA" and as the "Buckley Amendment," protects students' and parents' rights to educational records and restricts rights of others to student educational records. The Texas Open Records Law (Chapter 552, Texas Government Code) defines the people's right of access to information maintained by governmental agencies.

Students' grades may not be posted in any manner that identifies the student or makes the student's identity easily traceable. Grades or other educational records should not be released to unauthorized persons. In case of doubt, refer inquiries to the TSUS Office of General Counsel.

Access to Student Records Pursuant to the Family Educational Rights and Privacy Act of 1974 can be found in [UPPS 01.04.31](#).

The Graduate Faculty

Faculty nominations to the graduate faculty originate in the department. Each department and college has established membership criteria. These criteria have been approved at the departmental and college level with external review by the graduate faculty review group and approval of the dean of the graduate college. The graduate faculty representative, department chair and college dean have the responsibility to see that these standards are met. Their recommendations are forwarded to the dean of the graduate college for action. Notification of appointment will be received from the dean of the graduate college.

Core doctoral, associate doctoral, and regular graduate faculty may be nominated for terms up to five years. Adjunct doctoral and adjunct graduate faculty may be nominated for terms up to three years. Associate graduate faculty and adjunct graduate faculty lacking a terminal degree are appointed for one semester or summer term to teach specific courses or serve on a specific master's committee, but may be appointed for up to one year with proper approval. Faculty appointment must be approved through the appropriate channels prior to the teaching of any graduate level courses or serving on any graduate committees. Persons who are not members of the Graduate Faculty may not offer instruction for graduate credit.

Application information for membership on the graduate faculty is available in department offices and the Office of the Graduate College. See [AA/PPS 04.01.30](#), Nomination and Evaluation Procedures for Graduate Faculty.

Information Security

Employees are not allowed to violate the security of other users on any system which has access to the Texas State computer network. If employees attempt or succeed in such actions, they can lose network access privileges. They may be disciplined, suspended, or discharged and also be subject to prosecution.

If issued an account (username, NetID) for access to the network, an employee is responsible for any actions that take place in the account. An employee must not give anyone else access to his or her account. Employees should report any suspected violations of network security to the IT Security Office as soon as possible. [UPPS 04.01.01](#), Security of Texas State Information Resources, provides additional information.

Network Usage

The University's Technology Resources Department is charged with overall responsibility for proper deployment and management of a fully monitored and protected network communication service, including all infrastructure elements, network address assignments, and radio frequency (RF) spectrum usage. Users of the campus network may not alter, extend, or retransmit network services in any way. Employees are prohibited from attaching or contracting with a vendor to

attach equipment such as routers, switches, hubs, firewalls, or wireless access points to the University network without prior authorization from technology resources.

Religious Holidays

Faculty members wishing to observe religious holy days other than those appearing on the University holiday schedule must notify in writing the department chair who must date and acknowledge the notice. The religious holy day must be as defined by Section 51.911 of the Texas Education Code. The faculty member and the chair should arrange the most appropriate way to cover affected classes.

The Texas Education Code, Section 51.911, prohibits discrimination by an institution of higher education against a faculty member who is absent from work for the observance of a religious holy day and gives proper notice of that absence. Proper notice is defined as providing a list of religious holy days to the department chair and giving advance notice to students of classes to be canceled.

Students who are absent from classes for the observance of a religious holy day are allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if the student notifies the instructor of each class the student would be absent for a religious holy day. Students should make every attempt to contact the faculty member at least two weeks in advance of the anticipated absence.

Notification forms for planned absences may be obtained in the [Dean of Students Office](#). Completed forms must be delivered by the student personally to the instructor of each class; the instructor will sign and date the form, thus acknowledging notification. If the forms cannot be delivered, the student must send one to the instructor of each class by certified mail, with a return receipt requested.

A student who is excused shall not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination within a reasonable time. See [UPPS 02.06.01](#), Student Absences for Religious Holy Days

LEAVES

Development Leave

The 60th Legislature of the State of Texas authorized a developmental leave program "as part of the plan of compensation for the faculty." Subsequently, the Board of Regents authorized each university to implement a faculty developmental leave program pursuant to the provisions of *Texas Education Code, Chapter 51, Subchapter C*. A tenured faculty member is eligible to apply for a developmental leave with (1) at least six years of service at this University, at least two of which must be consecutive and (2) at least six years of service since his or her last development leave, and (3) submitted report(s) from previous leave(s) as required. Faculty may apply for a supplemental grant award that, pending available funding, may be awarded and used

to support a second semester of a full-salaried research leave. Generally, applicants request developmental leaves in order to maintain their academic effectiveness, undertake research or publish the results of research previously conducted, or undertake activities designed for self-improvement. Developmental leaves are not available to support completion of an advanced degree.

Faculty members may request the leave for one academic year at half of their full regular salary, or for one-half academic year at their full regular salary. Recipients must sign a legal agreement to serve one full year at Texas State after completion of the leave. In most cases, when development leaves are granted, the departments involved assume the faculty members' loads. If a department is unable to absorb the workload, the Chair, Dean and Associate Provost will negotiate a solution. Typically, a temporary per-course faculty member is appointed. Faculty senators are not eligible.

Application forms and full details can be found in [AA/PPS 04.02.02](#), Faculty Development Leaves. The required forms must be submitted to the chair of the faculty senate by October 1st of the year prior to the leave. The faculty senate recommends applicants for developmental leave to the administration in order of merit.

Faculty Fellowship

Texas State encourages the participation of faculty in distinguished national and international fellowship programs, such as Guggenheim Fellowships and Fulbright Scholar Fellowships, and will facilitate such activities to the extent possible. In this regard, it is our intention to hold faculty harmless with regard to any benefits and/or salary loss during the period of the leave. Texas State will provide sufficient salary (50% minimum) or other arrangement so that benefits are maintained and remuneration to the faculty is, as nearly as feasible, equivalent to the faculty member's normal rate of pay.

[AA/PPS 04.01.32](#), Management and Funding of Faculty Fellowship, provides guidelines to deans, chairs, directors, and faculty who are interested in applying for fellowships that require Texas State support.

All information regarding the type of leaves described below can be found in the University Leave Policy, [UPPS, 04.04.30](#).

Emergency Leave

Emergency leave with pay at Texas State may only be granted for non-injury and non-illness related reasons and must be approved by the Provost. No more than five working days per fiscal year, excluding funeral leave, jury service, and subpoena orders, may be granted for emergency leave.

Family and Medical Leave

Under the Family and Medical Leave Act (FMLA), faculty members may take up to 12 weeks of leave in a rolling 12-month period for their own serious illness, birth or placement of a child for adoption or foster care, or care of an ill child, spouse, or parent. To qualify, you must have worked at least 1,250 hours during the 12 months before the leave begins and have worked for the State for at least 12 months. FMLA leave is unpaid leave. However, while taking FMLA leave you must concurrently use all your eligible sick leave and vacation. Leave for birth or placement of a child must be taken within 12 months of birth or placement.

FMLA provides job protection and entitles you to continue receiving the same health benefits as active employees. If you do not return to work from the leave for at least 30 days, you will owe Texas State for the amount it paid for those health benefits while you were gone. This is waived if you do not return because of a “serious health condition” or some other factor beyond your control.

Two additional leave entitlements under FMLA extend to family of military personnel:

- Qualifying exigency leave allows leave for certain activities if an eligible family member on active duty with the regular Armed Forces is deployed to a foreign country or with the National Guard or Reserves in support of a contingency operation. Activities include military events and ceremonies, childcare and school activities, financial and legal arrangements, counseling, rest and recuperation, and post deployment activities.
- Military Caregiver Leave allows up to 26 workweeks of leave in a 12-month period to care for a service member with a serious illness or injury incurred in the line of duty.

To request leave, you must submit a Request for Family and Medical Leave to your department chair and a Certification of Health Care Provider form to Human Resources. Forms are available from Human Resources.

Jury Duty

Employees are entitled to serve on a jury without any deduction from wages. Employees shall receive paid leave for the period of time they cannot be at work in order to fulfill their jury duty obligation. Employees are expected to report to work as soon as they are excused from jury duty. A copy of a summons or official statement by the judge, county clerk, or other official is required.

Military Leave

A leave of absence with full pay shall be provided to any state employee called to active duty for a state emergency with the state’s National Guard by the governor of Texas. An employee who is a member of the state military or any reserve branch of the U.S. Armed Forces that is called to federal active duty during a national emergency is entitled to an unpaid leave of absence after exhausting fifteen days of paid military leave.

An employee absent from the University for the purpose of attending normal training periods as a member of a reserve or state military unit or duty authorized by proper authority shall be on leave of absence with full pay. Such paid leaves shall not exceed fifteen working days per federal fiscal year. Unused leave will carry over to the next federal fiscal year up to a maximum of 45 days. Employees will receive a pay differential if their military pay is less than their university pay.

Employees on a less than twelve-month appointment should attempt to schedule absences for military service during periods when they are not under contract for university service.

Parental Leave

Up to twelve weeks of parental leave may be taken for the birth of a natural child or the adoption or foster care placement with the employee of a child under three years of age. The leave period begins with the date of birth or the adoption or foster care placement. Employees with less than a total of twelve months of state service or who have worked fewer than 1,250 hours in the twelve months immediately preceding the start of leave are eligible. Parental leave is unpaid, although you must use all applicable sick leave concurrently. However, sick leave may only be taken for the period of time a health care provider certifies the employee is unable to work.

Males and females may use up to six weeks of sick leave for adoption regardless of whether the child is actually sick at the time of adoption. Males may use sick leave in conjunction with the birth of a child only if the child is actually ill, or to care for his spouse while she is recovering from labor and delivery.

A request for parental leave will be submitted in writing to the employee's department chair together with a corroborating statement from a doctor (if applicable) on an Application for Leave Approval form. The department chair will forward the request for approval to Human Resources via the dean and Provost.

Sick Leave

Faculty members appointed in benefits-eligible positions (50% FTE or more) earn sick leave and must report sick leave taken even if no classes were missed. Reporting is required by the State of Texas ([Texas Government Code 661.203](#)).

Faculty must report sick leave for the actual time missed from carrying out their normal, negotiated workload responsibilities, including teaching, research and scholarly/creative activities, and service. Sick leave taken must be recorded in hours, including partial day absences.

The specific procedures for faculty to use in reporting sick leave are prescribed in [UPPS 04.04.30](#), University Leave Policy, Section 04.10, Sick Leave Procedures, and Section 16, Record Keeping Procedures.

Questions regarding the use and recording of faculty sick leave should be directed to the appropriate department chair or school director.

Additional Paid Leaves

Faculty members may also qualify for other paid leaves listed below. Details on eligibility, limits and procedures to request leave are outlined in [UPPS 04.04.30](#), University Leave Policy, and assistance is also available from Human Resources.

ADDITIONAL PERSONNEL POLICIES

AIDS Policy

The Human Resources Office will provide each faculty member with the educational pamphlet developed by the Texas Department of State Health Services entitled “HIV, AIDS and the Workplace.” The pamphlet will be provided to new faculty on the first day of employment and to all faculty members annually.

Faculty members with HIV/AIDS who become unable to fulfill their regular job responsibilities may request an accommodation for the disability by filing a request with the Office of Disability Services. The Director of Disability Services will determine whether the employee is eligible for accommodation. For more information about HIV/AIDS policies, refer to [UPPS 04.04.60](#), Workplace Accommodation, and [UPPS 07.09.01](#), Management of Acquired Immune Deficiency Syndrome (AIDS) on Campus.

Sexual Misconduct Policy

The University does not tolerate sexual misconduct. The term sexual misconduct includes but is not limited to sexual assault, sexual exploitation, sexual intimidation, sexual harassment, domestic violence, dating violence, and stalking. Specific definitions, reporting policies and protocols, procedures for investigating sexual misconduct, and possible sanctions are outlined in Chapter V, Section 3.3 of the Board of Regents' [Rules and Regulations](#).

Nepotism Policy

Each appointment of an employee at the University, whether on a full-time or part-time basis, shall be made solely with regard to the special fitness of the appointee subject to applicable statutes and subject to the provisions of [UPPS 04.04.07](#), Nepotism and Related Employment, and Chapter V, Section 2.2 of the Board of Regents' [Rules and Regulations](#).

In accordance with the prohibition of Government Code, Chapter 573, no person related to any member of the Texas State Board of Regents within the second degree of affinity or within the third degree by consanguinity shall be eligible for appointment to any office, position,

employment, or duty with the University when the salary, fee, or compensation of such appointee is to be paid, either directly or indirectly, out of public funds of any kind. Even if the appointment of a person would not be prohibited by Government Code, Chapter 573, the President must approve in advance the employment of any person related within the second degree of affinity or the third degree of consanguinity to another employee under the following circumstances:

1. such employment causes one relative to have direct supervision over the other; *or*
2. such employment causes one relative to have authority over the salary or other terms of employment of the other.

The following list defines the relationships specified in the Regents' Policy:

Affinity, first degree: spouse, spouse's mother, father, son, and daughter;

Affinity, second degree: spouse's grandparents, grandchildren, brother and sister;

Consanguinity, first degree: mother, father, son, daughter;

Consanguinity, second degree: grandparents, grandchildren, brother and sister;

Consanguinity, third degree: great grandparents, great grandchildren, uncle, aunt, nephew, and niece.

Orientation

All faculty members new to the University and those who become eligible for benefits must attend a half-day orientation prior to the start of fall term. This session is coordinated by the Provost's Office and Human Resources and includes information about the many benefits, options, and opportunities associated with employment.

All new tenure-track faculty members must also attend an additional half-day session, sponsored by Academic Development and Assessment, which provides information and resources relevant to the promotion and tenure process. Throughout their first year, new tenure-track faculty members are expected to attend monthly workshops offered through the program for excellence in teaching and learning.

All new adjunct faculty, i.e., those new faculty who are not tenured or tenure-track, are expected to attend a two-hour orientation emphasizing teaching and student services.

All faculty members are expected to attend departmental and college meetings, and the University convocation and annual general faculty meeting. New faculty members can access important information at <http://www.ada.txstate.edu/newfaculty>.

Political Activities Individual Rights

It is a cardinal principle of academic freedom that a faculty member may, without University censure, speak, write, or act freely as a citizen (see "Academic Freedom"). In addition, the Constitution of the State of Texas (Article XVI, Section 40) and the First Amendment to the

United States Constitution provide that state employees "shall not be barred from serving as members of governing bodies of school districts, cities, towns, or other local governmental districts; provided, however, that such state employees . . . shall receive no salary for serving as members of such governing bodies." Thus, faculty members could hold a non-remunerative office concurrently with their employment at the University. If elected to a remunerative office, however, faculty members would have to resign their position at Texas State, or resign the office, or refuse to take pay for the office, or (if tenured) apply for a leave of absence. In pursuing political activities, faculty members need to be cautious that they do not create the impression that they are officially representing the University, and that they do not neglect their contracted duties at the University.

On-Campus Policy and Regulations

When on campus performing their duties as teachers, scholars, and advisors of students, faculty members are representatives of the University. Hence, if they wish to invite a political candidate, office holder, or campaign representative to speak to their classes, faculty members are required to notify their Chairs. If they wish to organize political meetings on campus, they must coordinate with the Dean of Students and observe University rules for such meetings.

State Assistance with Lawsuits Indemnification

The Civil Practice and Remedies Code (Section 104.001), provides that the State of Texas is liable for and will pay damages, court costs, and attorney fees adjudged against state employees where the damages are based on an act or omission by the employee in the course of his or her employment with the state.

The Texas Tort Claims Act (Civil Practice and Remedies Code, Chapter 101) provides that individuals may hold the state liable for property damage, personal injury, or death when caused by the negligence or wrongful act or omission of state employees acting within the scope of their employment, arising from motor vehicle or motor-driven equipment operation or from a condition or use of tangible property.

The state's liability under this Act is limited to \$250,000 per person and \$500,000 for any single occurrence for bodily injury or death, and \$100,000 for any single occurrence for injury or destruction of property.

Information regarding claims against the University can be found in [UPPS 01.04.01](#).

Summer Employment

Summer employment is not included in a faculty member's contract. Summer teaching may or may not be available to individual faculty members, depending upon departmental needs and funding. Summer teaching assignments, which are made by the department chair, will conform to the following institutional policies:

1. Preference will be shown to people with terminal degrees.
2. Usually no more than one summer term will be available to teachers without terminal degrees.
3. Persons who resign are eligible for summer teaching assignments, but those on terminal contracts are not. In addition, departments will be guided by policies as may have been agreed upon by the chair, their personnel committee, and the respective college dean.
4. Salary for summer teaching is determined by the monthly rate in the long-term contract and the number of classes taught.
5. A maximum of eight credit hours may be taught within one summer term.

Travel

Faculty members are urged to participate in professional meetings to the fullest possible extent as representatives of the University. All departments have travel budgets that are administered in accordance to the following guidelines:

1. The responsibility of assigning travel prerogatives to members of the department will be on the chair who shall consult with the voting faculty.
2. Upon depletion of the travel budget, reimbursement will not be allowed unless prior approval is obtained.
3. Faculty members who are not on the University payroll at the time of a trip may be reimbursed only if they return to their duties.

Travel applications and policies are found on the [University Travel](#) website.

Work Life and Employee Assistance Program

The University provides a comprehensive Work Life and Employee Assistance program to faculty members. The EPA, called [Bobcat Balance](#), includes up to five counseling sessions per person per issue at no charge. Also included are resources to help locate child care, elder care, legal assistance, financial counseling, routine daily living needs and more. Eligible dependents include your spouse or live-in partner and children who meet the definition of eligibility for the health insurance program. More details are available at www.worklife.txstate.edu or contact Human Resources.

Mother-Friendly Worksite Program

Texas State is designated by the State of Texas as a mother-friendly worksite by providing an environment supportive of nursing mothers. Several rooms have been renovated to provide private space for the purpose of expressing milk. A list of the rooms and other educational resources are available at www.worklife.txstate.edu or contact the Work Life Coordinator in Human Resources.

Unpaid Faculty Members

Occasionally, individuals may become associated with the University as unpaid faculty to perform various instructional or supervisory functions deemed mutually beneficial. The recommendation to establish such an affiliation originates at the departmental level but must be approved by the college dean and the Provost. Additional information can be found in [AA/PPS 04.01.03.](#)

ACTIVITIES ASSOCIATED WITH RESEARCH

Associate Vice President for Research and Federal Relations AVPRFR)

The AVPRFR is dedicated to enhancing the academic environment of Texas State by promoting and supporting research, commercialization, and sponsored program activity. Other office functions include assuring compliance with federal, state, system, and university regulations such as those concerning the use of human subjects in research, the ethical use and care of animals, import and export control, intellectual property, and contract negotiation.

Texas State encourages faculty and authorized professional research staff to actively pursue grant and contract activity for projects undertaken to further the mission of the University. When the University accepts a grant or contract from an external sponsor, the University assumes responsibility for the proper performance of the stated project, for the fiscal management of the funds received, and for accountability to the sponsor. Since the institutional responsibility for meeting these obligations is vested in the principal investigator (PI), only certain employees are authorized to be PIs for sponsored projects: full-time tenured/tenure-track faculty; full-time research faculty; or certain directors of research centers and/or institutes, or full-time staff members.

Any exceptions should be approved by the appropriate academic dean in consultation with the Office of Sponsored Programs (OSP). The PI is responsible for exercising diligence to charge against the project only expenses that are reasonable, allowable, and allocable, and making sure that all revenues and expenses are accounted for in the University accounting system. While awards for successful projects are made to the University, the PI is responsible for the management, execution, and completion of the project, including submission of all required reports.

Sponsored Programs

OSP assists faculty and staff to prepare grant proposals for research, teaching, and other professional activities. Pre-award functions include assisting faculty, staff, and proposal coordinators to prepare budgets and forms, check agency and Texas State guidelines, and prepare for submission, usually electronically, complete proposals. The post-award functions of the office include fiscal management comprised of budgetary transaction, cost feasibility, sponsor billing, accounts receivable, effort reporting, financial reporting, and other compliance activities.

Research Enhancement Grants

Texas State's Research Enhancement Program is an internally funded grant competition intended to encourage and provide support for faculty research and other creative activities. All tenured and tenure-track faculty are eligible to apply for Research Enhancement funds. Final recommendations for funding of Research Enhancement Grants are made by the University Research Committee via the Faculty Senate.

For further information regarding Research Enhancement Grants visit the [Research Enhancement Program website](#).

Commercialization and Industrial Relations

The [Office of Commercialization and Industrial Relations](#) (OCIR) was established by combining Technology Commercialization, the Center for Research Commercialization and the Institute for Environmental and Industrial Science and its centers. The mission of the OCIR is to coordinate the University's commercialization and industry activities, to enhance and promote its applied research and development activities, assist in the capture of commercial research and development funding, to enhance the University's entrepreneurial platform, and to provide resources for the support and enhancement of "education with relevance".

Responsibilities of the OCIR are as follows:

- Assist faculty and staff to coordinate industrial activities to enhance the applied research and establish formal working relations with partners.
- Assist university researchers with invention disclosures, patent filing, market analysis, and licensing agreement negotiations.
- Manage and coordinate the University's incubator/accelerator facilities, Patents, Option and License Agreements, Industrial Sponsor Research Agreements, and Material Transfer Agreements.
- Support and encourage local economic development by giving preference to licensing to Texas companies by encouraging faculty start-up activities and create new ventures in Texas.
- Develop relationships with venture capital firms and individuals, technology assistance organization, and other external persons.
- Establish and manage relationships with university researchers, licensees, potential licensees, entrepreneurs, venture capitalists, and government entities.

Cost of Research

Texas State expects external sponsors to pay the actual costs of conducting the sponsored project, including both the direct and the indirect cost obligations incurred by the University in the conduct of a project. The direct costs - those costs that are clearly identified with and benefit a specific sponsored project - include salaries, fringe benefits, equipment, supplies, travel and other expenses. The Facilities and Administrative costs (F & A) (indirect costs) are those institutional research infrastructure costs that cannot be readily attributed to an individual project or monitored on an individual basis and include facilities and administrative costs such as building and equipment use, operations, maintenance and utilities, departmental and sponsored

projects administration, and capital improvements. Each sponsored project is expected to pay a proportional share of these research infrastructure costs, based on the F & A rate that is negotiated between Texas State and the U.S. Department of Health and Human Services.

Intellectual Property

The development, ownership, management, use and marketing of intellectual property developed at the University are governed by the Texas State University System, Regents' [Rules and Regulations](#), Section III, paragraphs 11 and 12. Intellectual property (IP) is any invention, creation, discovery, scientific or technological development, computer software, or other form of expression of an idea arising from the activities of personnel. The development, ownership, management, use and marketing of intellectual property developed at the University are governed by [UPPS 01.04.26](#), Intellectual Property. Faculty are required to disclose to the Office of Commercialization and Industrial Relations (OCIR) any invention made by using university resources or funded under a contract or grant. As a condition of employment, the faculty member assigns all right and title to such inventions to the University upon acceptance of employment.

Note that the system policy does not apply to faculty-authored written or visual work (except computer software) produced in the author's professional field, and the creator owns such faculty-authored work. When intellectual property results from work at the University, the creator must disclose in writing their inventions and discoveries to the OCIR. Additional information regarding the process of invention disclosure is available through OCIR. OCIR, in coordination with the University Intellectual Property Committee, handles technology licensing and other technology transfer.

Misconduct in Research

Scholars and research personnel of the University are expected to adhere to the highest ethical standards for all research and scholarly work. It is the responsibility of every research investigator to maintain the integrity of research projects by keeping accurate, permanent and auditable records of all experimental protocols, data, and findings. Misconduct in research and other scholarly activity is absolutely incompatible with the standards of the University, and all allegations of such behavior will be handled promptly. See [AA/PPS 03.01.13](#), Addressing Allegations of Misconduct in Academic Research and Scholarship.

Financial Conflicts of Interest

All faculty conducting funded or unfunded research for or on behalf of Texas State must file an annual Financial Interest Disclosure. Each person completing a Financial Interest Disclosure must list all significant financial interests and those of his/her immediate family and all interests in or affiliation with any financially interested company, including those of his/her family members as defined in [UPPS 04.04.07](#), Nepotism and Related Employment.

At a minimum, Financial Interest Disclosures must be updated annually. In addition, researchers must file an updated disclosure when changes to researcher financial interests present a conflict or potential conflict with a new or current funding source. A current Financial Interest

Disclosure must be on file in the Office of Research Compliance for faculty initiating new sponsored programs research activity, regardless of the source of funding. See [UPPS 02.02.07](#), Researcher Conflicts of Interest in Research and Sponsored Program Activities.

Conflicts of Commitment may arise when faculty participate in certain outside activities or employment that conflict with their primary research commitment to the University and to its research mission. See [UPPS 02.02.08](#), Conflicts of Commitment in Research and Sponsored Program Activities.

Human Subjects

The University bears responsibility for complying with federal, state, and local laws and gives assurance that it will comply with the Texas Department of State Health Services regulations for the [Protection of Human Research Subjects \(45 CFR 46\)](#). Faculty, staff, and graduate students who propose to engage in any funded or unfunded research, training, or teaching involving human research subjects must have prior review and approval of that activity by Texas State's [Institutional Review Board](#) (IRB). It is Texas State policy that the IRB, not the faculty researcher, decides whether a protocol meets the criteria for exemption. When a faculty member notifies OSP of a pending research proposal, they must indicate if human subjects are involved. In most cases, IRB applications are not required at the proposal submission stage but will be required before awarded grant funding is released. Information about the review process, required forms, submission deadlines, and meeting dates are available on the ORC website.

Animal Welfare

Texas State has the responsibility to ensure that research and academic activities involving living vertebrate animals follows federal and state regulations and guidelines, including those established by the USDA, the Public Health Service, and university policy. Faculty who propose to engage in any funded or unfunded research, training, or teaching involving living vertebrate animal research subjects must have prior review and approval of that activity by the [Institutional Animal Care and Use Committee](#) (IACUC). When a faculty member notifies OSP of a pending research proposal, they must indicate that animal subjects are involved. In most cases, IACUC applications are not required at the proposal submission stage but will be required before awarded grant funding is released. No grant funds will be released before the IACUC has approved the protocol. Information about the review process, required forms, submission deadlines, and meeting dates are available on the ORC website.

Bio-hazardous Materials and Bio-safety

Researchers who are planning projects involving bio-hazardous materials that will result in the generation of bio-hazardous waste should contact the [Office of Research Integrity and Compliance](#) (ORC) and [Environmental Health, Safety and Risk Management](#) (EHS&RM). EHS&RM is responsible for picking up and disposing of bio-hazardous waste, and will assist researchers in developing proper disposal and inventory records and posting requirements, and

will work with PIs to develop and implement waste minimization procedures. These requirements apply to both funded and non-funded research. Projects involving the use of recombinant DNA must be reviewed and approved by the Institutional Biosafety Committee. Information about the review process, required forms, submission deadlines, and meeting dates are available on the ORC website.

Export Controls

“Export controls” refers to the group of federal regulations that control the conditions under which certain types of information, technologies, and commodities can be transmitted, both within the U.S. and abroad. While most Texas State research and technology development is exempt from U.S. export control laws, these regulations may present potential complications to the conduct of research and academic activities when these activities involve any technology, software or technical data transmittal to any non U.S. citizen, whether here in the U.S. or abroad. Information regarding export controls can be found on the ORC website.

POLICIES RELATING TO TEACHING

Academic Workload

Academic loads at the University are calculated on the basis of "workload credits." One workload credit is defined as one semester credit hour of organized undergraduate instruction or the equivalent. Three workload credits are typically earned for teaching one organized undergraduate course or for performing some equivalent activity. Additional workload credits may be earned, at the discretion of the chair for teaching large classes, graduate classes, or laboratories; supervising interns, student teachers, and thesis students; and conducting scholarly projects. Full-time faculty must earn at least nine workload credits to comply with state statutes. At Texas State University the normal long-semester workload for full-time faculty is twelve semester credit hours per semester (twelve workload units). For most tenure-track faculty at Texas State, this twelve workload unit standard is fulfilled by teaching three classes (9 workload credits) and conducting research, creative or grant activity at a level that warrants the awarding of three workload credits. In summer, teaching two courses (six to eight credit hours per term) is considered full-time.

At Texas State, the department chair, subject to the approval of the college dean, determines a faculty member's professional responsibilities for each semester. Each academic unit is responsible for creating a policy that delineates academic unit-specific workload, including the teaching workload credits for each course, lab, and individual instruction and any applicable assignments and/or adjustments. Chairs are responsible for assuring that individual faculty members' workloads comply with the University's workload policy and that faculty obligations are fairly distributed among faculty members within the department. In meeting this responsibility, chairs should attempt to match the needs of the department and the University as outlined in the department's goals for teaching, scholarly/creative activity, and service, with the individual professional goals of each faculty member, recognizing that these goals are likely to change over the course of a faculty member's career.

Department chairs file a preliminary and final workload report each semester. Each faculty member will receive a copy of his or her final workload report for each long semester, after the Internal Workload Credit Report has been distributed to deans and chairs. In addition, the chair will distribute a copy of all the departmental workload reports, or a summary report, to the departmental personnel committee. For more information about workload, refer to [AA/PPS 04.01.40](#), Faculty Workload.

Advising Undergraduate Students Academic Advising

Students will be in contact with academic advisors from their first semester at Texas State through graduation. Many departments provide advising in their fields for advanced students, but first-year students with fewer than 16 hours of college credit earned since high school graduation will be advised in the core curriculum initially.

Personalized Academic and Career Exploration (PACE)

First-year students begin their educational journey in the PACE Center, Texas State's advising program committed to personalized academic and career exploration.

In the PACE Center, first-year students will find four programs designed to enhance the climate for success:

1. Academic advisors will help them select the right classes for their major, build a class schedule customized to their academic and personal needs and develop a plan for educational success focused on graduation.
2. Career counselors will provide individual and small-group assistance to clarify career interests and help students develop the résumé they need to make a successful transition to the professional world.
3. Students will become engaged in their majors and connect to mentors and peers as they develop networking skills essential to career success.
4. Each student's transition to Texas State will be enhanced through our University Seminar program, where they will meet new friends, discover campus support networks and receive mentoring from one of our exceptional teachers.

For more information go to www.pace.txstate.edu/.

Each college at Texas State also has an advising center staffed by professional advisors who can help keep students on track academically after two semesters or if they are not entering as PACE students.

College	Location	Phone
College of Applied Arts	AG 201	512.245.1490
McCoy College of Business Administration	MCOY 115	512.245.1993
College of Education	ED 2143	512.245.3050
College of Fine Arts and Communication	OM 110	512.245.1932

College of Health Professions	HPB 207	512.245.3506
College of Liberal Arts	FH 322	512.245.1852
PACE Advising Center	UAC 120	512.245.7223
Round Rock Campus	Avery 201	512.716.4001
College of Science and Engineering	CENT 202	512.245.1315
University College	UAC 120	512.245.2218

It is recommended that students see an advisor each semester, but they should plan to visit their advising center prior to the beginning of registration. Academic advisors have the knowledge and skills to advise students on curriculum and degree plans, and they can also refer them to other resources on campus such as tutoring and computer labs. Students should see an advisor as appropriate for answers to questions about academic matters such as the following:

- courses to take for a specific major
- classes requiring prerequisites or special approvals
- calculation of GPA
- decision to drop a class
- advice on registering for the next semester
- requirements for admission to a certain major or program
- applying for graduation

However, a successful advising relationship is two-sided. Both the student and the advisor have responsibilities. The advisor is responsible for offering advice and information, whereas the student is responsible for making timely decisions based on that information.

Credit by Examination

Recognizing that individuals occasionally attain college-level proficiency independent of organized classes, many departments afford students the opportunity to earn credit by examination. Students must be currently or formerly enrolled at Texas State in order to take an exam for credit, and, upon passing the exam, receive a grade of "CR," which is not used in calculating the cumulative GPA. Further information can be found in the [Undergraduate Catalogue](#) in the "Admissions" section.

Distance and Extended Learning

The Office of Distance and Extended Learning is Texas State's home for courses and programs offered through correspondence, extension, and study abroad. This office also provides information on Texas State's distance learning programs, courses, initiatives, and resources to our community of distance learners and educators. The office sponsors the Award for Excellence in Online Teaching.

Faculty who currently teach online or are interested in additional information should go to the [Distance and Extended Learning website](#). This website is a resource of information for faculty, including information on distance learning policies, principles of good practice for electronically delivered courses and programs, accepted quality standards for online education, opportunities for professional development, and the Award for Excellence in Online Teaching.

Correspondence Study

Correspondence study courses are developed by the faculty with the production support of the [Office of Distance and Extended Learning](#). All correspondence faculty must be approved by the sponsoring department chair and college dean prior to course development and follow university standards and established best practices in the development of course content. Correspondence courses are generally taught online through the Teaching Resource and Collaboration System (TRACS).

Correspondence study courses are all taught out of load. The faculty member receives payment for developing courses as well as for teaching. Payment for teaching a course is based on the number of assignments and exams the faculty member grades.

Extension Study

Extension courses are taught both on and off campus. Normally these courses are for three credit hours and, unlike correspondence study, are held at the client or academic department's request and at the location of their choosing. Faculty members earn a stipend for teaching the course, usually based on the number of students enrolled.

Extension courses may begin at any time and may take as few as three weeks to complete, depending on the class schedule and coordinating board rules. Contact hour and accreditation requirements must be met. Extension retains a percentage of all fees collected. Contact the [Office of Distance and Extended Learning](#) for more information (512-245-2507).

Study Abroad

The Study Abroad Office assists in the implementation of all study abroad courses and programs, whether offered for extension or resident credit, as stated in [AA/PPS 02.01.20](#). The Study Abroad Office receives a fee for its services. Anyone interested in developing a new study abroad course or program should contact Study Abroad (512-245-1967). All new courses/programs are subject to Board of Regents' review and subsequent approval.

Deadlines for such courses/programs are usually more than a year prior to the scheduled group departure, to allow for review to be completed. They are as follows:

<u>Semester Offered</u>	<u>Deadline for Feasibility Proposal</u>
Summer Program	March 1 st (the year before)
Winter Break Program	September 1 st (the year before)

The Study Abroad Office is located at Thornton International House, 344 West Woods Street. For more information please visit <http://www.studyabroad.txstate.edu>.

Texas State Academic Honor Code

As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

Faculty who suspect student violation of the Honor Code should consult [UPPS, 07.10.01](#). For more information please visit <http://www.txstate.edu/honorcodecouncil/>.

Confidentiality

Faculty members must maintain professional confidentiality with both colleagues and students. Instructors should not divulge information such as the grades, academic weaknesses, or personal problems of a student to anyone except a person with a professional interest in both the student and the information. Except as authorized by university policy and law, no confidential information should be divulged without the student's consent.

Disruptive Behavior

Civility requires all members of the community to act in ways that encourage and promote intellectual growth. Examples may include healthy debate, avoidance of classroom disruptions, willingness to listen, attentiveness, participation, respect for diversity, and a positive attitude towards learning. If a student behaves in a manner that the instructor considers disruptive, the student may be requested to leave the classroom. If the student does not leave voluntarily or in case of an emergency, the instructor shall call the University Police Department.

If an instructor seeks to suspend a student from class for more than one class period, (the class period in which the disruption occurred), the instructor must obtain approval of the department chair and dean of the college for an interim class suspension. An interim class suspension will be for the day of the initial incident and up to two additional class days. Within one class day of issuing an interim suspension, the faculty member must present the matter to the Assistant Dean of Students for Student Justice. The office will handle the matter as expeditiously as possible, using the procedures in the Texas State Code of Student Conduct, [AA/PPS 02.03.02](#).

Final Examinations

Final examinations will be given by all faculty members and taken by all students. The chair and faculty member must concur on alternate methods of evaluation.

Finals will be administered according to the published schedule. Individual students with conflicts or serious problems may take a final at an alternate time if they secure permission from their instructor. Faculty who wish to change the time of a final for an entire class may do so with permission from their chair and college dean.

Grades

Grades are indicated by the following symbols: "A," excellent work; "B," good; "C," average; "D," passing; "F," failure. Under special circumstance the following additional grades may be granted: "I," incomplete (student must complete the work within one year or the grade automatically becomes an "F"); "W," (a) withdrawn passing or (b) when students leave a class or this university under extremely unusual circumstances and, through no fault of their own, fail to withdraw officially; "F," withdrawn failing; "U," not participating and failing; "CR," where credit only is given for the course; "P" (progress), a temporary and non-punitive grade given in selected courses where the required clock hours necessary for completion extend beyond the regular semester or sessions.

Grade Reporting

Faculty members submit semester grades on final grade rosters directly to the registrar electronically, by the date established by the Registrar's Office. The published time and date must be followed without exception.

Changes of grade must be made on the appropriate form, either typed or in ink, and must be approved by the faculty member, department chair and college dean. The registrar will accept the change only from the dean's office. The form for reporting a change of grade is available from each departmental office.

Office Hours

Faculty members are expected to keep regular office hours suitable to meet with, confer, and counsel students. Office hours should be chosen for convenience of students and should be posted. Normally, it is expected that full-time faculty members maintain a minimum of five hours of office time per week and that faculty should be available for student conferences at other times by appointment.

Student Attendance Policy

The instructor should check the roster on the first few class days and ask students in the class whose names are not on the roster to inquire in the Registrar's Office to determine the course or section they should be attending. A faculty member should not allow students to remain in class if their names do not appear on the roster. Class rosters are final after the twelfth day of classes

during a semester, and a final roster is issued after all adds and drops have been made. No course changes can be made after this time. (A student may drop a course but may not add a course after the announced deadline).

The University has no mandatory class attendance requirements, but the University encourages regular, punctual attendance in all classes. A department or faculty member may establish an attendance policy. The faculty member will insure that students are fully informed of the policy in effect and sanctions for excessive absences. Special rules apply to students who are absent for the observance of a holy day or military service. See Absences for Religious Holy Days, [UPPS 02.06.01](#).

Syllabi

Faculty members must provide or electronically post a written course syllabus each semester and file a copy with the department chair and electronically on the University website (see below [HB 2504](#)). Such syllabi should include the purposes and objectives of the course, a list of required and recommended readings, calendar of major exams and project due-dates, times and location of office hours, and policies regarding student absences, grades, writing deficiency, etc.

If these policies are revised during the semester, faculty are expected to ensure that all students are made aware of any changes, by distributing a revised syllabus or amendment to the syllabus. Faculty are encouraged to include a policy statement regarding accommodations for students with disabilities.

Public Access to Course Information

Each institution of higher education in Texas, other than a medical and dental unit, is to make available certain course information to the public on the institution's Internet Web site, according to [Texas House Bill 2504](#). In addition, the University must post information about work-study opportunities and departmental budgets. This information must be:

1. accessible from the institution's internet website home page by use of not more than three links;
2. searchable by keywords and phrases;
3. accessible to the public without requiring registration or use of a user name, password, or other user identification;
4. available not later than the seventh day after the first day of classes for the semester or other academic term during which the course is offered; and
5. updated as soon as practicable after the information changes, at least once for every semester in which the course is offered.

This website provides useful information and demonstrates the University's commitment to accountability, transparency and open communication with students, parents, legislators, the public, and all stakeholders. On this website, you will easily find:

1. for each undergraduate classroom course offered for credit by the institution, a syllabus and a curriculum vita for the instructor of record;
2. for each academic department, a departmental budget report;
3. for work-study employment opportunities, a link to current job openings; and
4. for each undergraduate classroom course, summarized end-of-course student evaluations of faculty.

To review Texas State's compliance with this initiative, please visit: [HB 2504 Web Site: Texas State University](#).

Records Retention

The University is required to comply with the Records and Retention Schedule as certified by the State of Texas. Faculty should be familiar with the requirements related to curriculum and teaching records.

Typical records include: Syllabi; course descriptions; course outlines; course summaries; course requests and proposals; curriculum approval lists; lists of classes by term; bibliographies; reading lists; course announcements; handout materials; and related documentation and correspondence. This series includes course material presented in electronic form, such as TRACS.

The most current and certified records schedule can be found at:

<http://www.library.txstate.edu/about/departments/records/records-management/rrs.html>.

Tutoring Policy

Faculty members may not accept pay for extra instruction or teaching of students registered at Texas State University. With written approval of the department chair, graduate or undergraduate assistants may accept pay from students for extra class instruction or coaching only in courses or sections of courses with which they have no instructional connection.

International Office

[International Office](#) staff assists departments and prospective international faculty in obtaining the appropriate immigration authorization for employment at Texas State. Because of government regulations regarding status issues, wage requirements, and employee qualifications, it is important to contact the office discussing employment with international prospects. In addition to advising and processing of immigration concerns, they provide other services such as recruitment and orientation of international students. They also provide temporary housing, verification and dependent invitational letters, and campus and local informational materials. The contact number is 512-245-7966 and email address is: international@txstate.edu.

FACULTY RECOGNITION

Alumni Teaching Award

The Alumni Association honors faculty with this award, first given in 1989. Outstanding teachers are nominated by members of the University community and are selected by a committee composed of the President and immediate past President of the alumni association, President of the University, chair of faculty senate, director of alumni affairs, and two members at-large of the Alumni Association Board of Directors.

Piper Professor Award

The Minnie Stevens Piper Foundation annually honors ten professors in Texas colleges and universities for outstanding achievement in the teaching profession. Each award includes a certificate designating the recipient as a "Piper Professor" and an honorarium.

The purpose of this award is to give recognition to teaching rather than to research, publication, or administration. The University is permitted to submit one nomination each year. The foundation encourages wide participation in the selection of nominees. The faculty senate coordinates the nomination process. The nomination deadline is usually in late November with presentation of the award in May. See [AA/PPS 02.04.21](#), Piper Professor Award Recognition.

Everette Swinney Faculty Senate Awards for Teaching Excellence

Each year the faculty senate recognizes the top three Piper Professor nominees with its own excellence in teaching awards. Each award includes a certificate and an honorarium.

Presidential Excellence Awards

The Presidential Awards for Excellence in Service, Excellence in Scholarly/Creative Activities, and Excellence in Teaching are awarded through the Texas State faculty awards program.

These awards are intended to recognize and reward superior service, provide models of excellence for fellow faculty, and encourage all faculty to continue improving their service activities, scholarly/creative activities, and teaching skills.

An Associate or Assistant Vice President will chair each university committee, with selection for awards beginning in early spring and recommendations due to the Provost by May 1st. The Provost will review the committee's selection and forward recommendations to the President.

The awards are presented to the University level recipients at the fall general faculty meeting. Criteria for the awards and additional information can be found in [AA/PPS 02.04.20](#), Presidential Awards for Excellence in Service, Scholarly/Creative Activities, and Teaching.

Presidential Seminars

The Presidential Seminars provide faculty members the opportunity to present their scholarly or artistic efforts to colleagues and to be recognized for significant accomplishment. Projects considered for selection are limited to those that are currently in progress or have been completed in the recent past. Faculty members may nominate themselves or other faculty members. Nominations should be submitted to the Presidential seminar committee early in the fall semester. Each honoree presents a lecture or other appropriate demonstration. Each is honored at a reception following the seminar and receives a plaque and honorarium. See [AA/PPS 02.04.20](#), Presidential Seminar.

Regents' Professor

Upon the recommendation of the Chancellor, the Board of Regents, from time to time, may bestow the title of "Regents' Professor" upon a very select number of tenured faculty members who have demonstrated the following:

1. Excellence in teaching and exceptional dedication to students;
2. National or international distinction and acclaim for academic achievement or scholarship; and,
3. Notable contributions and commitment to their Component institutions and communities.

Upon retirement, a Regents' Professor shall automatically receive *Emeritus* faculty status. Guidelines for this award are found in [AA/PPS 02.04.10](#), Honorary Faculty Titles and Emeritus Faculty.

Regents' Teacher Award

The purpose of the Regents' Teacher Award is to reward outstanding performance in their roles as teachers, as evidenced by their dedication, skill, and knowledge of curriculum. Nominees must be full-time faculty members with at least five consecutive years of teaching experience at Texas State.

University Distinguished Professor

Faculty whose performance in teaching, research, and service has been exemplary and recognized at the state, national, and international levels may and who have held the rank of full professor for at least five consecutive years at Texas State University will be eligible to receive this award. Guidelines for this award are found in [AA/PPS 02.04.10](#), Honorary Faculty Titles and Emeritus Faculty.

Emeritus Faculty

The President is authorized to bestow the title of professor emeritus or associate professor emeritus upon retirement of a faculty member. Faculty members are required to have served at the University in the rank of professor for at least ten years or associate professor for at least fifteen years. The President is also authorized to bestow an appropriate emeritus title upon other

retired ranked faculty provided that the faculty member has served the institution for a cumulative total of at least fifteen years. See [AA/PPS 02.04.10](#), Honorary Faculty Titles and Emeritus Faculty.

The conferring of these titles is not automatic upon retirement but shall be based upon individual distinction, exceptionally high-quality service, and outstanding contributions to the University.

Distinguished Emeritus Faculty

Nominations for distinguished emeritus status are made to the President by the Provost after consultation with the Council of Academic Deans. Upon the President's recommendation, the Board of Regents may bestow the title of Distinguished Professor Emeritus upon a retired member of the faculty or in anticipation of the retirement of a faculty member, effective upon retirement. Faculty members are required to have served at the University in the rank of professor for at least ten years or associate professor for at least fifteen years. The title of distinguished emeritus faculty is awarded only to extraordinary faculty members who have made major contributions in teaching, scholarly/creative activities, and or service. See [AA/PPS 02.04.10](#), Honorary Faculty Titles and Emeritus Faculty.

POLICIES GOVERNING SALARY AND BENEFITS

Flexible Benefits Program (TexFlex)

Eligible faculty may participate in the State of Texas Flexible Benefits program (TexFlex), which allows you to set up a reimbursement account for healthcare or dependent day care expenses. Contributions are payroll-deducted before federal income and social security taxes are calculated.

Eligible health care expenses include co-payments for doctors or prescriptions, glasses, contacts, orthodontic care, and much more. Eligible dependent care expenses include your child's day care, after-school care, summer day camps, or adult day care for elderly or disabled dependents. Contact Human Resources for additional information.

Deferred Compensation Plan

The State of Texas 457 Texa\$aver Plan is voluntary and allows faculty to save pre-tax or Roth after-tax dollars from salary in addition to the regular retirement plan (TRS or ORP). The IRS sets a maximum on the calendar year contributions.

Withdrawals are only allowed if you separate employment, turn 70 1/2, die, or qualify for a financial hardship. Loans may be allowed under certain conditions.

Investment products include mutual funds, a fixed interest account and a self-directed brokerage account. All vendors are approved by the Employees Retirement System (ERS) of Texas. For more detail and instructions on how to enroll, contact Human Resources.

Insurance

Texas State offers several group insurance plans for employees and eligible dependents. Regular faculty members with an FTE between 75% and 100% are eligible for the basic insurance plan the first day of their employment. Texas State pays 100% of the premium for the employee-only health, \$5,000 term life and \$5,000 accidental death and dismemberment insurance. Texas State also pays 50% of the cost of dependent health coverage for these faculty members.

Regular faculty members with an FTE between 50% and 74% and qualifying graduate students are eligible for the same basic insurance plan the first day of the month following their 60th day of employment. Texas State pays 50% of the premium for employee-only health, \$5,000 term life and \$5,000 accidental death and dismemberment insurance. Texas State also pays 25% of the cost of dependent health coverage for these faculty members.

Employees may purchase any optional coverage without enrolling in a health plan. These include dental, life insurance, short- and long-term disability, and accidental death and dismemberment. Details about insurance plans may be found at <http://www.ers.state.tx.us/> or by contacting Human Resources.

Retirement

Faculty are accorded a number of privileges after retirement. These currently include a faculty identification card, library privileges, use of the University dining service, a free faculty parking permit, continued eligibility for university group health and life insurance, and use of internal mail service. Retiring faculty are honored appropriately at the time they leave university service.

Teacher Retirement System of Texas

All university faculty members working at least half-time and for at least four and one-half months are required to become members of a retirement program. All such faculty will automatically become members of the Teacher Retirement System (TRS) of Texas, unless (1) they have previously elected the Texas Optional Retirement Program (ORP) and are eligible to continue in the Optional Retirement Program, or (2) are eligible and apply for ORP by completing all required forms within the ninety calendar day election period.

The Teacher Retirement System is financed through an employee payroll deduction of 6.47 percent of the annual salary. Appropriate payroll deductions are made monthly. The University contributes an additional 6 percent to the system. On August 31st, accounts are credited with a 2 percent interest based on the average balance in one's account for the fiscal year. Further information may be obtained from the Human Resource Office or from the Teacher Retirement

System of Texas, 1000 Red River Street, Austin, Texas, 78701 (Telephone: 512-397-6400 or 800-223-8778) or on the [TRS website](#).

Optional Retirement Program

All full-time faculty members are eligible to participate in ORP depending on previous eligibility. The optional program requires a monthly payroll deduction based on 6.65 percent of the faculty member's gross salary. The employer contribution to the program is 6.46 percent of the faculty member's gross salary. Participants prior to 9/1/95 receive 8.5%. Eligible faculty members selecting the optional program must do so within ninety days from the date of eligibility or automatically become a member of TRS. This choice is a lifetime decision and cannot be changed later. Also, faculty members who are ineligible on the date of employment and later become eligible will have ninety days from their date of eligibility to indicate their desire to change from Teacher Retirement System to Optional Retirement Program.

The vesting period is one year and one day of participation. Eligible investments include fixed and variable annuities and mutual funds. All vendors must be approved by Texas State. Eligible faculty members who are interested in the optional program should contact the Human Resources Office for additional information and a current list of all approved vendors and representatives.

Phased Retirement Plan

All full-time tenured faculty members may request a phased retirement of employment agreement if service and age requirements are met. Service requirement is met when 1) age 65 with 10 years of service credit, or 2) age plus years of service credit totals 80. This request is subject to approval of the Chair, Dean, and Provost, and must be of mutual benefit to the University and the retiring faculty member.

Essentially, the faculty member retires and receives retirement benefits, but continues to work for the University half-time or less for pro rata compensation. Faculty who participate in the program relinquish tenure; but retain protection against arbitrary dismissal, modified membership on the voting faculty, eligibility to participate in group insurance plans, and, in general, all of the amenities afforded to regular full-time faculty. See [UPPS 04.04.51](#), Phased Retirement Plan for Faculty.

Paycheck Distribution

Faculty checks are issued on the first working day of the month, following the month worked. To ensure appropriate deductions, faculty members must complete a Form W-4 Employee's Withholding Allowance Certificate. Annual Form W-2 Wage and Tax Statement will be available electronically or in paper form in January for the preceding calendar year. The W-2 Form shows YTD earnings and withholdings for income tax and social security purposes.

Automatic deductions made from all monthly paychecks include: (1) Federal Withholding Tax, (2) Social Security and Medicare Tax, and (3) Retirement. Other optional deductions may

include insurance premiums, flexible spending account contributions, tax deferred annuity payments, 457 Plan deferred compensation contributions, parking permit fees, credit union payments, and charitable contributions.

If you would like your check automatically deposited into a checking or savings account, you may sign-up on the University's SAP Portal/Employee Self Service at <http://www.txstate.edu/sap/> or complete a paper Direct Deposit Authorization Form and return to the Payroll and Tax Compliance Office for entry, available on their website at <http://www.txstate.edu/payroll/resourcesforms/directdeposit.html>.

If you choose to receive a paper paycheck, you may opt out of the direct deposit program using the same Direct Deposit Authorization form. Paychecks may be picked up on payday at the student business services cashier's windows on the first floor of the J.C. Kellam building by presenting your Texas State ID card or driver's license.

Texas State provides you an electronic earnings statement for each paycheck. This statement may be viewed or printed by going to the University's SAP Portal/Employee Self Service at <https://ibis.sap.txstate.edu/irj/portal>. It's always best to verify that all of the information is correct. Regular faculty members may arrange to receive their nine-month salary over twelve months by contacting the Human Resource Office and completing the necessary application forms before the first day of class of each academic year.

Social Security and Benefit Replacement Pay

The University participates in the Federal Social Security and Old Age and Survivor Insurance program. Contributions to social security are set by law and are paid by both employer and employee.

Senate Bill 102, 74th Legislature (1995) eliminated the state paying the 5.85% portion of the employee's social security contribution for individuals hired September 1, 1995, and later. Faculty members who were employed by the state on 8-31-95 and who have not had a break in service of more than 30 days are eligible to receive benefit replacement pay (BRP). BRP is equivalent to 5.85% of base salary in effect on 10-31-95 (not to exceed \$965.25 per calendar year), plus an amount equal to the retirement contribution paid by the faculty member on the BRP.

Return-to-work retirees are not eligible for BRP.

403(b) Tax Deferred Account

A 403(b) tax deferred account (TDA) is a voluntary supplemental savings plan that allows a faculty member to save pre-tax dollars. Some vendors also offer a Roth TDA with after-tax contributions, but earnings are tax free.

The IRS sets a maximum contribution amount per calendar year. Withdrawals are only allowed upon separation of employment, age 59 ½, death, total disability, or qualified financial hardship.

Interested faculty members should contact the Human Resources Office for additional information.

Unemployment Insurance

Unemployment Insurance is a form of insurance that provides modest unemployment benefits to qualified jobless workers. All university employees are covered by unemployment insurance; however, eligibility for unemployment insurance benefits is not automatic. For example, some benefits may be denied individuals for voluntarily quitting work without good cause, for misconduct, or for failure to apply for and accept suitable work. Jobless individuals whose last employer was the University should check with any one of the offices of the Texas Workforce Commission located throughout the state to determine the proper procedure for receiving unemployment insurance benefits.

Workers' Compensation

Workers' compensation is a form of insurance that provides financial compensation and medical benefits for physical injuries and occupational diseases that arise from, or in the course of, employment. All university employees are eligible for these benefits at no cost. Faculty members should report all injuries to their chair immediately regardless of whether or not loss of work time or medical expenses is involved. The chair will prepare and send the required reports to the workers' compensation claims coordinator in Environmental Health, Safety, and Risk Management. The claims coordinator will file the required reports with the State Office of Risk Management, which administers the State Employees Workers' Compensation program. To preserve your legal right, you must meet two conditions:

1. Report your injury or illness to your chair as immediately as possible, but not later than 30 days after it occurs;
2. File a claim within one year of the date the injury or illness occurred.

Benefits under this program are paid at a rate of less than full salary beginning with the eighth calendar day or after all accrued sick leave has been exhausted, whichever is later.

SUPPORT SERVICES

Alumni Association

All students who graduate Texas State University are eligible to become members of the Texas State [Alumni Association](#). The association strives to maintain a relationship with the former students by keeping them in touch with the interests and activities of their fellow graduates and the University.

The director may be reached at 512-245-2371, 888-798-2586. The office is located in J.C. Kellam, Suite 380, 601 University Drive, San Marcos, TX 78666.

Bookstore

In addition to its primary function of serving students by stocking and making available for sale text books and supplementary materials required in courses, the [University Bookstore](#), located in the LBJ Student Center, offers a variety of services to the faculty member. A faculty member makes requests through the department for books and supplementary materials that students are expected to purchase. The department submits orders for these items to the bookstore.

Publishing companies prefer that department chairs or individual faculty members order their desk copies of books and materials directly from the publishers. In emergencies, a desk copy can be purchased from the Texas State bookstore and refunded when a replacement is received from the publisher. If the book is returned too late to be marketable, the faculty member only receives the market wholesale value for the book.

The University Bookstore offers a minimum ten per cent discount to all faculty members. All faculty members, from graduate teaching assistants through professors and including retired faculty, are entitled to the discount, but laboratory assistants or laboratory instructors are not. When requesting a discount or cashing a check, the faculty member should present the University identification card to the bookstore employee. In most cases, the bookstore will be able to order for faculty members merchandise not normally stocked.

Dining on Campus

Faculty are welcome to eat in any dining hall or restaurant on campus. Information about hours of operation and locations of dining facilities can be found at <http://www.dineoncampus.com/txstate/>.

Academic Development and Assessment

The Office of Academic Development and Assessment encourages and provides support for academic improvement through faculty development and academic assessment initiatives. The mission of the development and assessment office is to improve teaching and learning through planning outcomes and monitoring achievements as well as by developing strategies for enhancing the quality of education. The office provides opportunities for faculty development by sponsoring programs and activities related to the full range of faculty responsibilities including teaching, research, and other scholarly activities. The office coordinates and conducts new faculty orientation sessions; teaching and learning programs; academic development workshops and seminars; and satellite and electronic presentations for faculty in a variety of subject areas. Staff also provides assistance in curriculum and instructional design and assessment.

Academic development and assessment facilitates ongoing improvement in student learning and instructional effectiveness through academic assessment. The office provides guidance for academics assessment activities through student learning outcomes evaluation and academic program review.

The Office of Academic Development and Assessment serves as the University liaison with the Fulbright program. For information, visit <http://www.ada.txstate.edu/>.

Testing, Research, and Evaluation Research Support

The [Testing, Research, and Evaluation Center](#) (TREC) offers support to faculty members who may need assistance on data gathering and analysis for research projects.

Testing Services

TREC administers a number of tests and maintains information on the credit by examinations, institutional examinations, Texas Higher Education Assessment (THEA), and national examinations. Detailed information on all testing services can be found at <http://www.txstate.edu/trec/>.

Faculty Test Scanning and Scoring

TREC offers test scanning and scoring services to all faculty at Texas State University. Scanning and scoring classroom exams and processing course evaluations is completed at no charge to the faculty member. Administrative and research scanning such as producing a data file, cleaning data, and running descriptive statistics may be completed for a fee.

Faculty Announcements

Official announcements to the faculty are made through memoranda, via email, and in the Human Resources Bulletin available online. Several colleges, departments, and programs periodically issue newsletters or email reporting on the activities of faculty.

Fundraising and Vending

The university is a state-owned institution and, therefore, does not permit solicitation of funds or sales on campus. Although not prohibiting a faculty member from inviting a representative of a firm to come to one's office to discuss the possible purchase of products or investments, the policy is intended to exclude from campus those who would take advantage of a captive audience to attempt to make sales. Subject to approval of the dean of students or designee, student organizations are permitted to sell tickets to raise funds for a university connected fraternity, sorority, or other club.

No faculty member may sell tickets to raise funds for personal gain. Those seeking additional information on university approval pertaining to solicitation or vending on campus should be directed to [UPPS 7.04.03](#), Solicitation on Campus.

University organizations wishing to solicit funds off-campus must have prior approval from the Vice President for university advancement and from the director of student center or a designee. Appropriate forms are available at the information desk in the LBJ Student Center.

Keys to University Buildings

The university furnishes keys to offices, storage areas, classrooms, entrance to buildings, etc., as they are needed and requested through chairs of academic departments. Care should be taken that keys do not fall into unauthorized hands. Duplication of any university key, except by the University Physical Plant, is prohibited. Duplication and/or replacement of a key must be authorized by the department chair. See [UPPS 8.02.01](#), Control of Keys to Facilities.

Albert B. Alkek Library

The [Alkek Library](#) collection includes numerous printed volumes, electronic journals, e-books, databases, microform and audio-visual materials. Alkek is a selective depository for U.S. and Texas government documents, receiving 60% of federal publications and a wide variety of state publications. Special holdings of the library include [The Wittliff Collections](#) (Southwestern Writers Collection and Southwestern & Mexican Photography Collection), home to the major papers of such notable authors as Cormac McCarthy and Sam Shepard, to the King of the Hill archives, the Lonesome Dove miniseries collection, and the largest repository of modern and contemporary Mexican photography in the U.S. The library is open over 100 hours per week during the fall and spring semesters with 24-hour extended service during final exams. An online catalog provides information on the library holdings.

Faculty members enjoy extended borrowing privileges. Most materials are circulated to faculty for one semester. Other library services of interest include a virtual reference service, interlibrary loan, library research grants, reserve services including electronic reserve, information literacy classes for individuals or groups, research consultation, services for distance learning, computer lab, laptop computer check-out, and wireless network access within the Library. Faculty members also participate in collection development. The Texas State University libraries offer access to numerous research databases including EbscoHost, ProQuest, and CSA.

Through TexShare, a statewide library resource sharing program, Texas State faculty, students, and staff can obtain a [TexShare library card](#), which grants library privileges at most colleges and universities in the state as well as many public libraries.

[Interlibrary loan](#) (ILL) is a library borrowing service available to current Texas State students and employees. ILL borrows items from other libraries that Alkek library does not own. This service is free to currently enrolled Texas State students and employees. Typical turnaround for a book is two weeks. Turnaround time for articles varies, depending on format (hard copy or electronic), but averages two to three days.

Instructional Technologies Support

[**Instructional Technologies Support**](#) (ITS) provides the faculty and Texas State community with instruction, leadership, and support for all phases of instructional design, development, and deployment. Classrooms are configured with computers, projectors, visual presenters, VCR's, DVD's and software appropriate to instructional goals. Graphic artists, designers, videographers, digital video producers, photographers, web programmers and specialty programmers are all available to offer assistance.

The [**Educational Technology Center**](#) supports the University community through the use of media technologies.

[**TRACS**](#) enables faculty to enhance classroom instruction or deliver distance learning by bringing their course materials, class discussions, assignments, and quizzes to the web. Students can view course and campus announcements in one location, access direct links to course web sites and groups, and view and create a personal calendar and "to do" lists correlated with individual course calendars. TRACS provides tools to build and manage course websites and online campus environments without knowledge of HTML or other programming languages.

[**Adobe Connect®**](#) is a tool that allows classes to meet, communicate, and view presentations in a real-time online environment. Sessions can be recorded so that students who cannot attend the live session can still benefit from viewing the session at a later time. Students and instructors may attend Connect sessions from any location, using any computer. All that is required is an internet connection. No special software is needed to attend a Connect session. Popular uses of Adobe Connect at Texas State University include meetings for online courses, student collaborative projects and virtual office hours.

[**Camtasia Relay**](#) allows users to create screencast videos with just a computer and USB microphone. All lecture classroom computers have the software pre-installed and it can be freely added to any personal computer. Once recorded, the video is automatically produced and available for viewing online. Students can also record their presentations as guests and send them to their teacher's Camtasia accounts for private review. Popular uses of Camtasia include recording of full-length lectures, mini-lectures, reviews, and student presentations.

[**Turnitin**](#) program allows instructors to check papers submitted electronically for improperly cited materials or potential cases of plagiarism by comparing the work against continually updated databases. Instructors sign up for an account with Turnitin and create a site within the program. Instructors give students the class enrollment ID and password, which students use to join the class. Students then submit their work to Turnitin for processing. You, as the instructor, are then able to view an originality report which details all quoted passages and allows you-and the student, if you so choose-to view the original source. This helps faculty and students maintain the principles of the Texas State honor code.

The university's three teaching theaters in Alkek, Centennial Hall, and the LBJ Student Center represent the intersection of integrated media and large classrooms. By using a diverse array of media, the teaching theaters provide a creative teaching and learning environment.

Lyndon B. Johnson Student Center

Faculty members may reserve rooms in the [Lyndon B. Johnson Student Center](#) for occasional meetings, lectures, receptions, and other special events. Information and reservation forms are available at the information center, Room 2-12.1 on the second floor or by calling 512-245-2264. Faculty may also use the recreation room and TV-stereo room upon presentation of a faculty identification card.

Mail

The two types of mail distributed by [University Mail Services](#) are U.S. mail addressed to the University and unmetered mail originating within the University. Special services, including TNT Sky Pak, United Parcel Service, Airborne, and FAX are also available. Postage is paid for outgoing mail dealing with official university business and is charged to the originating department's account.

Catsweb

[CatsWeb](#) integrates the web with many of Texas State's administrative systems and databases to deliver timely information and services. Faculty may access their individual employment history (before 2005), vehicle registration and ticket status, position vacancies, computer account information, and directory information for students, staff and faculty. The business menu allows access to the Banner student information system, degree audits, class rosters, student schedules, student transcripts, etc. Prior authorization is required for access to business menu functions.

Parking Regulations

All students, faculty, and staff are required to register with parking services and pay the appropriate fee for a parking decal or hangtag for any vehicle they park or operate on university property. Decals or hangtags must be displayed anytime a vehicle is parked on a university campus. Faculty red restricted permits can be purchased at Parking Services, on line, or by mail. Vehicle registration cards and payment must accompany all permit requests. Permits will be mailed to the faculty member's home address or the Texas State department as listed on the registration card. Red restricted permits are not transferable, and faculty may purchase only one permit. Registration and payment can also be made on-line at <https://parkingservices.txstate.edu/cmn/auth.aspx>. A complete description of the University's traffic and parking regulations can be obtained at the parking services office or found on line at <http://www.parking.txstate.edu/regulations.htm>.

Professional Societies

Local chapters of three groups directly concerned with the status and welfare of all university faculty exist at the University. The Texas Association of College Teachers (TACT) represents the interests of the professoriate before the state legislature; American Association of University Professors (AAUP) establishes standards for academic freedom and tenure; and Texas Faculty Association (TFA), an affiliate of the National Education Association, defends faculty interests

both at the University and before the Texas legislature. Although faculty are encouraged to participate in these organizations as individual citizens, they are expected to comply with the rules and regulations of the University, see the Board of Regents' [Rules and Regulations](#) Chapter V, Sections 4.74 and 4.75.

Records

In the course of their duties, faculty members often maintain records that are classified as governmental records, such as class rosters and grade reports. The information in these governmental records should be accurate and faculty members keeping them must develop procedures to insure their confidentiality and accuracy.

It is suggested that student examinations, tests, term papers, and homework be retained for two years. All records containing sensitive or restricted, confidential information must be disposed of by shredding. Please visit these websites for more information about record retention and disposal: [CUR230 – Course Records](#), and [SAD200 - Student Records, Academic Department](#)

Telephones

The offices of department chairs, administrators, and most faculty members are equipped with telephones at state expense for local personal and business calls and for toll calls involving official university business. The chair of each academic department assumes responsibility for proper use of telephones in that department and will approve monthly toll calls before payment.

According to [UPPS 05.03.10](#), Section 02.01, "An employee who places a personal toll call from a university telephone should use a credit card or bill the call to a personal telephone number."

Recreation Opportunities

Campus recreation conducts many programs on the main campus that faculty may use, including Fitness and Wellness Programs, the University Golf Club, recreational trips, and activities such as swimming, rock climbing, basketball and racquetball. Detailed information is available at <http://www.campusrecreation.txstate.edu/>. Faculty, staff, and their families may use the student recreation center. See <http://www.campusrecreation.txstate.edu/facilities/src.html>

The [University Camp](#) at Wimberley, administered by campus recreation, provides picnic and overnight facilities for faculty members and their families on a reservation basis. Limited space is available, so plan in advance and make reservations at the outdoor center in [Sewell Park](#).

The [Total Wellness Program](#), sponsored by the Department of Health and Human Performance, offers a variety of programs and services designed to meet the health, weight loss, fitness, and/or athletic goals of children, teenagers, and adults of varying fitness levels and abilities.

The [Meadows Center for Water and the Environment](#) is owned and operated by Texas State University under the direction of the River Systems Institute. Located along the headwaters of the San Marcos River and Spring Lake, the grounds have long been recognized for their natural

beauty and relaxing atmosphere. Glass bottom boat and kayak tours are offered at Aquarena Center.

APPENDICES

Constitution of the Faculty Senate of Texas State University

<http://www.txstate.edu/facultysenate/about/faculty-constitution.html>

Preamble

The faculty is the foundation of the University, providing the excellence in teaching, research and service upon which the quality and reputation of the University are built. The interests of the entire academic enterprise are best served when the faculty's expertise and skills are brought to bear in cooperative participation in the governance of the University. Specifically, the faculty senate is the primary advisory body to the President on policy matters affecting faculty.

Therefore, the faculty of Texas State University hereby establishes this Constitution in order to provide for the organization and procedures that will ensure appropriate faculty participation at all levels of university governance. This organization is based on the premise that it is desirable to have elected faculty personnel through whom the faculty as a whole can initiate recommendations for advancement of the educational mission of the University and the welfare of the University community.

It shall be the purpose of the senate to:

- Make recommendations on university policy and governance issues of concern to faculty;
- Advocate for faculty viewpoints on all issues in which faculty perceive themselves as stakeholders;
- Solicit faculty perceptions, suggestions, and recommendations;
- Seek accurate data for use in advocating positions taken by faculty;
- Promote communication among faculty, and between faculty and other university groups;
- Protect academic freedom and improve faculty salaries and working conditions; and
- Assure the opportunity for faculty participation in fiscal planning and decision-making.

I. Organization

A. Definitions

1. Faculty members are those persons who hold academic rank of lecturer or higher.
2. Faculty voters are those faculty members, exclusive of per course faculty, who hold academic rank in a department at a rate of 50% or more and who do not hold an administrative appointment outside of their college.
3. Members of the faculty senate are faculty voters, exclusive of departmental chairs and other quasi-administrators as determined by the faculty senate, who:
 - hold the rank of assistant professor or higher,
 - have tenure,
 - are paid at a rate of one-hundred percent from funds budgeted for faculty salaries, and
 - have at least three years of full-time service at this university.

B. Senate Body

The senate is a body of approximately fifteen faculty members elected by the faculty voters to represent proportionally the faculty members of each college. Prior to annual elections, the senate will calculate representation each spring based upon the number of faculty members as of the previous fall. The number of senators per college shall be determined by dividing the number of faculty members in the college by the number of faculty members in the University, multiplying the number by fifteen, and rounding to the nearest integer. No college will ever be represented by less than one senator; no more than one senator will be from any academic department; and all senators will serve the full term to which they were elected, notwithstanding subsequent calculations.

C. Officers of the Senate

1. The senate shall annually elect a chair and a vice chair from among its members and they shall serve in those same capacities at any meetings of the full faculty called by the senate or the faculty as provided in Section IV-C.
2. A secretary and other officers may be elected by the senate as it sees fit.

II. Functions

- A. Subject to the laws of the State of Texas, the authority of the Board of Regents, Texas State University System, and the authority of the President of the University, the senate may make recommendations to the administration concerning university policies and procedures.
- B. The senate shall keep minutes of senate meetings and make them available to the faculty in a timely manner.

III. Nominations and Elections

- A. No later than the first Friday of March of each year, the senate shall offer faculty members eligible to serve on the senate the opportunity to remove their individual names from the ballot. The senate will consider that those who do not remove their names have consented to be listed on the ballot and to serve if elected to the senate.
- B. No later than the second Friday of March, the senate will prepare a ballot for each college to be distributed to faculty voters. These ballots shall list the names of the faculty members eligible to serve on the senate who have consented to stand for election. A candidate receiving a majority of votes will be considered elected. If there is no majority, within five days the senate will distribute a second ballot listing those receiving the highest number of votes in the first round. The total number of nominees will be twice the number of vacancies. In the event of a tie for the last place, those in the tie shall be listed.
- C. The faculty senate is empowered to make the determination for a place on the senate should a final vote result in a tie.

- D. If a person elected to the senate is unable to serve, the candidate with the next highest number of votes shall be declared elected.
 - E. Within two weeks of the senate's certification of the results of the elections, the senate shall elect the chair and vice chair by majority vote. The senate may also elect a secretary and other officers.
 - F. The term of office for senate members shall be three calendar years with the term beginning and ending in April.
- G. Vacancies
- 1. Except as provided in paragraph 2 below, the senate shall conduct a faculty election to fill any vacancies occasioned by the inability of the incumbent to serve. Such elections shall be called within two weeks of the date of such vacancy and shall be conducted in a manner consistent with the provisions of this article.
 - 2. In the event of the awarding of a faculty development leave or a regular leave, or other causes similar in nature have the effect of creating a temporary vacancy on the faculty senate, not to exceed one year, and provided that the term of the senator temporarily absent will not meanwhile expire, the senate membership existent after the vacancy is actually created shall appoint a qualified member of the faculty from the appropriate college to a temporary senate membership with full voting and other rights appertaining to the office of senator, thus filling the vacancy until the regularly elected senator shall return and resume the duties of that office. Vacancies created by resignation, or occasioned by the inability of an elected senator to complete the unexpired portion of the elected term, shall be filled in the manner provided in paragraph 1 of this article. Likewise, and again not to exceed more than one year, the senate shall fill temporary vacancies from similar effects on all committees or subcommittees under the direction or *aegis* of the senate.
 - 3. If a senator habitually misses senate meetings and otherwise neglects the responsibilities of office, the senate by two-thirds majority vote may declare that seat vacant and proceed to fill it as provided in this article

IV. Meetings and Procedures

- A. The senate shall meet at the call of the chair of the senate or three or more of its members.
- B. The senate must consider any written recommendations submitted by a faculty member.
- C. The senate, either on its initiative or on the written petition of ten percent of the faculty voters, may call meetings of all university faculty voters.
- D. In the senate, a quorum consists of one more than one-half of the membership; in meetings called under paragraph C, a quorum exists when the Faculty Senate determines that one more than twenty percent of all university faculty voters are present. All faculty members may

attend, but only faculty voters may vote. Resolutions will be adopted by secret ballot only and will become recommendations to the faculty senate.

- E. Notice must be given to the faculty at least forty-eight hours in advance of any meeting called under paragraph C, and the notice must include a statement of the issue to be considered.
- F. Voting
 1. A simple majority shall be necessary to pass resolutions in the senate or meetings called under paragraph C, except as otherwise provided herein.
 2. A secret ballot on substantive questions may be required by a vote of at least one-third of the members in attendance at either senate or full faculty meetings.
- G. Except as otherwise provided herein, procedure shall follow Robert's Rules of Order.

V. Amendment

- A. Amendments to this constitution shall be initiated by:
 1. The faculty senate or
 2. Petition of ten percent of the voting members of the faculty.
- B. Amendment procedures:
 1. Amendment proposals become subject to ratification procedures when the faculty senate, by a two-thirds majority, approves amendment suggestions offered by one or more of its members, or when the faculty senate, in a regular or called meeting, receives in writing a petition containing an amendment proposal offered by the requisite number of faculty members.
 2. The faculty senate, when in receipt of a petition seeking to offer an amendment proposal for faculty consideration, may request the petitioners, if they have not already done so, to appear before the faculty senate in a hearing on their proposal for the purpose of effecting, with the concurrence of the petitioners, language clarification or substantive changes in the petitioners' proposed amendment. Regardless of the outcome of such hearings, or whether the request for such is heeded, the faculty senate will not refuse to submit for faculty approval any legitimate petition. The faculty senate must, therefore, take official cognizance of the proposed amendment in the final language in which it is offered by the petitioners; and it must submit the proposal for ratification according to the procedures specified in the Constitution.
 3. The source of initiation notwithstanding, copies of formally proposed amendments must be distributed through faculty senate auspices to the faculty at least seven days in advance of their consideration in a ratifying election that must take place not less than twenty-eight days before the end of the current spring or fall semester existent when the amendment was proposed; or, in emergencies (the faculty senate to designate by a motion to this effect

passed with two-thirds of its members concurring), within twenty-one days from the date on which formally proposed.

4. An amendment to this Constitution is ratified when, by means of a secret ballot, at least two-fifths of the faculty voters cast ballots and two-thirds of those casting ballots vote in favor of the proposal.

VI. Ratification

This Constitution shall be considered ratified when, by means of secret ballot, at least one more than fifty percent of the voting membership votes to approve this Constitution.

*Ratified November 11, 1959; amended March 13, 1962; May 13, 1966; May 11, 1968; August 24, 1970; August 19, 1975; March 5, 1980; April 11, 1990, September 7, 2005.

Standing Rules of the Faculty Senate

<http://www.txstate.edu/facultysenate/about/senates-standing-rules.html>

Article I: Purpose: The standing rules may contain any provision for the regulation and management of the affairs of the senate consistent with the Constitution.

Article II: Meetings: The senate shall meet at least biweekly during scheduled semesters and at least monthly during each scheduled summer session.

Article III: Officers: The senate shall annually elect a chair, vice chair, secretary and other officers as it sees fit.

At the last meeting of the spring semester, each senator shall be provided with a written ballot listing the names of all senators. Each senator will mark the name of one senator for election to the office of chair. If no senator receives a majority of the votes, new ballots shall be distributed listing the names of the two senators who received the most votes. In the event of a tie for the last place, those in the tie shall be listed. Balloting shall continue until one candidate receives a majority. After a chair is elected, the senate shall elect the vice chair and other officers as needed, according to the same procedure.

Duties: The chair shall preside at all meetings of the senate and shall see that all resolutions of the senate are implemented. The chair shall send notice of the date, hour, place and subject matter of all meetings to each senator and liaison at least two days before the date of the meeting. The vice chair shall, in the absence or disability of the chair, perform the duties and exercise the powers of the chair. The secretary shall ensure that all votes and the minutes of all proceedings are properly recorded, and these records shall be open for inspection upon request. The secretary will maintain these standing rules. A TCFS representative shall attend every meeting of the Texas Council of Faculty Senates.

Article IV: Committees: The senate, by resolution adopted by a majority of the full senate, may designate from among its members or from among other senate constituencies such committees as it deems necessary. Appointments to non-senate committees may likewise be designated by resolution adopted by a majority of the full senate. Faculty senate committee assignments are

recommended by the committee on committees to the faculty senate, which makes the appointments with approval of the Provost. The committee on committees conducts a preference poll in early spring to solicit volunteers for these committee assignments. An effort is made to obtain balance in committees, in some cases based on college representation and in some cases based on expertise. Committee assignments are for three years unless otherwise indicated. Membership on committees is open to all faculty members who have completed one year at Texas State University. Individual committees may establish additional membership criteria specific to the committee's charge.

Each committee may bring in other faculty members, administrators, and students for consultation and advice when they see a need. Ex officio members are non-voting members unless otherwise noted. Ex officio members and staff members are recommended to the senate by the appropriate office. Non-voting ex officio members will serve as consultants for the committee.

The chair of each committee shall either be recommended by the committee on committees, and confirmed by the senate, or directly appointed by the senate. Each committee may select its own vice chair, or the senate may directly appoint one.

Student members are recommended by the associated student government, appointed by the faculty senate and approved by the VPAA. Students must meet the following qualifications:

1. Have an over-all 2.5 grade-point average prior to being appointed; have 2.25 grade point average during service;
2. Be free of any disciplinary sanction authorized by the Student Conduct Code; and
3. Be a full-time student at the time of appointment and during service, or obtain special approval from the senate.

Dean members are recommended by the council of academic deans, appointed by the faculty senate, and approved by the Provost. Chair members are recommended by the council of chairs, appointed by the faculty senate, and approved by the Provost.

All committee meetings are open to the public as required by [UPPS 01.04.04](#). Committee members who miss three consecutive meetings, or half the meetings during a year, may be replaced. The committee chair is responsible for reporting excessive absences to the senate so that a replacement can be named.

Article V: Liaisons: A faculty senate liaison shall be elected annually by the faculty voters in each department/school that is not represented by a senator, and by the professional librarians/curators.

Liaisons must have the same qualifications as a faculty senator, except that the professional librarians/curators shall be eligible to vote after one year's service and to serve as a liaison after three years. Elections will be conducted in September by the liaison from the preceding year. If that person fails to conduct the election, college senator(s) will conduct it.

Liaisons will communicate individual faculty and department/school concerns to the faculty senate. In addition, liaisons may be asked to meet with the senate from time to time, to gather information, to take informal polls, to distribute and collect faculty ballots, and to perform such other tasks as may be required to ensure effective communication between department/school faculties and the senate.

Each fall semester, a senate/liaisons meeting will be held. At this meeting communication channels will be explained, and the duties of the faculty senate liaisons will be reviewed.

Article VI: Piper Award Nominee Selection Process: The Minnie Stevens Piper Foundation annually honors professors in Texas colleges and universities for outstanding achievement in the teaching profession. Each award includes a certificate designating the recipient as a "Piper Professor" and a \$5,000 honorarium. Texas State University is permitted to submit one nomination each year and the faculty senate coordinates the nomination process.

In early September, the senate will initiate the Piper Award nominee selection process. All tenured faculty members who teach at least half-time are eligible and are invited to apply and/or to nominate a colleague for the Piper award. All departments/schools are encouraged to nominate at least one applicant and there is no restriction on the number of nominations coming from each department/school or college. Applications are due to the senate office by 5 p.m. on October 1st, or the following Monday if October 1st falls on a Saturday or Sunday.

The Piper Award Committee is charged with thoroughly reviewing all applications and selecting the three most worthy applicants to be recipients of the Everette Swinney Teaching Award. From these three, the committee will select the best single applicant to be the Texas State University nominee for the Piper Professor Award. Appointed by the senate, the committee will consist of a representative from each college, and a prior Texas State University Piper Professor.

The committee Piper Professor may not be from the same department/school as a college representative. Committee members will serve staggered three-year terms. Members may not apply for the award, or nominate a colleague, while serving on the committee. Committee members may resign their assignment in order to apply for the award by submitting a letter of resignation to the senate by September 15th. The committee is enjoined to work closely with the office of the Provost, which will provide procedural information as requested by the committee. Candidates' application portfolios are due to the VPAA by November 1st and will be sent to the Minnie Stevens Piper Foundation in late November. The chair of the Piper Award committee will assure that this process is completed, and the necessary paperwork is collected prior to the Piper Foundation deadline. The chair will make an annual report to the senate that includes any recommendations from the committee for revisions to the peer review and selection process.

Article VII: Everette Swinney Faculty Senate Excellence in Teaching Awards: Three faculty members selected by the Piper Award selection process described above will become the recipients of the Everette Swinney Faculty Senate Excellence in Teaching Award. The following fall, at the general faculty meeting in late August, the President, upon the recommendation of the

senate, will recognize each recipient of this award with a cash honorarium and an appropriate plaque.

Article VIII: Research Enhancement Awards: The Research Enhancement Program (REP) was established by the 70th Texas Legislature to "encourage and provide support for research conducted by faculty members." The legislation further provided that "REP funding should be awarded to faculty within any discipline according to campus-wide competitive peer review procedures developed at each university."

At Texas State, the faculty senate is responsible for developing and implementing these peer review procedures. To that end, a university research committee (URC) composed of one tenured or tenure-track faculty member from each college has been established. The senate appoints committee members to staggered three-year terms on the basis of their research experience and good judgment. In the spirit of the original enabling legislation, the Senate has charged the committee to use a definition of "research" that is broad enough to include all definitions of scholarly and creative activity as defined by individual departments/schools. The URC, with the approval of the senate, develops guidelines and application forms, and establishes application deadlines. During their terms, URC members are not eligible to apply for research enhancement grants.

College Research Enhancement Committees (CREC), consisting of one elected representative of each department/school in the college, shall review all proposals and rank them after thorough discussion of each proposal at a meeting chaired by the college's representative to the University research committee. CREC members are chosen for one-year terms in a department/school election conducted in early September. URC and CREC Committee members may not submit proposals during their terms.

The University research committee is enjoined to work closely with the office of sponsored programs (OSP), which is responsible for receiving REP proposals and evaluations, notifying applicants whether their proposals were successful, and assisting faculty in setting up REP grant accounts. OSP is also responsible for maintaining the REP website, which contains all REP documents and guidelines, and for coordinating the election of CREC representatives.

The director of the office of sponsored programs will serve as a non-voting ex officio member of the University research committee to provide procedural guidelines and information as requested by the committee. Final determination and apportionment of funds will be made by the senate, upon the recommendation of the committee, and notification of the results will come from the office of sponsored programs.

Article IX: Development Leave: The senate will remind faculty of the development leave application due date at least thirty days prior to the October 15th deadline. (If the 15th falls on a Saturday, the deadline will be the 14th and if it falls on a Sunday, the deadline will be the 16th.) The chair of the senate will receive applications and post them electronically within two working days following the deadline so that senators may begin the review process. Applications that are received late will not be accepted, unless it is clear, in the judgment of the senate chair, that the delay was occasioned by an administrative office. Applicants are strongly

encouraged to meet with their respective senator(s) prior to submission and/or during the review period (typically between October 20th and November 1st) to discuss their applications.

The senate, in a closed meeting, shall briefly discuss the merits of each application. Each senator will then evaluate all applications using the [Rubric for Faculty Development Leave Assessment](#). The average of all senators' ratings on each applicant will determine whether the application merits the senate's recommendation for approval. All applications will be forwarded to the Provost in ranked order and those with a composite score of 50 points or more will be recommended for approval.

The senate chair will promptly inform each candidate of the senate's decision regarding his/her application. In the event that a proposal is not recommended for approval, the letter will include representative comments from senators to assist the applicant in understanding the reasons for the decision. Except as provided above, the Senate's discussion and rankings are confidential and will not be released to other parties.

Detailed development leave application guidelines and application assessment information is available on the [Senate website](#) and in [PPS 8.02](#), which is posted on the Academic Affairs: Office of the Provost website.

Article X: Important Business: A substantively important item of business, as defined by the chair, may not be disposed of at the senate meeting at which it is introduced; final action must be deferred at least one week to allow senators time to study the issue and consult with constituents. In cases of emergency, this rule may be suspended by a two-thirds majority of the senate.

Article XI: Amendments: Upon one week's notice, the senate may alter, amend, or repeal these standing rules or adopt new standing rules by majority vote.

Article XII: Eligibility to Serve on the Senate: Pursuant to Article I, Section A, of the Faculty Constitution, no department chair/school director, assistant/associate dean (or persons holding these titles as interim appointments) shall be eligible to be elected to the faculty senate regardless of the budgetary source of their salaries. When preparing ballots each spring, senators will confirm candidates' eligibility.

Article XIII: Distribution of Agendas and Minutes: Faculty senate agendas will be electronically distributed to all faculty and any other party who requests receipt of the agendas, and minutes will be posted on the senate web page.

Preparation and distribution of agendas is the responsibility of the senate chair; preparation and distribution of minutes is the responsibility of the senate secretary. All distribution will be by email, except that the senate administrative assistant will send hard copies to those liaisons and senate committee chairs who request them.

Revised and Adopted by the Faculty Senate March 2012

Faculty Senate Committees and Charges <http://www.txstate.edu/roster/faculty-senate>

Academic Computing Committee

Reviews proposals and makes recommendations to the senate for utilization of student computing funds. May also be called on to review budgets, policies and procedures relating to the academic use of computing resources. Serves as a liaison between information technology and the University faculty via the senate.

Academic Governance Committee

Monitors and studies the system of departmental and college academic governance, including PPS's and other rules for conducting university business that impact faculty. The committee will provide an annual report on its findings and recommendations to the senate.

Academic Standards Committee

Reviews and initiates proposals that affect university academic standards, including changes in admissions requirements, graduation requirements, grade-point requirements/enrollment barriers, and probation/suspension standards, as well as proposals related to assessment, testing and advanced standing and accreditation, and makes recommendations to the faculty senate.

Adjunct Faculty Committee

Makes recommendations to the faculty senate on issues and policies that impact faculty who are neither tenured nor on tenure-track.

Budget Committee

Examines the annual budget and the financial report published by the University and reports significant facts and recommendations to the faculty senate.

Committee on Committees

Recruits able, interested faculty to serve on Faculty Senate and other University committees and each spring recommends faculty to fill open committee positions.

Curriculum Committee

Receives and evaluates all curricular requests, including program and course changes, new degree program and course proposals.

Facilities and Environment Committee

Reviews the campus master plan and monitors recommended changes and new proposals submitted to the University Facilities Committee that affect faculty or the campus environment, and reports to the senate annually.

Faculty Handbook Committee

Revises the Faculty Handbook every other year in order to keep it current with respect to new policies and procedures, recommends new handbook copy to the Academic Administration via the Faculty Senate, and coordinates the publication of a new handbook during the summer of each odd numbered year.

Library Committee

Recommends policies for the operation of the library and popularizes its resources.

Piper Selection Committee

Recommends to the Faculty Senate the Piper nominee to be submitted to the Provost. In addition, the committee also recommends to the Senate the recipients of the Swinney Teaching Award.

Retirement and Benefit Programs Committee

Makes recommendations to the Faculty Senate on issues related to retirement and benefit programs and interacts with the Texas State Human Resources Office concerning implementation of various policies and issues that impact faculty.

Suspension Appeals Committee

Hears appeals, recommends policies, administers approved policies, and recommends revisions as necessary. Each hearing will be composed of three faculty committee members, the chair or vice-chair, and student representatives.

University Arts Committee

Brings outstanding artists to the University who will contribute to the development of an appreciation of the arts.

University Lecturers Committee

Reviews proposals from departments and groups to bring outstanding lecturers to the University, and apportions funds approved for this purpose.

University Research Committee

Oversees apportionment of Research Enhancement Program funds to academic colleges. Members chair the College Research Enhancement Committee reviews of faculty proposals. Makes granting recommendations to the faculty senate as far as dedicated funds will allow.

Faculty and Academic Resources

Revised: 10/18

Policy

All School of Health Administration faculty are evaluated using the following reviews where appropriate: annual evaluation and appointment to the graduate faculty.

Purpose

It is the intent of the School of Health Administration [hereinafter referred to as School] to ensure that the evaluation system “provides for self-development; identifies, reinforces, and shares the strengths of faculty; extends opportunities for continuous professional development; provides for identifying and strengthening the role of each faculty member with the School’s role; and provides information which may be used in tenure, promotion, and/or merit [annual evaluation, reappointment, and appointment to the graduate faculty] decisions” (Faculty Handbook). Additional sources include:

- CHP/PPS 01.01: Tenure and Promotion
- VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
- VPAA/OOS 8.09: Performance evaluation of Faculty and Post -Tenure Review
- VPAA/PPS 8.10: Tenure and Promotion
- American Association of State Colleges and Universities, The Core of Academe: Teaching, Scholarly Activity, and Service
- Fall 2006 Faculty Handbook, <http://www.txstate.edu/academic affairs/>, Office of the Provost, Faculty Records section

Procedures

1.00 Annual Evaluation & Time Line

- 1.01 All full-time faculty will be evaluated annually.
- 1.02 Evaluation period will be the previous calendar year or a portion thereof for first-year faculty.
- 1.03 Faculty will submit a current Texas State curriculum vita (VPAA/PPS 8.10 – Attachment 1A, SOHA Faculty Evaluation Form, and documentation to the School Director by the deadline provided which is usually the last Monday of January (see section 4.00 for documentation requirements).
- 1.04 School Personnel Committee will make recommendations regarding annual evaluations to the School Director by February 15.
- 1.05 School Director will meet with each faculty member and discuss the annual evaluation by February 28.
- 1.06 **Tenured faculty who fail to meet School expectations as documented by the annual evaluation will result in the School Director providing him or her with a written list of deficiencies. After the School Director's consultation with the faculty member, Personnel Committee, and Dean of the College of Health Professions, the School Director will prescribe in writing an appropriate program of remediation. Three consecutive years of "does not meet expectations" in teaching or three consecutive years of "does not meet expectations" in both scholarship and service will cause the School Director to initiate a recommendation for dismissal for cause. See Faculty Handbook, Rules and Regulations: The Texas State University System.**

1.07 Expectations for **annual evaluations** are as follows (see section 4.00 for RVU designation) (expectations for faculty in their first year and part-time faculty will be prorated by the School Director). **A faculty member who meets or exceeds these expectations is in no way assured of reappointment, promotion, tenure, or a favorable annual evaluation.**

	<u>Teaching</u>	<u>Scholarship</u>	<u>Service</u>
Consistently exceeds expectations	21+	21+	21+
Usually exceeds expectations	16-20	16-20	16-20
Consistently meets expectations	11-15	11-15	11-15
Usually meets expectations	06-10	06-10	06-10
Does not meet expectations	00-05	00-05	00-05

1.08 Part-time and adjunct faculty will be evaluated per semester. This evaluation will include a review by the School Director of the following:

- a. Student evaluations for the semester being reviewed.
- b. Relevant graduating student exit evaluations (undergraduate) or exit interviews (graduate).
- c. Grade distribution report, if available.
- d. As necessary, requested feedback from Personnel Committee members concerning any perception or observation of performance.
- e. As necessary, primary or School Director member's evaluation of the part-time & adjuncts classroom performance for the semester being reviewed.

2.00 Graduate Faculty

2.01 Applicants for graduate faculty status in the School of Health Administration must meet the following criteria:

- a. Possess a doctorate and a masters, one of which must be in the teaching discipline or an approved field closely related to the teaching discipline.
- b. Document at least one year (2 consecutive semesters) of previous teaching experience at Texas State.
- c. Show evidence of active research pertinent to the area of teaching specialization. "Evidence" consists of published articles, monographs, books, presentations at professional meetings, workshops, and/or funded grants.
- d. Demonstrate service to the profession through membership and participating in professional societies.
- e. Demonstrate currency in the field and a commitment to expanding personal knowledge by participation in relevant continuing education programs at the regional, state, or national level.

2.02 Applicants may be considered for the graduate faculty without a doctorate/masters in the teaching discipline or an approved field closely related to the teaching discipline, if the above referenced criteria are met and the applicant has significant work experience in the teaching field.

3.00 Documentation is required for annual evaluation and appointment to graduate faculty. Documentation is required in all three categories of teaching, scholarship, and service. Non-tenured and non-tenure track faculty are required to submit documentation consistent with their appointment.

3.01 Teaching documentation consists of continuing education attendance, School Curriculum Committee evaluation of classroom materials, Personnel Committee member evaluation of classroom performance, teaching awards, weighted average of student evaluations,

and School faculty evaluation of teaching collegiality.

- 3.02 Scholarship documentation consists of copies of scholarly books, refereed articles, grant awards, contract awards, papers presented, keynote addresses, chapters in edited books, monographs, non-refereed articles, invited lectures, published book reviews, unpublished book reviews, unpublished manuscript reviews, and department faculty evaluation of research collegiality. Note: the burden of proof in determining the difference between refereed articles and edited articles, and papers presented and invited lectures, rests with the faculty. Without such proof, the scholarly endeavor will be awarded the lower point value.
- 3.03 Service documentation consists of proof of active participation or leadership in University service, College service, School service, professional service, community service, consulting, and department faculty evaluation of service collegiality.
- 3.04 See Basis for Recommendations section of CHP/PPS 01.01.

4.00 RVU Designation

Note: Teaching, scholarship, and service activities not presented below and disputes regarding below referenced activities will be awarded point values by the Director.

4.01 RELATIVE VALUE OF TEACHING ACTIVITIES

<u>ACTIVITY</u>	<u>RVU</u>
<u>Continuing Education (01-05)</u>	
• 00 - 05 contact hours	01
• 06 - 10 contact hours	02
• 11 - 15 contact hours	03
• 16 - 20 contact hours	04
• 21+	05
<u>Other Teaching Activities (01-15)</u>	
• School Curriculum Committee evaluation of classroom materials (one course presented each year—same course cannot be presented twice in a row)	(01-05)
• Personnel Committee member evaluation of classroom performance (one Personnel Committee member visit per year—different Personnel Committee member each year)	(01-05)
• Teaching awards	(01-05)
University award	05
College Award	03
Other	01
<u>Student Evaluations (weighted average) (02-10)</u>	
• 4.75+	10
• 4.50 - 4.74	08
• 4.25 - 4.49	06
• 4.00 - 4.24	04
• 3.75 – 3.99	02

School Faculty Evaluation of Teaching (01-05)

Collegiality¹

¹ Collective responsibility for the teaching activities of the School (e.g., giving guest lectures, assisting in curriculum review, and student advising) as determined by the School faculty. Teaching collegiality is a function of both the quantity of time spent engaged in School teaching activities.

4.02 RELATIVE VALUE OF SCHOLARLY ACTIVITIES

Activity¹	RVU		
	National	State²	Local
Scholarly book ³	36	XX	XX
New Edition of book	18	XX	XX
Workbook	18	XX	XX
Refereed article ⁴	16	14	XX
Grant Award ⁵	18	16	12
Grant Awarded (Not funded) ⁶	09	08	06
Grant submitted	03	02	01
Contract Award	12	09	06
Contract Submitted	03	02	01
Paper ⁷ presented	15	13	11
Invited keynote address	13	11	09
Chapter in edited book	11	09	07
Monograph	09	07	05
Non-refereed article	07	05	03
Invited lecture ⁸	05	03	01
Published book review	03	01	XX
Manuscript review	01	XX	XX
Research collegiality ⁹	XX	XX	03

Note: 100 % of required RVUs for tenure and promotion should be in refereed activities (blind review of the activity with at least two reviewers and a known acceptance rate).

Note: First authors/presenters receive full point value, second authors/presenters receive points equal to the full point value divided by the total number of authors.

¹Activity must be relevant to teaching specialty

²Includes regional, or multi-state activity

³Scholarly book might be considered refereed if the book went through a blind review process with at least two reviewers. For all submissions of scholarly books, faculty must submit evidence that the book went through a blind review with at least two reviewers.

⁴Refereed articles must be in journals considered “mainstream” by the School of Health Administration (list of such mainstream journals is available). If a journal is not considered mainstream by the SOHA, faculty can request an exception to the list by submitting documentation including a case for the journal’s quality and credibility (i.e., circulation rates, impact factors, national reputations surveys, etc.). For all submissions of refereed articles (whether in mainstream journals or not), faculty must submit evidence that the article went through a blind review with at least two reviewers.

^{5,6}Grant awards might be considered refereed if the grant went through a blind review process with at least two reviewers. For all submissions of grants, faculty must submit evidence that the grant went through a blind review with at least two reviewers.

⁷Papers, versus addresses and lectures, must go through a competitive (refereed) process. For all submissions of papers, faculty must submit evidence that the paper went through a blind review with at least two reviewers.

⁸Invited lectures to groups other than student groups, which is defined as teaching

⁹Collective responsibility for the research activities of the School (e.g., assistance with grant applications, assisting students with publications/presentations, etc.) as determined by the School faculty. Research collegiality is a function of both the quantity and quality of time spent engaged in School research activities.

4.03 RELATIVE VALUE OF SERVICE ACTIVITIES

<u>Activity¹</u>	<u>Active Participation²</u>	<u>Leadership³</u>
University service ⁴	05	10
College service ⁵	04	08
School service ⁶	03	06
Professional service ⁷	03	06
Community service ⁸	02	04
Consulting ⁹	02	XX
Service collegiality ¹⁰	03	XX

NOTE: At least 50% of required RVUs for service activities for Tenure and Promotion should be in School service.

¹activity goes beyond routine duties as a faculty member (e.g., registration duties and commencement attendance do not count)

²active participation includes attendance at meetings as a member of the group

³leadership includes attendance at meetings as a leader of the group or committee

⁴examples include councils, committees, task forces, and special projects assigned by the Provost & Vice President for Academic Affairs or the president

⁵examples include councils, committees, task forces, and special projects assigned by the Dean

⁶examples include committees, task forces, and special projects assigned by the Director

⁷examples include colleges, societies, and associations relevant to teaching specialties

⁸community service includes voluntary, non-compensated, activities in the community that relate to your profession

⁹consulting includes all compensated activities in the community/profession

¹⁰Collective responsibility for the service activities of the School (e.g., assistance at registration, graduation, advising, announcements in the class, etc.) as determined by School faculty. Service collegiality is a function of both the quantity and quality of time spent engaged in School service activities.

Committee Name	Committee Level (i.e. University, Department, Division)	Faculty Representative	Method by which Faculty Representative is chosen for assignment
Environmental Sustainability	University	Betancourt	Appointed
Graduate College Research Support Fellowship Committee	University	Brooks	Appointed
Academic Program Review Work Group	University	Brooks	Appointed
Classroom Renovation Committee	University	Brooks	Appointed
Council of Associate Deans for Academic Assessment	University	Brooks	Appointed
Faculty Development Advisory Committee	University	Brooks	Appointed
Institutional Effectiveness Council	University	Brooks	Appointed
Facilities Planning Committee	University	Brooks	Appointed
Class Scheduling Task Force	University	Brooks	Appointed
Council of Chairs	University	Brooks	Appointed
Graduate Council	University	Brooks	Appointed
Family Campaign College Rep	University	Brooks	Appointed
Suspension Appeals	University	Fulton	Appointed
Materials Application Research Committee	University	Fulton	Appointed
Undergraduate Research Competition	University	Fulton	Appointed
Smart, Sustainable, Sensor Tech & Renewable Systems	University	Fulton	Appointed
Faculty Handbook Committee	University	Gibbs	Appointed
Research Enhancement Program	University	Gibbs	Appointed
Faculty Council	University	Stigler Granados	Appointed
General Education Council	University	Greene	Appointed
University Honors Council	University	Greene	Appointed
Faculty Qualifications Committee	University	Kruse	Appointed
University Intellectual Property Committee	University	Kruse	Appointed
Texas State University Alumni Association	University	Lee	Appointed
University Honor Code and Honor Code Council, Chair	University	Lieneck	Elected
Equity and Access Committee	University	Mileski	Appointed
Environment and Sustainability Committee	University	Mileski	Appointed
University Fund Drive Sector	University	Nowicki	Appointed
Chair, Academic Governance Committee	University	Renick	Elected
Honors College Scholarship Committee	University	Renick	Appointed

Name	Competitive Grants					Publications					Presentations	
	Grants Awarded as PI (includes research gifts)		Grants Awarded, Not PI	Grants as PI Not Funded	Contracts Awarded	Books/ Chapters Published	Monographs Published (includes Trade Journals)	Journal Articles Published	Reviews Performed	Paper Presentations	Invited Lectures	
Jose Betancourt	2	\$ 1,200,000			1	\$ 2,800,000	0			5		4
Matthew Brooks	10	\$ 957,719			1	\$ 200,000				13		2
Lawrence Fulton	1	\$ 500,000	9	\$ 408,952	4	\$ 644,000	2	\$ 55,000	3	3	50	Many, 45 documented (Publons.com)
David Gibbs	2	\$ 9,500								9		Many
Lloyd Greene									Professor of Practice			Many
Scott Kruse					11	\$ 399,000			1	43		Many
Kimberly Lee										6		Many
Cristian Lieneck	2	\$ 3,355		\$ 100,000		\$ 10,000		\$ -	3 chapters	0	19	6
Michael Mileski										29		Many
Eileen Morrison (Retired)									3		Retired	
Michael Nowicki	3	\$368,000.00							3	2	0	10
Zo Ramamonjarivelos	5	\$ 96,860				\$ 796,757				18		Many
Paula Stigler-Granados	4	\$ 1,200,000								14		Many
Oren Renick	8	91,000			7	645,116	8	20,000	2		10	
Joe Topinka									3		20	
Totals	37	\$ 4,426,434	9	\$ 508,952	24	\$ 5,494,873	10	\$ 75,000	15	3	238	Many
												248

Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Jose Betancourt	Member of the Texas State University Environmental Sustainability Committee. I work with my colleagues to help increase the awareness of the environmental impact that programs such as recycling, clean-up efforts and similar efforts can have on our own Texas State University campus.	Support external efforts with industry to help address a number of military health concerns of the Department of Defense including the Behavioral Health programs used by Soldiers and Military Family Members across the Army, and mitigating the debilitating effects of infectious diseases to SMs in austere environments.	
Matthew Brooks	Member, Graduate College Research Support Fellowship Committee. (May 1, 2019 - Present). Member, Academic Program Review Work Group. (January 1, 2019 - Present). Member, Classroom Renovation Committee. (June 1, 2018 - Present). Member, Council of Associate Deans for Academic Assessment. (June 1, 2018 - Present). Member, Faculty Development Advisory Committee. (June 1, 2018 - Present). Member, Institutional Effectiveness Council. (June 1, 2018 - Present). Member, Facilities Planning Committee. (January 1, 2018 - Present). Member, Class Scheduling Task Force. (January 1, 2017 - Present). Member, Council of Chairs, Texas State University. (September 1, 2014 - Present). Member, Graduate Council, Texas State University. (January 1, 2013 - Present). Member, Family Campaign College Rep, Texas State University. (January 1, 2012 - Present).	Member, Comal Independent School District, Long-Range Community Task Force On Facility Development. (January 1, 2013 - December 1, 2013).	Reviewer / Referee, Journal of Aging and Health. (January 1, 2010 - Present). Reviewer / Referee, Aging and Mental Health. (January 1, 2009 - Present). Fellow, American College of Healthcare Executives (ACHE). (May 1, 2007 - Present). Reviewer / Referee, Military Medicine: International Journal of AMSUS. (January 1, 2007 - Present). Chair, American National Standards Institute. (March 1, 2019 - March 1, 2022). Member, Commission on Accreditation of Healthcare Management, Standards Council. (January 1, 2013 - December 31, 2019). Fellow, Commission on Accreditation of Healthcare Management 2008-2013 Education (CAHME). (January 1, 2009 - December 1, 2012).

Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Lawrence Fulton	<p>Member, Suspensions Appeal Committee. (June 2019 - Present). Suspension-1.pdf</p> <p>Member, Materials Application Research Center (MARC). (October 27, 2018 - Present).</p> <p>Judge, Undergraduate Research Competition. (April 26, 2019). undergrad research-1.pdf</p> <p>Guest Speaker, Difficult Dialogues: Success through Engagement, Leadership, and Social Change. (2016).</p> <p>Member, Smart, Sustainable, Sensor Technology and Renewable Systems. (2012 - 2014).</p> <p>Presenter, Environmental Service Committee. (2012).</p> <p>Member, Buessler Event. (2015).</p> <p>Member, MBA Task Force. (2013 - 2014).</p> <p>Sponsor, Business Leadership Week. (2013 - 2014). businessleadershipweek-1.pdf</p> <p>Member, Ethics, Diversity, and Sustainability. (2012 - 2014).</p> <p>Program Director, BSHS. (January 2019 - Present).</p>	<p>Speaker, San Marcos Academy, San Marcos, TX. (March 2019). san marcos academy-1.pdf</p> <p>Volunteer, Angel Flight Command Pilot, Bulverde, TX. (August 2013 - November 2018). angelflightev-1.pdf</p> <p>Additional Comments: Provided aeromedical transport pro bono.</p> <p>Six Sigma Lecturer / Test Administrator, Texas State University, San Marcos, TX. (January 2015 - April 2015). proctor-1.pdf</p> <p>Research Advisor, College of the Bahamas, Nassau. (October 2014 - December 2014).</p> <p>Additional Comments: Provided research guidance for College of Bahamas MBA students.</p> <p>Volunteer, New Braunfels Police Department Kops & Kids, New Braunfels, TX. (May 11, 2013 - May 2013).</p>	<p>Reviewer / Referee, Water (Journal). (2018 - Present). publons-1.pdf</p> <p>Reviewer, Journal Article, ACM Transactions on Modeling and Simulations. (April 2012 - Present). publons-2.pdf</p> <p>Additional Comments: Provide meaningful reviews for journal.</p>
David Gibbs	<p>Member, Faculty Handbook Committee. (September 2017 - August 2020).</p> <p>Coordinator, Interprofessional Education. (September 2017 - Present).</p> <p>Liaison, American Medical Informatics Association (AMIA). (September 2017 - Present).</p> <p>Liaison, IEEE Computer Society and EMB Society. (September 2017 - Present).</p> <p>Coordinator, Health Information and Management Systems Society (HIMSS) programs. (September 2015 - Present).</p> <p>Member, MHIM Graduate Council. (September 2015 - Present).</p> <p>Participant, Bobcat Days. (February 16, 2019).</p> <p>Participant, Bobcat Days. (February 17, 2018).</p> <p>Participant, AHIMA 2017 recruiting booth. (October 2, 2017 - October 11, 2017).</p> <p>Participant, HIMSS 2017 recruiting booth. (February 19, 2017 - February 23, 2017).</p> <p>Member, College Research Enhancement Committee (CREC). (September 2018 - August 2019).</p> <p>Member, CHP Study Abroad and Study in America Committee. (September 2017</p>	<p>Sector Chief, InfraGard Austin Healthcare and Public Health SIG, Austin, TX. (February 2018 - Present).</p> <p>Member, Northeast Lakeview College, Information Technology Advisory Committee, Universal City, TX. (January 18, 2017 - Present).</p> <p>Volunteer, Bluebonnet Volunteer Fire Department, Cedar Creek, TX. (April 2002 - May 2015).</p> <p>Volunteer, Health Volunteers Overseas, Blantyre. (March 2012 - April 2012).</p>	<p>Reviewer / Referee, American Educational Research Association (AERA) Annual Meeting. (May 31, 2019 - Present).</p> <p>Member, HIMSS Student and Early Careerists Task Force. (October 2018 - Present).</p> <p>Reviewer / Referee, HIMSS Global Conference & Exposition. (June 21, 2018 - Present).</p> <p>Reviewer / Referee, AHIMA Privacy and Security Institute. (January 8, 2018 - Present).</p> <p>Member, AHIMA CEE HIM Reimagined (HIMR) Workgroup. (March 8, 2017 - Present).</p> <p>Member, AHIMA Privacy and Security Institute Program Committee. (March 1, 2017 - Present).</p> <p>Member, American Medical Informatics Association (AMIA) Education Working Group. (February 2017 - Present).</p> <p>Member, InfraGard Cyber Health Working Group. (June 2016 - Present).</p> <p>Member, AHIMA Foundation Research Network (AFRN). (September 2015 - Present).</p> <p>Prepare / Grade Certification Exams, AHIMA Health Informatics Item Writing workgroup, Charleston, SC. (January 11, 2018 - March 10, 2018).</p> <p>Reviewer / Referee, AHIMA Privacy and Security Institute, Las Vegas, NV. (April 7, 2017 - December 31, 2017).</p> <p>Member, HIMSS Privacy and Security Committee. (July 1, 2015 - June 30, 2017).</p> <p>Member, AHIMA Faculty Badge Development Team. (June 2016 - November 2016).</p>

Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Lloyd Greene	Member, General Education Council. (August 26, 2019 - Present). Member, University Honors Council. (September 1, 2018 - Present).	Member, Faculty Excellence Committee. (September 1, 2014 - May 1, 2020).	Chair, Graduate Student Comprehensive Exam Committee. (May 20, 2019 - Present). Member, Graduate Student Comprehensive Exam Committee. (May 1, 2015 - November 1, 2015). Chair, Graduate Student Comprehensive Exam Committee. (May 1, 2015).
Scott Kruse	Member, Faculty Qualifications Committee. (January 2018 - Present). Member, University Intellectual Property Committee. (December 2015 - 2018). Member, University Academic Computing Committee. (August 2014 - 2017). University Research Panel. (2016). Additional Comments: Linking research and commercialization, Texas State University Member, Academic Development and Assessment. (April 2016). Additional Comments: Panel member for a university professional development session. Adjunct/Co-instructor, Organizational Ethics, US Army Baylor Graduate Program in Health and Business Administration. (2013 - 2015). Additional Comments: Baylor University Member, CHP Faculty/Student Research Forum Committee. (September 2015 - Present). Volunteer, HIM3380 for HIM. (2015). Volunteer, HIM5350 for HIM. (2014). Organizer, Electronic Bulletin Board for	Merit Badge Counselor, Boy Scouts of America. (2003 - Present). Scoutmaster, Troop 90, Boy Scouts of America. (2014 - 2017). Additional Comments: Serving in this capacity requires an annual dedication of close to 1,000 hours. Scoutmaster, Troop 475, Boy Scouts of America. (2010 - 2014). Training Staff, Diamondback District, Alamo Area Council, Boy Scouts of America. (2009 - 2012).	Reviewer / Referee, American Journal of Health-System Pharmacy, Bethesda, MD, United States. (January 2017 - Present). Additional Comments: In 2017 I reviewed one manuscript for the editor of the journal. Reviewer / Referee, PLOS One, Lugano,, Switzerland. (December 2016 - Present). Additional Comments: In 2016 I reviewed one manuscript for the editor of the journal. Reviewer / Referee, Project Hope (Health Affairs Journal). (January 1, 2016 - Present). Additional Comments: In 2016 I reviewed one manuscript for the editor of the journal. Reviewer / Referee, Applied Clinical Informatics journal. (December 2015 - Present). Additional Comments: In 2016 I provided a primary and secondary review for one manuscript for the editor of this journal. Reviewer / Referee, Clinical Medicine Insights. (October 2015 - Present). Additional Comments: In 2015 I provided one manuscript review for the editor of this journal. In 2016 it was selected for publication. Reviewer / Referee, New England Journal of Medicine. (September 2015 - Present). Additional Comments: Reviewer for the editor of the New England Journal of Medicine. In 2015 I reviewed 1 manuscript for the editor of this journal. Reviewer / Referee, Libertas Academica. (July 2015 - Present). Additional Comments: Reviewer for manuscripts submitted to Clinical Medicine

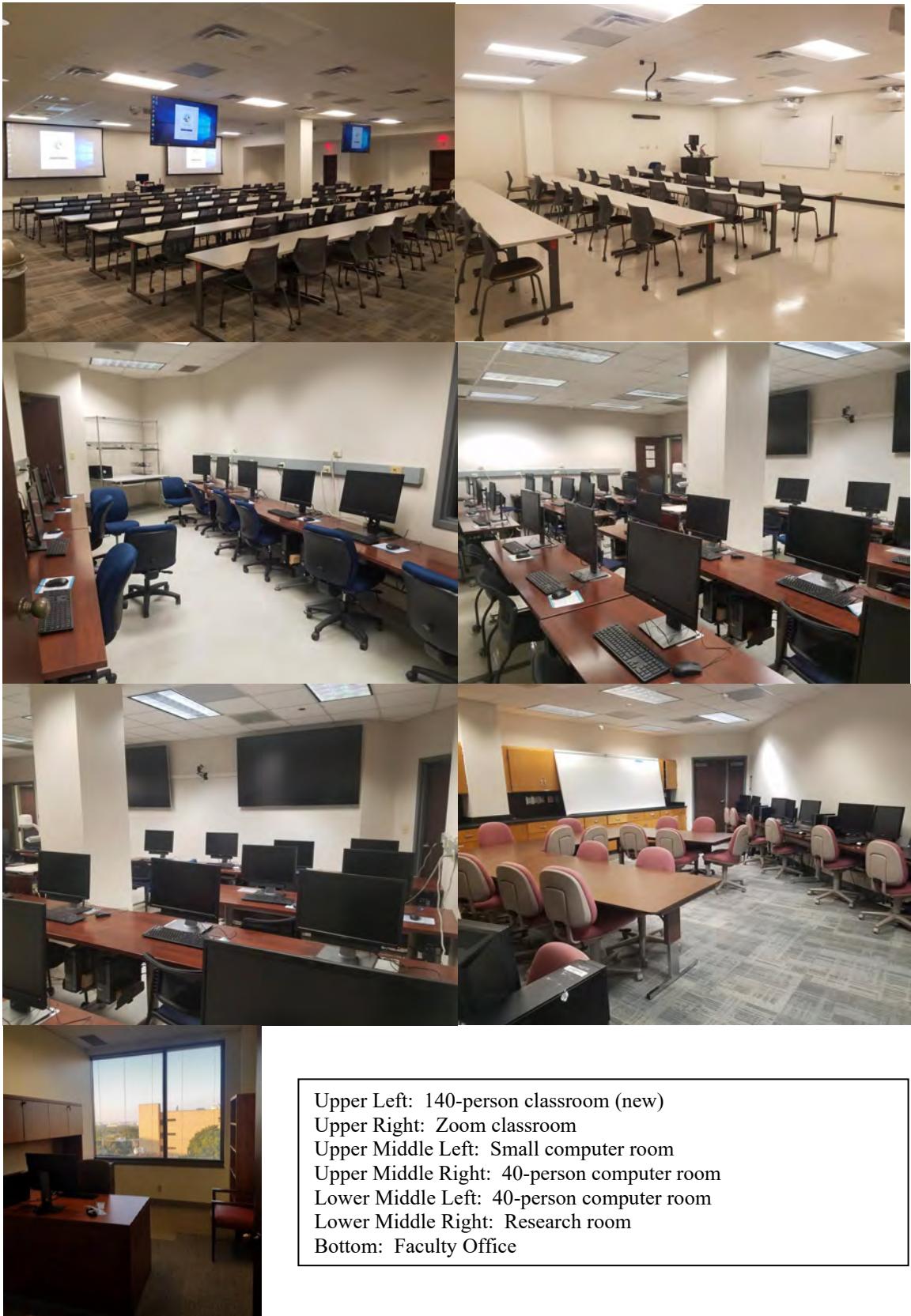
Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Kimberly Lee	<p>Member, Texas State University Alumni Association. (2016 - Present).</p> <p>Participant, Family Campaign Participant. (2016 - 2017).</p> <p>Member, Graduate College Council. (2015 - May 2017).</p>	<p>Prepared, facilitated, and presented curriculum/lectures (6-12 hours) for PT 7474 and PT 7364 in the DPT Program in the topics of Organizational Culture, Organizational Structure, Communication, Leadership, & Management (2010 – Present).</p> <p>Attended/participated as Faculty, Scroll Ceremony (September, 2016 & 2018)</p> <p>Participant, Round Rock Campus Chamber Event for CHP. (February 19, 2017).</p> <p>Invited and participated, DPT Interviews for Department of Physical Therapy. (November 2015 - November 2016).</p> <p>Invited and represented College, CTMC Gala, San Marcos, Texas. (October 2015 - October 2016).</p> <p>Participant, Alumni Association Distinguished Alumni Gala. (October 21, 2016).</p> <p>Graduate Advisor, College of Health Professions. (September 28, 2016).</p> <p>Dean's Seminar Attendance. (November, 2015-2016, & 2018).</p>	<p>MHA Program Case Competition Advisor (2016-Present).</p> <p>MHA Admission Committee Member (2018-Present).</p> <p>Faculty Member, LTC Program Fall Networking Day and LTC Program Capitol Visitation Day. (2015 - Present).</p> <p>Represented School, Graduation. (2015 – May, 2019).</p> <p>MHA Comprehensive Exam Coordinator, School of Health Administration. (January 2015 - May 2018).</p> <p>Represented School of Health Administration, Graduate College Orientation. (August 2015 - August 2017).</p> <p>Serving as MHA Program Advisor and Director including recruitment and advising of potential and current MHA students, coordinating and administering MHA comprehensive exam, interviewing and coordinating selection of hire of GIA, and other requests. (January 2015 - July 2017).</p> <p>Graduate Advisor, LTC Program Capitol Visitation Day. (March 2015 - March 31, 2017).</p> <p>Graduate Advisor, Graduate and Professional School Fair sponsored by Graduate College. (February 16, 2015 - February 13, 2017).</p> <p>Assumed course overload for Department/School to support departmental operations. (August 2015 - May 2016).</p> <p>Facilitated and coordinated, Annual Spring Conference. (April 17, 2015).</p>
Cristian Lieneck	<p>The University Honor Code and Honor Code Council – Professional 4/09/2018 Ethics. Presentation for a Business Ethics course in the McCoy College of Business.</p> <p>Marketable Skills Committee Member. Texas State University 3/01/2018-present Marketable Skills Master Class Presentation/Panel Member (Teamwork 2/21/2018 and Collaboration topic). Texas State University Career Services. San Marcos, Texas.</p> <p>Assistant Vice President for Academic Services (AVPAS) Candidate 11/27/2017 Interview Committee Member. Texas State University. 11/28/2017</p> <p>Invited Presentation: Texas State University Honor Code Policy and 9/01/2017 Process (with Ms. Holly Tipton). New Faculty Orientation. Texas State University.</p> <p>Invited Presentation: Texas State University Board of Regents video 4/05/2017 presenter/contributor. Texas State University. Honor Code Council TRACS site developer.</p>	<p>Certification Standardization Task Force. Association of University 8/01/2017- Programs in Healthcare Administration (AUPHA). 12/15/2017</p> <p>Invited Talk: ImPowerQ Associates Heroes to Healthcare Summit. 11/15/2017 value of military medical veteran' experience and crosswalk to professional healthcare management competencies. Dallas, Texas.</p> <p>Special Edition Guest Editor. Healthcare: Population Health Management 2017- MDPI publication (ISSN 2227-9032). 2018</p> <p>Certification Review Committee Member, Association of University 2016- Programs in Health Administration. 2021</p> <p>Advisory Board Committee Member, MHM online program. New 2015- England College of Business. present</p> <p>External Advisory Board (EAB) committee member. Southern 2016- Illinois University-Carbondale online MHA program. present</p> <p>New York Times telephone interview (referred by the Medical Group 3/09/2015 Management Association, MGMA) for an article on higher cost-sharing and deductibles with physician group practices.</p> <p>Association of University Programs in Health Administration (AUPHA) 2015- Undergraduate Workshop Programming Committee member. present</p> <p>Association of University Programs in Health Administration (AUPHA) 2014- Undergraduate Program Review Committee member. present</p> <ul style="list-style-type: none"> • Weber State University, 2015 • University of Nevada Las Vegas, 2017 <p>American College of Healthcare Executives (ACHE) Regent's Advisory 2014- Council member (Central and South Texas Chapters). 2018</p> <p>Association of University Programs in Health Administration (AUPHA) 2014- and Health Administration Press (HAP) Editorial Board for Undergraduate 2017</p>	<p>Certification Standardization Task Force. Association of University 8/01/2017- Programs in Healthcare Administration (AUPHA). 12/15/2017</p> <p>Invited Talk: ImPowerQ Associates Heroes to Healthcare Summit. 11/15/2017 value of military medical veteran' experience and crosswalk to professional healthcare management competencies. Dallas, Texas.</p> <p>Special Edition Guest Editor. Healthcare: Population Health Management 2017- MDPI publication (ISSN 2227-9032). 2018</p> <p>Certification Review Committee Member, Association of University 2016- Programs in Health Administration. 2021</p> <p>Advisory Board Committee Member, MHM online program. New 2015- England College of Business. present</p> <p>External Advisory Board (EAB) committee member. Southern 2016- Illinois University-Carbondale online MHA program. present</p> <p>New York Times telephone interview (referred by the Medical Group 3/09/2015 Management Association, MGMA) for an article on higher cost-sharing and deductibles with physician group practices.</p> <p>Association of University Programs in Health Administration (AUPHA) 2015- Undergraduate Workshop Programming Committee member. present</p> <p>Association of University Programs in Health Administration (AUPHA) 2014- Undergraduate Program Review Committee member. present</p> <ul style="list-style-type: none"> • Weber State University, 2015 • University of Nevada Las Vegas, 2017 <p>American College of Healthcare Executives (ACHE) Regent's Advisory 2014- Council member (Central and South Texas Chapters). 2018</p> <p>Association of University Programs in Health Administration (AUPHA) 2014- and Health Administration Press (HAP) Editorial Board for Undergraduate 2017</p>

Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Michael Mileski	Member, Equity and Access Committee. (February 2017 - Present). Member, Environment and Sustainability Committee. (August 2016 - Present). Graduate Advisor, Healthcare Leadership Coalition. (May 2016 - Present). Undergraduate Advisor, Healthcare Leadership Coalition. (May 2016 - Present). Member, Advisory Board--Master of Science in Dementia and Aging. (January 1, 2016 - Present). Student Organization Faculty Advisor, Texas State University, National Aerospace Honor Society. (2016 - Present). University Mentor, FACES Program Mentor. (October 1, 2015 - Present). Member, Texas State University, Gerontology Consortium. (August 1, 2013 - Present). University Mentor, Bobcat Bond Program Mentor. (August 1, 2013 - Present). Member, University Leadership Assembly. (August 2016 - August 2017). Student Organization Faculty Advisor, Aging and Long Term Care Organization. (January 2016 - May 2016).	Volunteer, Computer Class Instructor, San Marcos Public Library. (January 1, 2016 - Present). Volunteer, Sights and Sounds of Christmas, City of San Marcos. (December 1, 2015).	Virtual Judge, E-Cybermission Virtual Science Fair Judge, ARMY Educational Outreach Program. (May 1, 2016 - Present). Editor, Co-Founder and Executive Editor, Long Term Care. (August 1, 2014 - Present). Officer, Professional Advancement/Credentialing Chair, American College of Health Care Administrators. (August 1, 2012 - Present). Reviewer / Referee, Peer Reviewer, Journal of Health Administration Education. (July 1, 2015 - August 1, 2015).
Eileen Morrison	Retired	Retired	Retired
Michael Nowicki	Marshall, University Commencement 2016, Fall Marshall, University Commencement 2014, Fall Member, Research Misconduct Inquiry Committee 2014 Member, M & O Advisory Review Group 2014 Member, Executive Research Plan Committee 2012-13 Member, College of Liberal Arts Tenure & Promotion Review Group 2016 Speaker, McCoy College of Business Alpha Kappa Psi chapter 2015 Speaker, GWU College of Public Health finance class 2015 Member, McCoy College of Business Tenure & Promotion Group 2013 Member, College of Health Professions Council 2007-2013 Professor Member, Communication Disorders Personnel Committee 2017-present Chair, School of Health Administration Search Committee 2014-present Member, School of Nursing Personnel Committee 2014-2017 Presenter, Baccalaureate Program in Health Administration 2006 for AUPHA Approval		Member, Finance Committee, National ACHE 2016-present ACHE Regent for Texas--Central & South 2016-present ACHE Interim Regent for Texas--Central & South 2015 Board Member, Central Texas Chapter of the 2015-present American College of Healthcare Executives Reviewer, HFMA Innovation Grant Review Team 2013-present

Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Zo Ramamonjarivelox	<ul style="list-style-type: none"> • Member of Faculty Senate Executive Committee (2016 -2017). • Member of the Faculty Senate (2014-2017). ◦ Member of the College of Health and Human Services Strategic Planning Committee (Spring 2016). ◦ Member of Curriculum Committee of the College of Health and Human Services (2011-2014). • Member of the Master of Health Administration Program Admission Committee (2014-2017). • Member of the Accreditation Committee for Health Administration Department (Fall 2011-Spring 2017). • Member of the Faculty Search Committee (2011-2017). • Founder and Coordinator of the Upsilon Phi Delta Honor Society Governors State University Chapter (2014-2017). • Member of the Bachelor and Master of Health Informatics Programs Committee (2013-2016). • Student Advisor-Master of Health Administration student advisor (2011-2017). 	<ul style="list-style-type: none"> • Community Health Council Member of Advocate South Suburban Hospital (July 2016-Summer 2017). • Member of the Friends of Park Forest Health Department Advisory Board (Fall 2012-Spring 2016). • University Park Children Health Fair (January 2012). 	<ul style="list-style-type: none"> Manuscript/Abstract Reviewer • Academy of Management (2008-present). • AcademyHealth (2016). • American Public Health Association (2016). • European Academy of Management (2016-present). • Southern Management Association (2008-present). • Southern Management Association Best Paper Committee Member (2016). • Journal of Health Care Management (2014-present). • AIMS Public Health (2016-present). • Patient Experience Journal (2016-present). • Health Services Management Research (2017-present).
Paula Stigler-Granados	<p>University:</p> <ul style="list-style-type: none"> • Faculty Council (Member): January 2017- August 2018 • UT System-wide Eliminate Tobacco Campaign Steering Committee (Member): January 2017-August 2018 • Delta Omega Honorary Society – Alpha Lota Chapter (Chair): January 2016- present DrPH Preliminary Exam Committee (Chair): January 2016-August 2018 • Scholarship Committee (Member): August 2016- August 2018 	<ul style="list-style-type: none"> • Volunteer 2011 – Present Engineers Without Borders 	<ul style="list-style-type: none"> • Scientific Review Panel. City of San Antonio – Office of Sustainability Climate Action Plan for the City of San Antonio • Secretary/Treasurer. Cigarette Butt Pollution Project. 2011-Present Non-profit, volunteer service. • U.S. and Tribal Co-Chair 2005 - 2014 U.S. Environmental Protection Agency's Border 2012/2020 San Diego-Tijuana Border Air Quality Taskforce. • Committee Member 2005 - 2010 U.S. Environmental Protection Agency's Border 2012/2020 Tijuana Watershed Water Quality Taskforce Journal Reviews: • Journal of Water, Sanitation and Hygiene for Development • Journal of Water and Health • Open Water Journal • PloS ONE • American Journal of Tropical Medicine & Hygiene • Journal of Wildlife Diseases • American Public Health Association • Texas Public Health Association

Name	University (hit ALT-Enter to separate in list)	Community (hit ALT-Enter to separate in list)	Profession (hit ALT-Enter to separate in list)
Oren Renick	<p>Founding Director, MAP Med-Rides (non-emergency medical transportation program), Service Learning Excellence (2017).</p> <p>Chair, Academic Governance Committee. (2014 - Present).</p> <p>Member, Academic Governance Committee. (2013 - Present).</p> <p>Member, Gerontology Consortium. (2013 - Present).</p> <p>Supervising Professor, Honors College Thesis (2017).</p> <p>Member, Honors College Scholarship Committee. (2013 - Present).</p> <p>Member, College Review Group, College of Health Professions. (2011 - 2014).</p> <p>Director, Texas Long Term Care Institute. (2009 - 2014).</p> <p>Honors Professor, Honors College. (2006 - Present).</p> <p>Member, Service Learning Initiative Board. (2002 - Present).</p> <p>Member, College Review Group, College of Applied Arts. (2014 - 2015).</p> <p>Member, Search Committee, Director, School of Health Administration. (2012 - 2014).</p>	<p>Founder & Director, San Marcos 5K Stampede, McCoy's Building Supply (Title Sponsor). (2013 - 2016).</p> <p>Member, United Way of Hays County, Funds Distribution Committee, Nominating Committee. (2007 - Present).</p> <p>Chair, Mary Bonner Community Needs Program. (2008 - 2014).</p> <p>Board Member and Chair, United Way of Hays County, Governance Committee. (2007 - 2012).</p>	<p>Peer Reviewer, American Society on Aging, Aging in America Conference (2017).</p> <p>External Reviewer for Tenure, School of Health Sciences, Human Services & Nursing, Lehman College, CUNY (2017).</p> <p>President, Faith in Action National Network (National Volunteer Caregiving Network). (2012 - 2015).</p> <p>Mentor, Leadership Network, American College of Healthcare Executives. (2010 - Present).</p> <p>Board Member, Faith in Action National Network (National Volunteer Caregiving Network). (2007 - Present).</p> <p>Health Care Crisis, Leadership. (2007 - Present).</p> <p>Advisor / Mentor, Managed Care to Members Seeking Fellow Status, American College of Healthcare Executives. (1994 - Present).</p> <p>Advisor/Mentor in Managed Care, Members Seeking Fellow Status, American College of Healthcare Executives. (1994 - Present).</p> <p>President Emeritus, National Volunteer Caregiving Network. (2016 - Present).</p> <p>Member, Hope Hospice. (2009 - 2014).</p> <p>Chair, Faith in Action National Network (National Volunteer Caregiving Network). (2010 - 2012).</p> <p>Member, Texas Culture Change Coalition. (2010 - 2012).</p>
Joe Topinka	<p>Organizer, Common Experience 2017-2018. (June 28, 2016 - Present).</p>	<p>Post Commander, American Legion Post 0488, Riverside, IL. (October 16, 2016 - Present).</p> <p>Chair, The Judy Baar Topinka Charitable Foundation, Riverside, IL. (July 1, 2015 - Present).</p>	<p>Certification Chair, South Texas Chapter of HFMA, San Antonio, TX, United States. (April 21, 2017 - Present).</p> <p>Past President, San Antonio Bar Association Health Law Section, San Antonio, TX, United States. (February 16, 2016 - Present).</p> <p>Coordinator / Organizer, Healthcare Landscape Organization Committee, San Antonio, United States. (June 10, 2013 - Present).</p>

School of Health Administration Self-Study and Year Prior Budgets			
Self Study Year - FY 2018-2019		Year Prior - FY 2017-2018	
Faculty Salary, Tenure & Tenure Track	\$1,185,371	Faculty Salary, Tenure & Tenure Track	\$1,032,759
Non-Tenured Line	\$ 210,991	Non-Tenured Line	\$ 264,976
Summary Salary	\$ 141,200	Summary Salary	\$ 159,825
Staff Salary	\$ 85,397	Staff Salary	\$ 84,850
Longevity	\$ 4,950	Longevity	\$ 5,060
Graduate Instructional Assistant Salaries	\$ 78,350	Graduate Instructional Assistant Salaries	\$ 48,764
Graduate Research Assistants	\$ 25,370	Graduate Research Assistants	N/A
Maintenance & Operations	\$ 57,756	Maintenance & Operations	\$ 57,756
Travel	\$ 6,747	Travel	\$ 6,747
Total	\$1,796,133	Total	\$1,660,738



Upper Left: 140-person classroom (new)
Upper Right: Zoom classroom
Upper Middle Left: Small computer room
Upper Middle Right: 40-person computer room
Lower Middle Left: 40-person computer room
Lower Middle Right: Research room
Bottom: Faculty Office



ALKEK LIBRARY



ARCHIVES AND RESEARCH CENTER



The Wittliff Collections

Alkek Library's 3D Printer



Image credit: [MakerBot®](#)

The library has a MakerBot Z18 3D Printer. It is currently located on the 4th floor of Alkek Library.

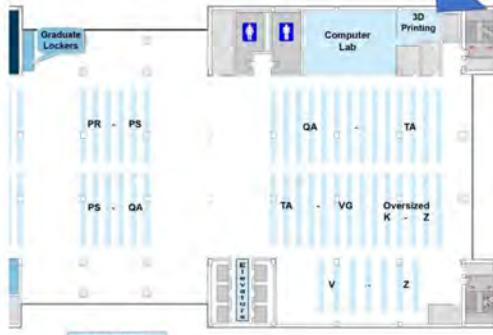
Using the MakerBot Replicator Z18

[MakerBot Replicator Z18 User Manual](#)

3D Printing in the Library

The library's 3D printing service is located on the 6th floor.

Alkek Library 6th Floor



For questions, please call 512.24F.2106.

BHA Admission, Retention, Graduation Policy

Issue No. 1

Effective Date: 08/24/10

POLICIES AND PROCEDURES SCHOOL OF HEALTH ADMINISTRATION

BHA Admission, Retention, Graduation

Policy The BHA Program will accept, retain, and graduate qualified majors.

Purpose It is the intent of the BHA Program to accept, retain, and graduate majors who will maintain the academic requirements of the Program, who will graduate from the Program, and who will be successful in careers in healthcare administration.

Procedures

1.00 Declaring HA as a pre-major

1.10 Any student in Texas State University may declare Pre-Healthcare Administration as a major. To declare Pre-Healthcare Administration as a major, contact the School Administrative Assistant and meet with the Director of the BHA Program.

2.00 Declaring HA as a major

2.10 Pre-Healthcare Administration majors meeting the following criteria will be admitted to the major:

2.11 Completion of prerequisite courses (all General Studies courses must be successfully completed). In addition, HP 3325 or an equivalent statistics course must be completed with a "C" or better and HA 3308 may be completed as an exploratory course.

2.12 2.75 or above on selected General Studies curriculum

2.13 Submission of an application to the BHA program.

2.14 Submission of a statement of purpose *to the BHA program*.

2.15 A passing score (70% or better) on the GSP (Grammar, Spelling, and Punctuation) test administered by the *Texas State Testing Center*.

2.16 A grade of "C" or better in Math 1315 or equivalent.

3.00 Retention of BHA majors

- 3.10 BHA majors are required to take courses in a prescribed sequence and are required
- 3.11 to successfully complete (with a grade of "C" or better) all junior-level courses before enrolling in any senior-level courses;
 - 3.12 to successfully complete (with a grade of "C" or better) all junior-level courses with a 2.25 GPA or better before enrolling in HA 4440 (Practicum Internship A);
 - 3.13 to successfully complete (with a grade of "C" or better) all junior-level courses and twelve hours of senior-level courses with a 2.25 GPA or better before enrolling in HA 4441 (Practicum Internship B);
 - 3.14 to successfully complete (with a grade of "C" or better) all junior-level courses and all senior-level courses with a 2.25 GPA or better before enrolling in HA 4848 (Healthcare Administrative Residency).
- Note: "I" grades do not constitute completing a course with a grade of "C" or better.
- 3.20 BHA majors are required to make a "C" or better in all HA courses and are allowed to repeat each HA course once, and only once, to improve their grade in a particular course or to improve their HA GPA [Note: "W" grades in a course will not be considered a repeat].
- 3.21 When a BHA major makes a grade of "D" or "F" in an HA course, the major will be placed on BHA program probation and will be notified memo via email and will be advised to meet with the Director of the BHA Program and the instructor(s) of specific courses, if appropriate.
 - 3.22 When a BHA major makes a grade of "D" or "F" in an HA course, the major must repeat that course in the next semester it is offered. In the event that the course is not offered in the next semester, the major may not take any other HA courses during the interim semester. When a BHA major is required to repeat a junior-level course, the major may take other junior-level courses with the repeated course, but may not take any senior- level courses with the repeated junior-level course. When a BHA major is required to repeat a senior-level course, the major may take other senior-level courses, but may not take any field placement (HA 4440, HA 4441, HA 4848) during the same semester as the repeated course.
 - 3.23 In the event that the BHA major does not improve a "D" or "F" grade in an HA course, the major will be suspended from the BHA Program and will be notified by memo via email.
- 3.30 BHA majors suspended from the BHA Program have a right of appeal and should follow this procedure if they should decide to appeal.
- 3.31 Upon notification of the suspension, the student wishing to appeal should send a letter of appeal to the Director of the BHA Program requesting reinstatement. The letter should include the rationale for the reinstatement including any extenuating circumstances that caused the suspension and what the student has done, or plans to do, to remedy those circumstances.

3.32 The Director of the BHA Program will review the BHA major's appeal and may request a meeting with the major if further clarification is needed. Within five work days after receiving the request, the Director of the BHA Program will respond by letter and email to the major and provide a copy of the major's appeal and a copy the response to the School of Health Administration Director.

If the Director of the BHA Program reinstates the BHA major, the major will be reinstated on probation and must meet with the Director of the BHA Program within the first week of the semester. The Director of the BHA Program may impose reinstatement conditions regarding course load limits, workload limits, counseling, etc.

If the Director of the BHA Program does not reinstate the BHA major, the major may send a letter of appeal to the Director of the School of Health Administration requesting reinstatement. The letter should include a statement why the major does not accept the decision of the Director of the BHA Program.

3.33 The Director of the School of Health Administration will review the BHA major's request along with the original request to the Director of the BHA Program and the Director of the BHA Program's response. Within five work days after receiving the request, the Director of the School of Health Administration will respond by letter and email to the major (copy of the response goes to the Director of the BHA Program) and provide a copy of previous requests and responses to the Dean of the College of Health Professions.

If the Director of the School of Health Administration reinstates the BHA major, the major will be reinstated on probation and must meet with the Director of the BHA Program within the first week of the semester. The Director of the BHA Program may impose reinstatement conditions regarding course load limits, workload limits, counseling, etc.

If the Director of the School of Health Administration does not reinstate the BHA major, the major may send a letter of appeal to the Dean of the College of Health Professions requesting reinstatement. The letter should include statement why the major does not accept the decision of the Director of the School of Health Administration.

3.34 The Dean of the College of Health Professions will review the BHA major's request in addition to all previous requests and responses. Within five work days after receiving the request, the Dean of the College of Health Professions will respond by letter and email to the major (copy of the response goes to the Director of the School of Health Administration).

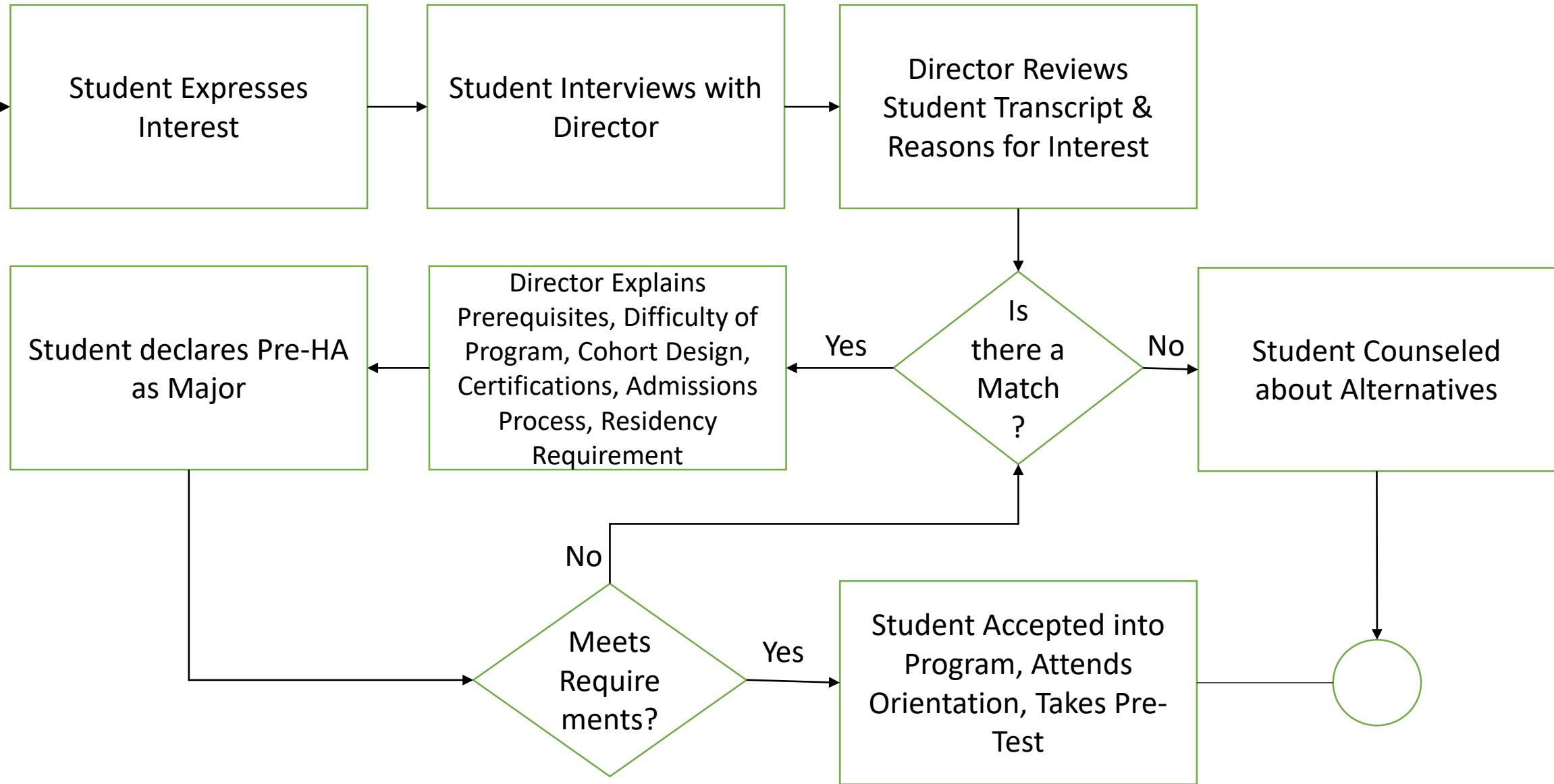
If the Dean of the College of Health Professions reinstates the BHA major, the major will be reinstated on probation and must meet with the Director of the BHA Program within the first week of the semester. The Director of the BHA Program may impose reinstatement conditions regarding course load limits, workload limits, counseling, etc.

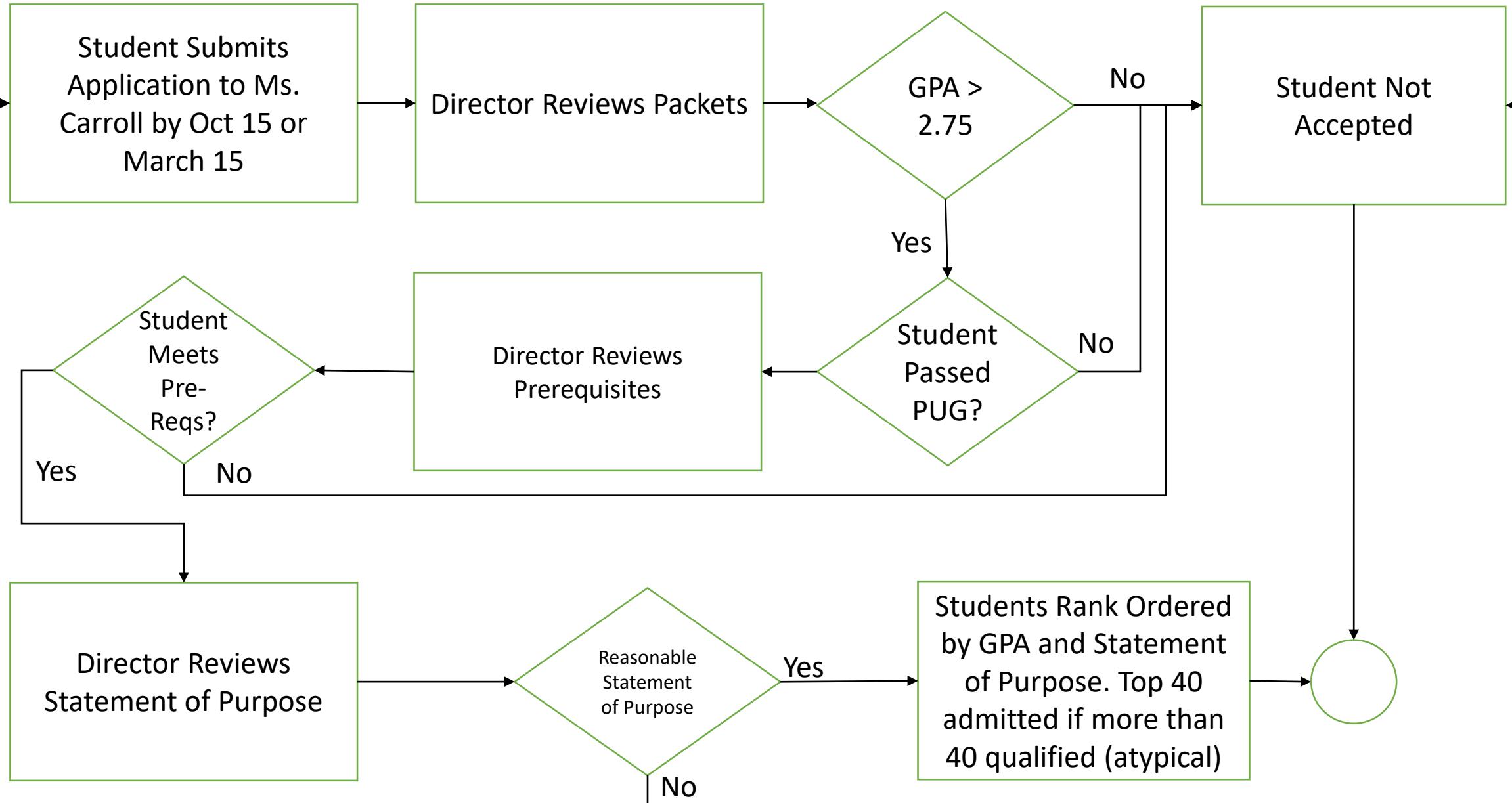
If the Dean of the College of Health Professions does not reinstate the major, the Dean's decision is final and the major cannot appeal further.

4.00 Graduation of BHA majors

4.10 To graduate with a BHA degree, majors must complete the following.

- 4.11 Complete all required courses as specified on their degree audit.
- 4.12 Obtain a "C" or higher in each major course.
- 4.13 Obtain a 2.00 or better Texas State GPA and a 2.25 or better major GPA.
- 4.14 Meet University residency requirements.
- 4.15 Pass an exit exam administered in HA 4141.

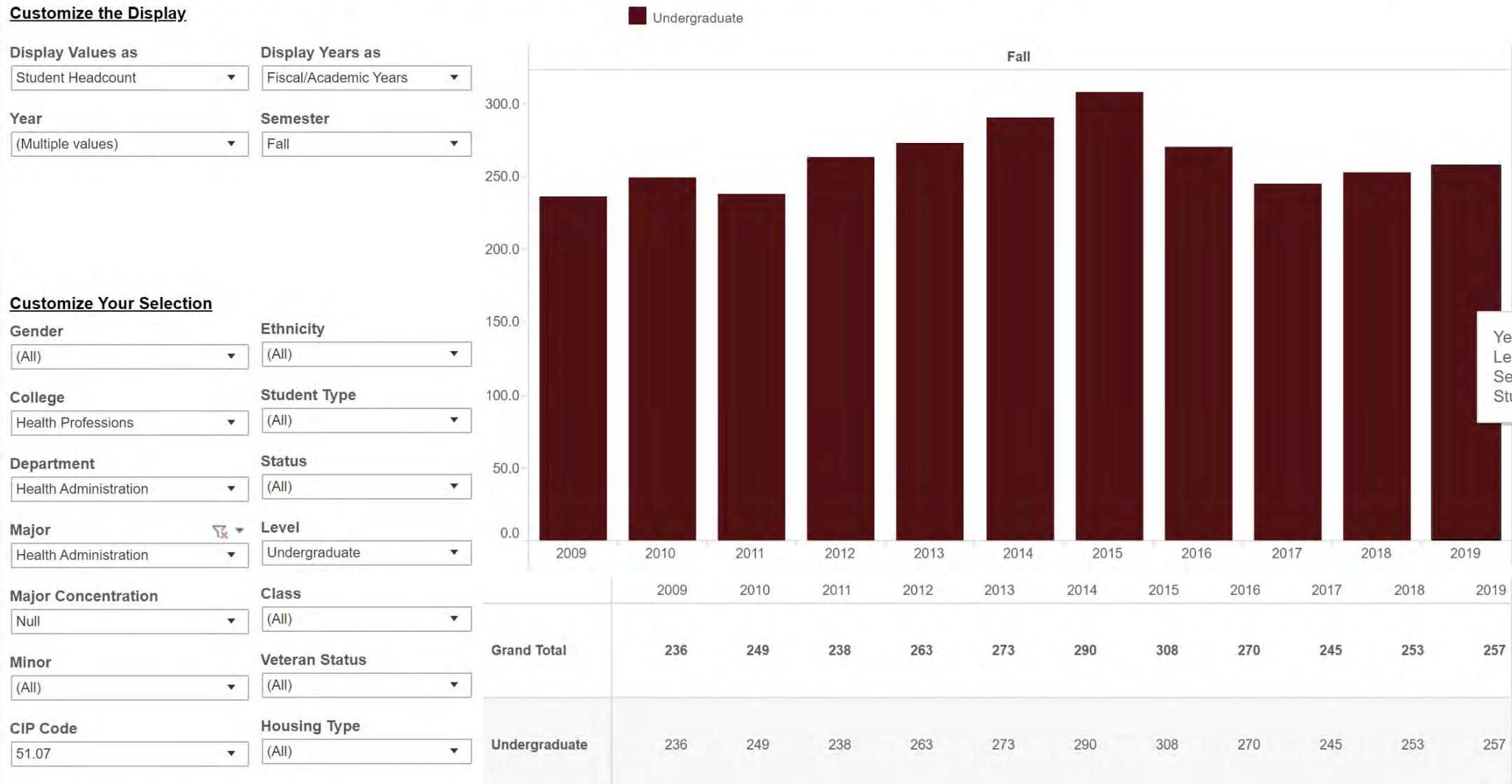




Fall 2018 Majors with Pre-HAs

Customize the display by choosing an option for "Display Values as" and "Display Years as". To narrow the group of students, you can start with a pre-defined group and/or filter your selection based on the options available under "Customize Your Selection". As you make your selections, the table and chart on the right will display the number of students you have selected from each year and semester. Filters chosen on this tab will carry over to the non-custom tabs listed at the top ("Who are they?", "Where are they now?", & "Where are they from?")

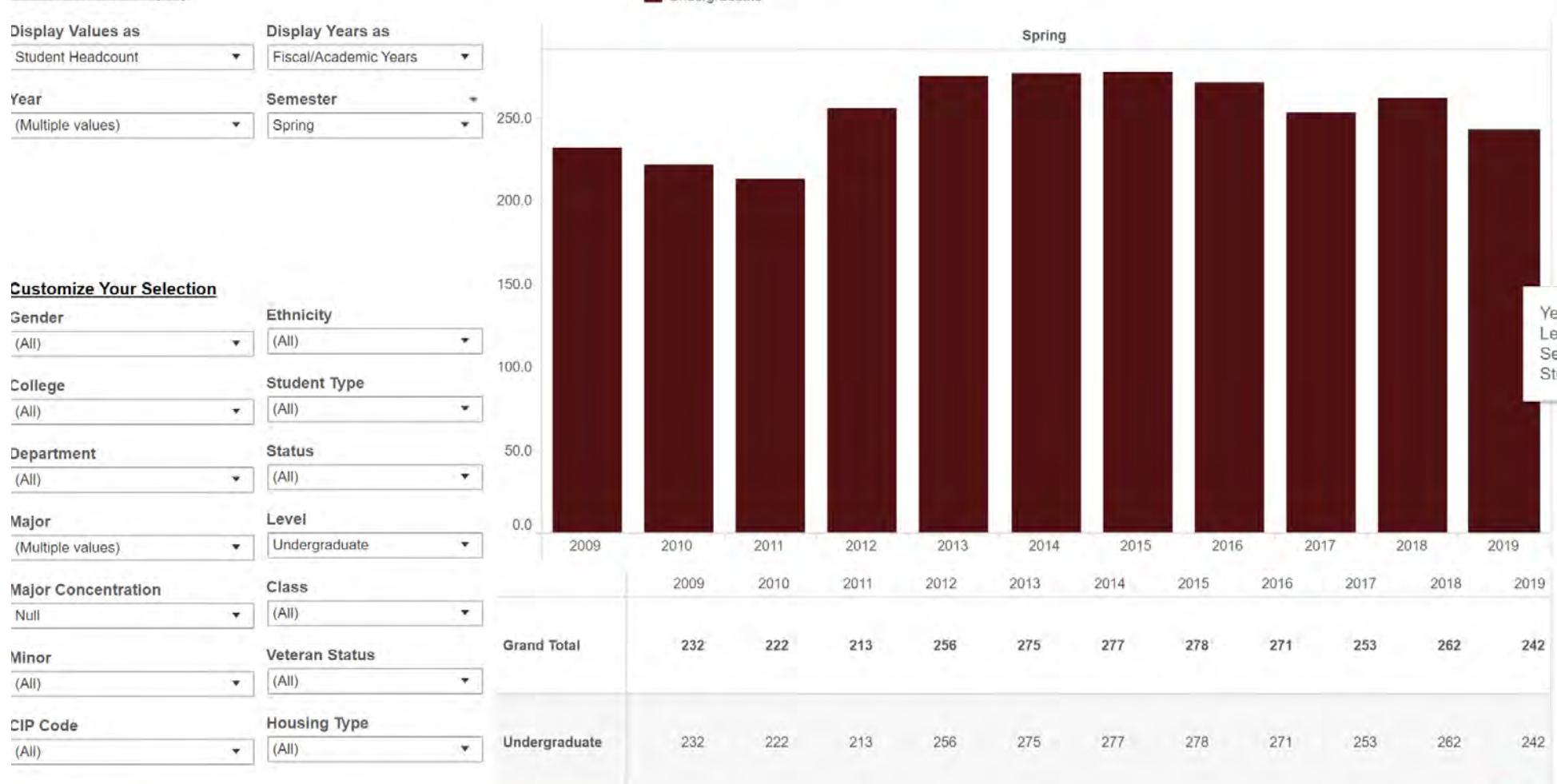
Customize the Display



Spring 2019 Majors with Pre-HAs

Customize the display by choosing an option for "Display Values as" and "Display Years as". To narrow the group of students, you can start with a pre-defined group and/or filter your selection based on the options available under "Customize Your Selection". As you make your selections, the table and chart on the right will display the number of students you have selected from each year and semester. Filters chosen on this tab will carry over to the non-custom tabs listed at the top ("Who are they?", "Where are they now?", & "Where are they from?")

Customize the Display



Compiled by the Office of Institutional Research. Last Updated: 5/18/2019 4:33:44 PM



Fall 2018 Minors

Customize the display by choosing an option for "Display Values as" and "Display Years as". To narrow the group of students, you can start with a pre-defined group and/or filter your selection based on the options available under "Customize Your Selection". As you make your selections, the table and chart on the right will display the number of students you have selected from each year and semester. Filters chosen on this tab will carry over to the non-custom tabs listed at the top ("Who are they?", "Where are they now?", & "Where are they from?")

Customize the Display

Display Values as

Student Headcount

Display Years as

Fiscal/Academic Years

Year

(Multiple values)

Semester

Fall

Undergraduate

Fall

120.0
100.0
80.0
60.0
40.0
20.0
0.0

Year: 2018
Level: Undergraduate
Semester: Fall
Student Headcount: 120.0

Customize Your Selection

Gender

(All)

Ethnicity

(All)

College

(All)

Student Type

(All)

Department

(All)

Status

(All)

Major

(All)

Level

Undergraduate

Major Concentration

(All)

Class

(All)

Minor

Health Administration

Veteran Status

(All)

Grand Total

2012 2013 2014 2015 2016 2017 2018 2019

68 66 71 79 100 123 120 114

CIP Code

(All)

Housing Type

(All)

Undergraduate

68 66 71 79 100 123 120 114

Spring 2019 Minors

Customize the display by choosing an option for "Display Values as" and "Display Years as". To narrow the group of students, you can start with a pre-defined group and/or filter your selection based on the options available under "Customize Your Selection". As you make your selections, the table and chart on the right will display the number of students you have selected from each year and semester. Filters chosen on this tab will carry over to the non-custom tabs listed at the top ("Who are they?", "Where are they now?", & "Where are they from?")

Customize the Display

Display Values as

Student Headcount

Display Years as

Fiscal/Academic Years

Year

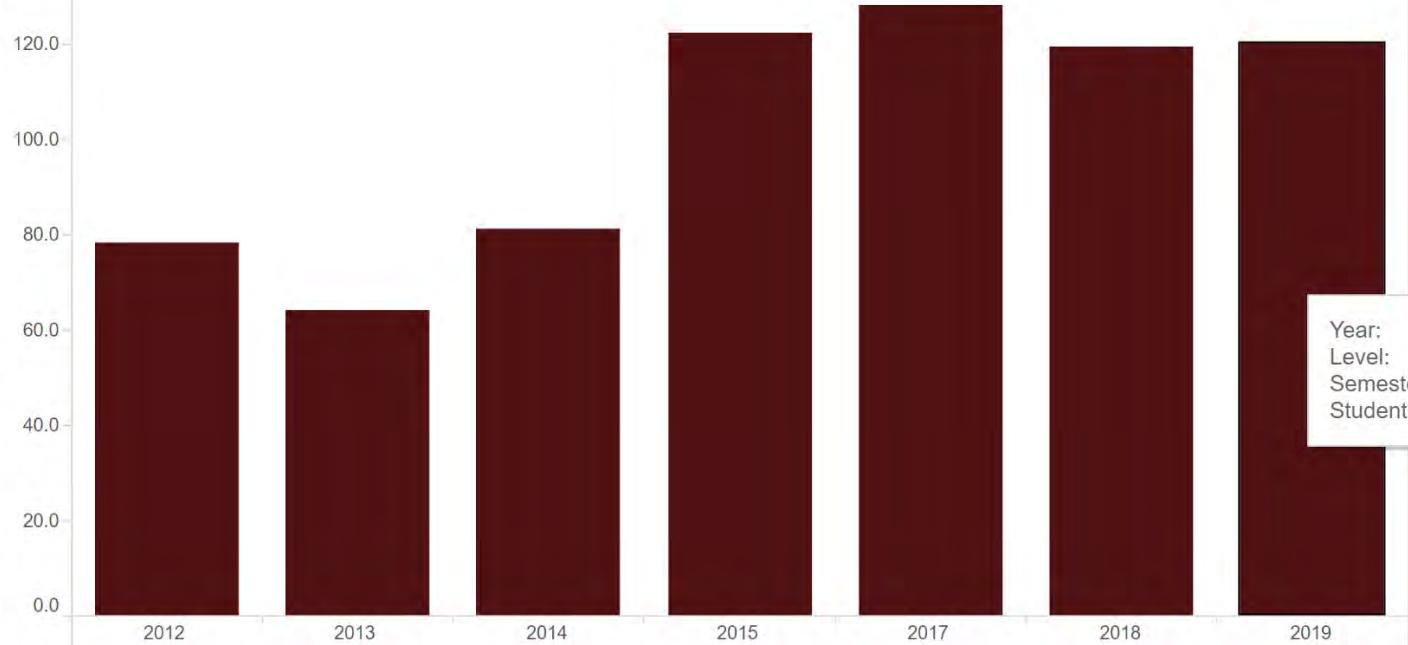
(Multiple values)

Semester

Spring

Undergraduate

Spring



Customize Your Selection

Gender

(All)

Ethnicity

(All)

College

(All)

Student Type

(All)

Department

(All)

Status

(All)

Major

(All)

Level

Undergraduate

Major Concentration

(All)

Class

(All)

Minor

Health Administration

Veteran Status

(All)

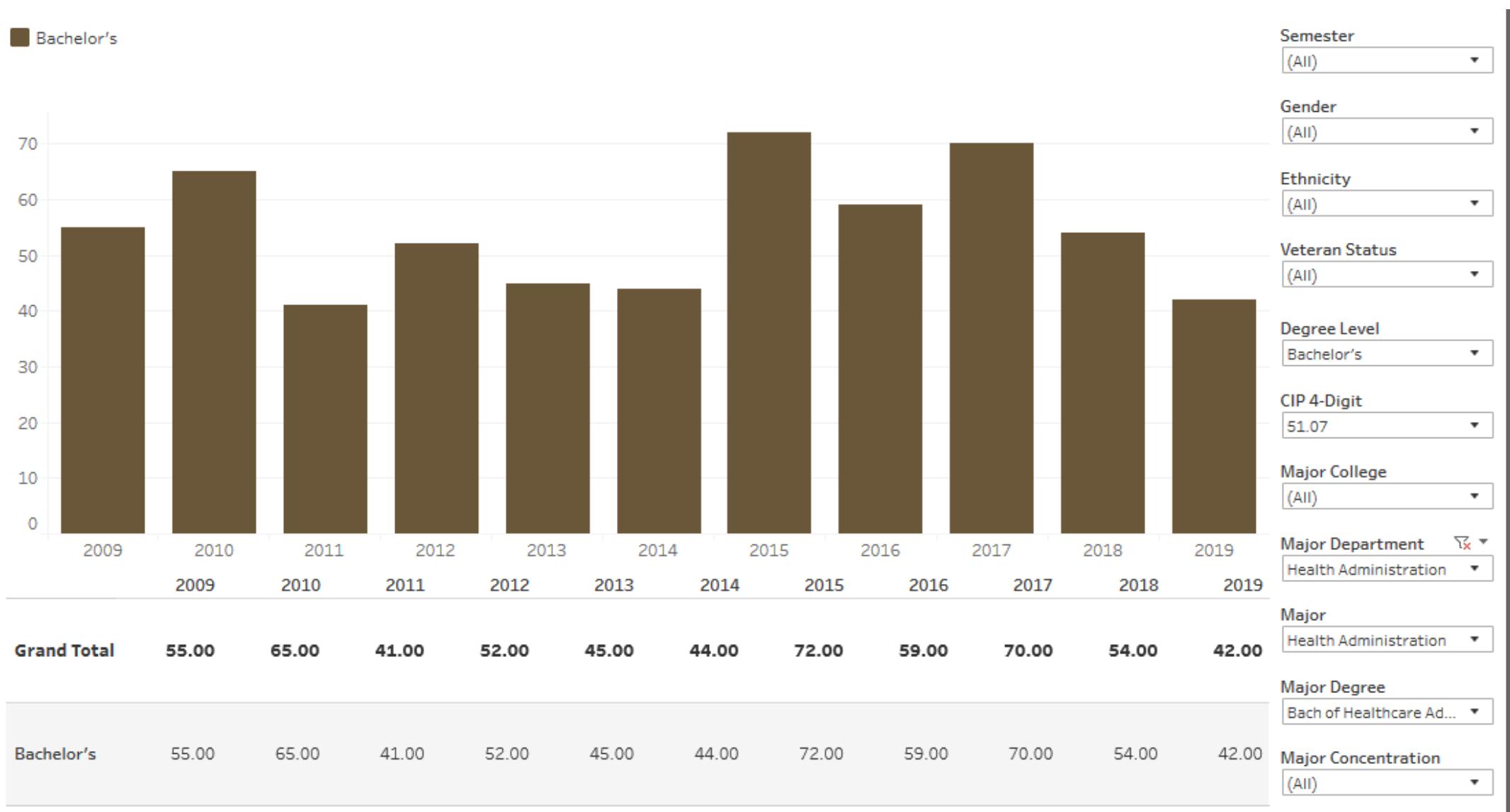
CIP Code

(All)

Housing Type

(All)

Year:
2019
Level:
Undergraduate
Semester:
Spring
Student Headcount: 120.0



Texas State University Bachelor of Healthcare Administration (BHA)

Program Accredited by the Association of University Programs in Health Administration (AUPHA)

School of Health Administration



[Program Director VCard](#)

[Application Site](#)

What is Healthcare Administration?

Healthcare administration is the study of management theory, practice, skills, and attitudes applied to healthcare organizations. Unique characteristics of healthcare organizations include medical staffs, third party payers, and trusting customers. Healthcare organizations are in the business of caring, and healthcare administration is the business of healthcare.

Why Consider a Degree in Healthcare Administration?

- Because you are a compassionate person and want to make a difference in the lives of others by pursuing a career in a growing service industry.
- Because you want career opportunities in the largest industry in the U.S.
- Because you want excellent earning potential according to U.S. Bureau of Labor statistics.
- Because you want career flexibility including not only careers in healthcare management, but also careers in pharmaceuticals, health insurance, patient billing, and state and federal agencies.
- Because you want to pursue graduate education in healthcare administration, public health, business administration, law, and other disciplines.

Why Pursue a Degree in Healthcare Administration at Texas State?

- Because the BHA program has been fully certified by the Association of University Programs in Health Administration (AUPHA) since 1990.
- Because the BHA program has a large, award-winning, and nationally-known faculty accessible to students.
- Because Texas State is one of the most affordable universities in Texas.
- Because Texas State has a graduate program in healthcare administration accredited by the Commission on Accreditation of Health Management Education (CAHME).

What Organizations are Available to Students Majoring in Healthcare Administration?

The School of Health Administration encourages student participation in a wide range of professional organizations including the American College of Healthcare Executives, the Healthcare Financial Management Association, the Medical Group Management Association, as well as the student organization Healthcare Leadership Coalition and the healthcare management national honor society, Upsilon Phi Delta.

What is Required for Admission to the BHA Program?

- Any student in Texas State may declare Pre-Healthcare Administration as the major by contacting the School Administrative Assistant and scheduling an appointment with the BHA Director.
- Admission to the Healthcare Administration program is competitive. In addition to the minimum criteria for program consideration, applicants are required to interview with the Program Director. Applicants meeting the minimum criteria below will be considered for admission.
- Successful completion of all general education core and support courses with a "C" or better in the following: MATH 1315 College Algebra, ECO 2301 / ECO 2314 Principle of Econ / Microecon, HP 3325 Healthcare Stats or equivalent, HA3308 Healthcare Organization.
- Texas State GPA of 2.75 or higher.
- Passing score on the punctuation, usage, and grammar test
- NOTE: Finance, Accounting, Problem Solving, & Quality require high-level mathematical / reasoning skills and all courses require excellence in communication. Several courses are writing intensive.*
- Application deadlines and items for application packet are posted on School webpage (QR Code). <http://www.health.txstate.edu/ha/pro-stu/admissions.html>

Junior Year

First Semester (15 Credits)	Second Semester (15 Credits)
HA 3309 Ethics	HA 3341 Project Management
<i>Program Focus Area</i>	<i>Writing Intensive</i>
HA 3324 Supervisory Management	HA 3340 Management of Health Information Systems
<i>Writing Intensive</i>	
HA 3315 Healthcare Administration History, Culture, and Language	HA 3376 Financial Management for Healthcare Managers
	<i>Program Focus Area</i>
HA 3375 Principles of Accounting for Healthcare Managers	HA 3344 Patient Care Management & Quality Improvement
<i>Program Focus Area</i>	<i>Instituted for Industrial and Systems Engineers Lean Six Sigma Certification</i>
HA 3329 Human Resources in Healthcare Management	HA 3347 Essentials of Healthcare Law.

What is Required for Graduation?

- Complete all required courses and 120 hours.
- Have a grade of "C" or better in each HA course.
- 2.00 Texas State GPA or better and 2.25 HA GPA or better.
- Have met University residency requirements.
- Pass an EXIT exam administered in HA 4141.



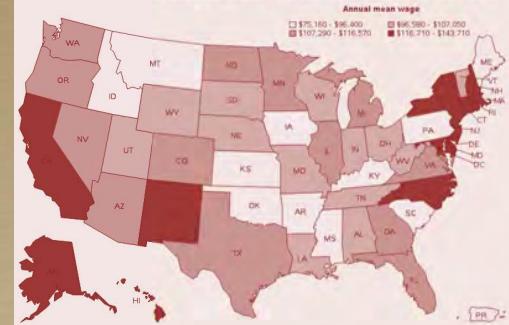
Senior Year

First Semester (16 Credits)	Second Semester (8 Credits)
HA 4305 Healthcare Services Marketing	HA 4848 Healthcare Administrative Residency
	<i>8 Credit Hours</i>
HA 4315 Health Services Problem Solving and Decision Making	
<i>Excel Certification</i>	
HA 4318 Employment Law in Healthcare Management	
HA 4322 Public Health Administration	
	<i>Study Abroad or Study in the US</i>
HA 4325 Healthcare Strategic Management	
	<i>Writing Intensive</i>
HA 4141 Practicum Internship B	
	<i>1 Credit Hour</i>

Quick Facts: Medical and Health Services Managers

Bureau of Labor Statistics	https://www.bls.gov/ohmmanagement/medical-and-health-services-managers.htm
2017 Median Pay	\$98,350 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	352,200
Job Outlook, 2016-26	20% (Much > average)
Employment Change, 2016-26	72,100

Annual mean wage of medical and health services managers, by state, May 2017



Contact Information

School of Health Administration

Ms. Julie Carroll, (512) 245-3556, carroll@txstate.edu
Encino Hall Room 250

Dr. Larry Fulton, (512) 245-3492, lif25@txstate.edu
Encino Hall Room 260

BHA Orientation Preliminary Agenda, 30 August, Encino 143, 1:00-2:30 pm

1:00 – 1:15. Opening Remarks from Associate Dean / HA Director

1:15-1:30. Welcome from Dr. Larry Fulton, BHA Program Director

Cohort, Curriculum, Certifications, Faculty, Expectations, Pre-Test, BHA Handbook, Introduction of Ms. Carroll

1:30-2:50. Faculty presentations (importance of associations, service, ethics, certifications, study abroad, emotional intelligence, discussion of courses)

1:30-1:40 pm Dr. Nowicki (importance of associations)

1:40-1:50 pm Dr. Lee (emotional intelligence)

1:50-2:00 pm Dr. Renick (service)

2:00-2:10 pm Dr. Topinka (internship)

2:10-2:15 pm Dr. Mileski (HLC)

2:15-2:20 pm Introductions of other available faculty

2:20-2:25 pm Questions from students

2:25-2:30 Signing for BHA handbook and expectations.

Important Dates:

14 September, 9 am. Scroll Ceremony. Mandatory. Dress: Business. Location: LBJ Ballroom.

NLT 30 September, Peregrine Pre-Test. You will not be able to enroll in 2d term classes until complete.

19 October, Bobcat Day. A student volunteer is helpful. Dress: business casual. Contact Dr. Topinka.

8 November, Exit Exam. Important for upper-level cohort.

23 November, Bobcat Day. A student volunteer is helpful. Dress: business casual. Contact Dr. Topinka.

	Date	Topic
EVENT	23-Aug	Bobcats C.A.R.E. Part-time Job Fair, 11:00 am-5:00 pm, LBJSC
	29-Aug	Interviewing Skills, Mr. Ralph Leal, Career Services @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
	5-Sep	Guest Speaker, Associate Professor David Rubenstein @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
EVENT	5-6 Sep	MGMA Texas Fall Conference, Hyatt Regency Hill Country Resort, San Antonio, TX
EVENT	10-Sep	Bobcat Career Prep, 6:00-8:00 pm, LBJSC
	12-Sep	Headshot photos taken, Career Services, Room LBJCS 5-7.1 12-1p OR 5-6p
EVENT	13-Sep	ACHE South Texas Chapter Early Careerist Symposium, St Mary's University Law Library, San Antonio, TX
EVENT	18-Sep	Healthcare Leadership Coalition MEETING--5pm--ENC213
EVENT	18-19 Sep	Bobcat Career Fair, 12:00-4:00 pm, LBJSC
EVENT	18-19 Sept	HFMA Texas Gulf Coast Summer Conference, The Briar Club, Houston, TX
	19-Sep	Guest Speaker, Robert Hayes, CEO, Guadalupe Medical Center @ Professor Topinka's class ENC230--12-1p
	19-Sep	Guest Speaker, Stacy Foremski, University Health System, San Antonio, TX @ Professor Topinka's class ENC204--5-6p
TOUR	20-Sep	Central Texas Medical Center and Live Oak Health Partners, San Marcos, TX, 10:00 am
	26-Sep	Professional Writing, Assistant Professor Topinka @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
EVENT	25-27 Sep	HFMA Lone Star Chapter Red River Showdown, Durant, OK
EVENT	26-Sep	ACHE North and East Texas Chapters Collaborative Event, Baylor, Scott, and White Heart Hospital, Plano, TX
TOUR	27-Sep	University Health System, San Antonio, TX, 10:30 am
	3-Oct	Guest Speaker, Margaret Butler, CEO, Seton NW, Austin @ Professor Topinka's class ENC230--12-1p
EVENT	4-Oct	ACHE South Texas Chapter Fall Education Event, San Antonio, TX
	10-Oct	Guest Speaker, Sam Maley, CFO, Parallon, Dallas, TX @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
EVENT	16-Oct	Healthcare Leadership Coalition MEETING--5pm--ENC213
	17-Oct	Guest Speaker (via Zoom), Jim Wiederhold, President, Wiederhold Associates @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
EVENT	20-22 Oct	HFMA South Texas Chapter Fall Symposium, San Antonio, TX
	24-Oct	Guest Speaker, Holly Webber-Johnson, CNO, Methodist, NE, Converse, TX @ Professor Topinka's class ENC230--12-1p
TOUR	25-Oct	Kirkwood Manor Nursing and Rehab, New Braunfels, TX, 10:30 am
EVENT	29-30 Oct	ACHE South East Texas Chapter Annual Healthcare Leadership Conference, Intercontinental Houston, Medical Center, TX
EVENT	30-Oct	Healthcare Leadership Coalition MEETING--5pm--ENC213
	31-Oct	Legal Affairs-University Student Legal Office @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
EVENT	8-Nov	Exit Exam
EVENT	8-Nov	ACHE South Texas and Central Texas Chapters Collaborate Event, 11:30 am-5:00 pm, Texas State University
	14-Nov	How to Make Professional Presentations-Sandra Smith, President, Toast Masters, San Marcos, TX @ Professor Topinka's class ENC230--12-1p OR ENC204--5-6p
TOUR	15-Nov	Hope Hospice, 10:00 am, New Braunfels, TX
EVENT	20-Nov	Healthcare Leadership Coalition MEETING--5pm--ENC213
EVENT	4-Dec	Healthcare Leadership Coalition MEETING--5pm--ENC213
	5-Dec	Guest Speaker, Professor Michael Mileski, Texas State University @ Professor Topinka's class ENC230--12-1p

Student Complaints

Texas State Complaint Process

Texas State seeks to maintain the highest standards of integrity and fairness in its relationships with students. A student who believes that specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, inequitable, or inconsistent manner, as stated by appropriate UPPS statements, can initiate a complaint. Texas State's general policy regarding complaints, including student complaints, appears as part of the university's "Compact with Texans" that can be accessed by clicking this link: [**Compact with Texans**](#).

What Texas State University policy governs student complaints, grievances, and appeals?

[**Procedures for Students Seeking Resolution of Reporting University-Related Complaints \(UPPS No. 07.10.06\)**](#)

What should I do if I need to file a university-related complaint?

- If it is an **academic complaint** – please start with the faculty or staff person at the department level office involved in the complaint, and if the complaint cannot be resolved at that level, then contact the next higher office on the organizational chart (such as the department chair/director or dean's office).

Examples of academic student complaints may include: grade appeals, academic suspension appeals, appeals related to a disagreement about an absence for the observance of a religious holy day, complaints related to the Family Educational Rights and Privacy Act (FERPA), or an honor code violation appeal.

- If it is a **non-academic complaint** – please start with the faculty or staff

person at the department level office involved in the complaint, and if the complaint cannot be resolved at that level, then contact the next higher office on the organizational chart (such as the department chair/director or the Office of the Dean of Students).

Examples of non-academic student complaints may include: student employee grievances, appeals of a disciplinary decision or parking citation, or a Department of Housing and Residential Life Administrative Review appeal.

- If it is a **sexual misconduct complaint** – please contact the Title IX Office (TitleIX@txstate.edu).

Examples of Title IX complaints may include questions regarding discrimination, harassment, and/or sexual misconduct.

Ombudsperson

The [Dean of Students Office](#) provides an Ombudsperson (a neutral university representative) to address concerns of currently enrolled Texas State students. This service personally assists students in achieving resolutions to university related challenges in accordance with appropriate University Policies and Procedures Statements (UPPS).

This service is for student complaints dealing with:

- An office or department
- A university staff or faculty member
- An issue concerning grades
- A student organization
- Another Texas State student
- A financial matter
- Other

Procedures for Students Seeking Resolution or Reporting University-Related Complaints

UPPS No. 07.10.06

Issue No. 3

Effective Date: 7/19/2016

Next Review Date: 6/01/2020 (E4Y)

Sr. Reviewer: Associate Vice President
and Dean of Students

01. POLICY STATEMENTS

- 01.01 This policy provides procedures for students seeking a resolution or reporting a complaint about a university-related issue. Sexual misconduct complaints must be directed to the Title IX Office (TitleIX@txstate.edu).
- 01.02 Texas State University's general policy regarding complaints, including student complaints, appears as part of the university's [Compact with Texans](#). The specific section regarding student complaints provides this information:
 - a. Student complaints should be directed to the specific offices involved in the complaint, and if the complaint cannot be resolved at that level, the complainant is instructed to contact the next higher office in the chain of command.
 - b. Enrolled Texas State students may also address complaints to the Dean of Students Office, where the student ombudsman assists students with achieving resolutions to university-related complaints.
 - c. The Dean of Students Office refers other customer complaints to appropriate campus offices when the problem cannot be resolved within the Dean of Students Office.
- 01.03 A student who believes that specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, inequitable, or inconsistent manner, as stated by appropriate university policy statements, can initiate a complaint.

02. POLICIES ADDRESSING STUDENT COMPLAINTS AND GRIEVANCES

- 02.01 In addition to this policy, there may be additional divisional and individual office policies that exist to address specific student complaints and grievances. A complete list of University Policies and Procedures Statements (UPPS) can be found [here](#). Students should review and follow the procedures for specific policies in regard to student complaints and grievances.
- 02.02 The following policies provide specific procedures for some typical types of complaints:
 - a. Prohibition of Discrimination ([UPPS No. 04.04.46](#))
 - b. Disability Services for Students ([UPPS No. 07.11.01](#))
 - c. Excused Absence Policy Related to University Sponsored Events / [HODS No. 07.10.06](#)

U. EXCUSED ABSENCE POLICY RELATED TO UNIVERSITY-SPONSORED EVENTS ([UPPS NO. 02.06.03](#))

- d. Honor Code ([UPPS No.07.10.01](#))
- e. Parking and Transportation ([UPPS No. 05.07.02](#))
- f. Satisfactory Academic Progress for Undergraduate Students on Financial Aid ([UPPS No. 07.07.01](#))
- g. Satisfactory Academic Progress for Graduate and Post-Baccalaureate Teacher Certificate Seeking Students on Financial Aid ([UPPS No. 07.07.02](#))
- h. [The Texas State University System Sexual Misconduct Policy](#)
 - i. Student Absences for Religious Holy Days ([UPPS No. 02.06.01](#))
 - j. Student Employment Procedures ([UPPS No. 07.07.03](#))
 - k. Tuition and Fees Refund Appeal Policy ([UPPS No. 02.01.12](#))

03. PROCEDURES FOR NON-ACADEMIC STUDENT COMPLAINTS

- 03.01 The university encourages students to seek informal resolution of concerns through consultation with the faculty or staff person directly responsible for the initial action or decision before pursuing a more formal process. However, if a student deems the informal efforts unsatisfactory, he or she may pursue a formal complaint in accordance with this policy
- 03.02 Students must submit all formal complaints under this policy in writing unless a complaint involves safety issues that require an immediate action or response. In any circumstance where safety is a concern, the office receiving the complaint should immediately contact the University Police Department.
- 03.03 When an office receives a complaint, the designated representative in that office will evaluate it and determine whether a preponderance of evidence shows that the decision in question was arbitrary, discriminatory, inequitable, or inconsistent with an appropriate university policy statement. After the investigation and where applicable, departments will take corrective action.
- 03.04 The office will assure that the student receives a direct response in writing, via the student's university assigned e-mail address within 10 business days. A business day is defined as any day the university is open for business excluding energy conservation days, closure for dates noted on the official university academic calendar, closure of school due to emergencies or closure by order of state or federal government officials.
- 03.05 If a student complaint is directed to a university office not involved in the complaint, this policy limits the responsibility of that office's supervisor, or the supervisor's designee, to acknowledge the complaint and forward any complaints to the office directly related to the complaint.
- 03.06 The designated representative will keep a [Student Complaint Log](#) and will retain appropriate documentation verifying the resolution of each complaint in accordance with the university's records retention policy.

04. APPEALS PROCEDURES

- 04.01 Students may appeal the decision to the vice president responsible for the department directly related to the complaint, in writing, no later than 10 business

days after the date of the decision.

- 04.02 The only basis for an appeal is an allegation that the decision-maker did not follow university policy or that the procedures followed in providing service to the student did not meet the normal standards of professional conduct expected by a reasonable person. This policy does not permit substantive review of a final decision.
- 04.03 The appropriate vice president may approve, reject, or modify the decision within 10 business days of receipt. The vice president will inform the student via the student's university assigned e-mail address and the department of his or her decision in writing. The vice president's decision is final.

05. REVIEWERS OF THIS UPPS

- 05.01 Reviewers of this UPPS include the following:

Position	Date
Associate Vice President and Dean of Students	June 1 E4Y
TSUS Associate General Counsel	June 1 E4Y

06. CERTIFICATION STATEMENT

This UPPS has been approved by the following individuals in their official capacities and represents Texas State policy and procedure from the date of this document until superseded.

Associate Vice President and Dean of Students; senior reviewer of this UPPS

Vice President for Student Affairs

President

Texas State University
Student Complaint Log
School of Health
Administration
2018/2019

Complaint Date	Name and ID # of Complainant	Brief Description of Complaint Including Date Received in Office/Department	Office or Department Directly Related to Complaint	Date Referred to Directly Related Office and Name of Recipient	Status of Complaint	Response Date
12 January 2018	Safrat Wague	Student was suspended from the MHA Program by the Graduate College for academic issues in failing to maintain a 3.0 GPA for two semesters.	SOHA & Graduate College	12 Jan – 2 Mar 2018	Student submitted an appeal to SOHA & the Graduate College. Appeal was denied.	2 March 2018
12 January 2018	Rogelio Esparza	Student was suspended from the MHA Program by the Graduate College for academic issues in failing to maintain a 3.0 GPA for two semesters.	SOHA & Graduate College	12 Jan – 22 Feb 2018	Student submitted an appeal to SOHA & the Graduate College. Appeal was denied.	22 February 2018
6 February 2018	Dionte Edwards	Student appealed a "C" he received in HA 3308 from Dr. Nowicki	SOHA – Dr. Nowicki	6 February 2018	Student was informed his grade would not be changed by the instructor, and chose to not file an official appeal.	20 February 2018
13 July 2018	Michele LeBlanc	Complained about receiving a D in HA 3308 and Dr. Nowicki was unfair. Requested her grade be changed.	SOHA	13 July 2018 – Dr. Nowicki	Closed. Grade remained unchanged.	14 July 2018

21 August 2018	Ikea Smith	Complained that she was not able to be a GA because of academic probation status, and requested we lift her probation.	SOHA & Graduate College	22 August 2018 – Dr. Brooks	Closed. Complied with Graduate College policy.	22 August 2018
5 September 2018	Michele LeBlanc	Complained she was being penalized for tardiness in class when she could not find parking, and was pumping so she could breast feed her child.	SOHA	5 September 2018 – Dr. Brooks	Closed. Informed her that attendance policies were at the discretion of each faculty. Found her a private location in the building that she could pump and store breast milk.	5 September 2018
19 October 2018	Freddie Trejo III	Complained his ODS accommodations were not being met in HP 3325 and Dr. Shanmugam was unwilling to re-teach each course lecture to him after class.	SOHA& ODS	19 Oct - 6 Nov 2018	It was determined all his accommodations were being met. He was offered additional tutoring support. He was granted a late W.	6 November 2018
25 April 2019		Student complains that she has a disability letter that states she is allergic to perfume and cologne, and that she wants all students/faculty in all classes to not wear any such items. This lead to an altercation between her and the rest of her classmates in HA 4318 during class presentations.	SOHA & ODS	25 April – 1 May 2019	No such disability accommodation existed. Student met with PD and was informed that this was an impossible request to enforce.	1 May 2019
25 April 2019 & 3 May 2019	Pooja Joshi	Student failed her comp exam for the 2 nd time. She complained to the Dean that she was being ⁷⁹⁰	SOHA & Dean's Office	25 April 2019 – 3 May 2019	A panel of 3 judges graded her comp exam	25 April 2019 & 3 May 2019

		<p>discriminated against because she was a foreign student from India, and that SOHA discriminated against all the foreign students in the Program.</p>			<p>and the process is double-blinded. She was then given an oral board to allow her to redeem herself, but failed because she could not grasp and demonstrate very basic competencies required to pass the didactic phase and be cleared to proceed to internship. She left and flew back to India on 26 April 2019. She has been informed that she will be required to retake 3 courses: HA 5300; HA 5304; & HA 5316 and then will be eligible to retake the comp exam in fall 2019.</p>	
29 April 2019	Ikea Smith	<p>Went to the Provost's Office and complained that she was being required to sit for the Excel certification exam as part of the HA 5316 course.</p>	SOHA & Provost's Office	29 April 2019	<p>Provost's Office was informed that this Excel certification had been specifically added to address the concerns of our preceptors to address that our students were weak in Excel skills.</p>	29 April 2019

30 April 2019		Student complained to the Dean's office that her field placement at HCA in Houston had to be changed because the facility would not make the required edits to the affiliation agreement that the University General Counsel required.	SOHA, General Counsel & Dean's Office	30 April 2019	Student was informed by the Dean that she will not sign an affiliation agreement and that the General Counsel does not approve. Alternate field placement site is required.	30 April 2019
16 May 19	Rayna Ajibolade	Files grade appeal for HA 3309 for grade of C	Dr. Morrison	16 May 2019	Grade was changed to a B	18 May 2019
21 May 19	John Bohls	Filed grade appeal of B in HA 5362.	Dr. Morrison	21 May 2019	No response from faculty member, Chair reviewed items and supported grade change. Grade change made to A.	3 June 2019
7 June 2019	Waleed Shamsi	Student's application for graduation was denied, as they have a D in a core HA class, HA 5316.	Dr. Kruse/Dr. Nowicki	7 June 2019	Student was informed although their overall GPA is above a 3.0, they must retake HA 5316 and receive a C or better to graduate.	7 June 2019

SOHA ADVISORY COMMITTEE MINUTES

Tuesday, 4 March 2019

ACHE Annual Congress Alumni Dinner
Plymouth Rooftop Restaurant, Chicago, IL

Attendance:

Present:

Dr. Matthew Brooks, Professor, Health Administration
Dr. Scott Kruse, Associate Professor, Health Administration
Mr. Joel Helmke, Alumni, Senior Vice President, City of Hope
Ms. Laura Fohn, Alumni, Director of Operations, Ascension Dell Seton
Ms. Debbie Cox, Alumni, Director, Human Resources, CTMC
Mr. Rohan Syal, Recent Alumni, Project Specialist, Houston Methodist
Ms. Lorraine Lobo, GIA, Health Administration

Absent:

Dr. Jessie Tucker, President, Methodist LeBonheur Healthcare
Dr. Anthony Stahl, CEO, Central Texas Medical Center (Appointed in 2019)

Review of Agenda: 1) Convene meeting; 2) Member Update; 3) Program Updates; 4) Discussion Items; 5) Open Discussion; 6) Conclude meeting.

Member Update: Proposed that Dr. Anthony Stahl, CEO, CTMC in San Marcos be added to the board. He was unanimously approved,

Program Updates: The BHA & MHA Programs were discussed, and the board given an update on enrollment, marketing efforts, and some student achievements.

Items for Discussion:

Accreditation: Informed the board members that we were in our self-study year for both the BHA Program's AUPHA recertification which will be in Salt Lake City in June 2020; and the MHA's CAHME accreditation with a site visit on-campus in early January 2020.

Competencies and External Certifications: Discussed the competency model for both Program's and received their approval to make the adjustment to the MHA model to add a 24th competency: Legal Environment of Healthcare.

BSHS Implementation: Informed the members that the Provost had tasked the School to implement a BS in health Sciences degree to retain the pre-health professions students we were losing in the other Programs. Some initial concern was expressed about how this was going to impact the BHA.

College move to Round Rock: Updated the members that the College of Health Professions is in transition, with 4 departments currently located on the Round

Rock campus, and the remaining 4 continuing here on San Marcos. We are awaiting the Texas Legislature to fund Tuition Revenue Bonds to build 2 new buildings, with one of those being Esperanza Hall in Round Rock that will house the remaining 4 departments on the Dean's office. We were awaiting word on funding. If funded, the estimated move to Round Rock for HA is projected in Fall 20203. If not funded, we would attempt again in the 2021 Legislature, and projected move date is 2025.

San Marcos Facilities Update: Provided the board with an update on the San Marcos HA facilities renovation. HA has 2 brand new computer labs, a new Zoom Distance Learning Platform Classroom, and new research lab, and a new 100-seat classroom

Open Discussion: Discussed how to increase applications for both Programs, and to raise our US News & WR rankings. One idea for increasing applications was to encourage UG students to go directly into the MHA. This had not been the policy in the past, but the board felt that is the new norm, and it will lead to more MHA's vs. the new millennials who do not seem inclined to go back to school after joining the workforce. To raise our reputation the board felt we are doing the right things, and it will just take time. We continue to increase significantly our research outcomes and external funding and have 9 current faculty that are ACHE Fellows. We also are looking to expand our Study-Abroad Programs.

Next Meeting: The next meeting is scheduled for March 24, ACHE Annual Congress in Chicago, IL.

Submitted by: Dr. Matthew S. Brooks, Chair
Submitted on: March 24, 2019

Non-Homework Assessments	Tests	Quizzes	Tours	Group Case Discussions	Certifications	Independent Research	Case Recitation	Large Paper	Group Discussion	Film Review	Group Pres.
HA3308 Healthcare Org.	3										
HA3309 Ethics in HA	2			5	1			1	1		
HA3315 HA History, Culture, Lan	2	2									
HA3324 Supervisory Mgt	2	5	6								
HA3329 HR in HA	3		4								1
HA3340 Mgt of HIS	3			10							
HA3341 Project Management	2		1		1			1			
HA3344 Quality	2	1			1						1
HA3347 Law	2						1				
HA3375 Accounting	4		1		1						
HA3376 Finance	3		1		1						
HA4141 Comp Review	1		3								
HA4305 Marketing	2		1								1
HA4315 Problem Solving	3				1						
HA4318 Employment Law	2		2								
HA4322 Public Helath	2				1						1
HA4325 Strategic Mgt	2		1								1

MHA	Peregrine Provides the Following Assessments	BHA Recommendations for Competencies	AUPHA Certification Requires
<i>Relationship Management</i>	<i>Communications & Relationship Management</i>	<i>Communications & Relationship Management</i>	
1. Communication Skills	1. Communication Skills	1. Communication Skills	
2. Negotiation	2. Negotiation	2. Relationship Management	
<i>Leadership</i>	<i>Leadership</i>	<i>Leadership</i>	
3. Leadership Skills & Behavior	3. Leadership Skills & Behavior	3. Leadership Skills	10. Governance 12. Leadership
4. Operational Climate & Culture	4. Operational Climate & Culture	4. Organizational Climate & Culture	4. Organizational Development / Behavior 3. Cultural Competency / Diversity
5. Communicating Vision	5. Communicating Vision		
6. Managing Change	6. Managing Change	5. Managing Change	5. Management of Healthcare Organizations
<i>Professionalism</i>	<i>Professionalism</i>		
7. Personal & Professional Accountability	7. Personal & Professional Accountability		
8. Professional Development & Lifelong Learning	8. Professional Development & Lifelong Learning		
9. Contributions to the Community & Profession	9. Contributions to the Community & Profession		
<i>Knowledge of the HC Environment</i>	<i>Knowledge of the HC Environment</i>	<i>Knowledge of the HC Environment</i>	
10. Healthcare Systems & Organizations	10. Healthcare Systems & Organizations	6. Healthcare Systems & Organizations	1. US Healthcare System
11. Healthcare Personnel	11. Healthcare Personnel	7. Healthcare Personnel	7. Management of HR & HP
12. The Patient's Perspective	12. The Patient's Perspective	8. The Community & Environment	2. Population & Community Health
13. The Community & Environment	13. The Community & Environment		15. Post-acute care
	The Legal Environment of Healthcare Administration	9. The Legal Environment of HA	18. Ethics in Business & Clinical Decision Making 9. Healthcare Law 11. Health Policy
<i>Business Skills & Knowledge</i>	<i>Business Knowledge & Skills</i>	<i>Business Knowledge & Skills</i>	
14. General Management	14. General Management	10. General Management	20. QA for Patient Care Imp
15. Financial Management	15. Financial Management	11. Financial Management	17. Financial Analysis & Management 14. Healthcare Economics
16. Human Resources Management	16. Human Resources Management		
17. Organizational Dynamics & Governance	17. Organizational Dynamics & Governance		
18. Strategic Planning & Marketing	18. Strategic Planning & Marketing	12. Strategic Planning & Marketing	19. Strategy form & imp 16. Healthcare Marketing
19. Information Management	19. Information Management	13. Information Management	8. Information Systems Management & Assessment
20. Risk Management	20. Risk Management		
21. Quality Improvement	21. Quality Improvement	14. Quality Improvement	6. Operations Assessment & Improvement 13. Statistical Analysis & Applications to Decision Making

BHA Original Competencies	BHA New Competencies	Reasoning
<i>Comm & Relationship Mgt</i>	<i>Comm & Relationship Mgt</i>	<i>CRM</i>
1. Written Business Communication 2. Presentation Skills 3. Data Analysis	1. Communication Skills 2. Relationship Management	Logically combines 1 & 2 Included in 1. Emphasis in our courses Under General Mgt, not HLA, not Comm.
<i>Leadership / Professionalism</i>	<i>Leadership</i>	<i>Leadership</i>
4. Leadership Skills & Behaviors 5. Professional Ethics 6. Professional Development 7. Organizational Culture 8. Managing Change	3. Leadership Skills & Behaviors 4. Organizational Climate & Culture 5. Managing Change	No change Part of leadership Part of leadership No change No change
<i>Knowledge of the HC Environment</i>	<i>Knowledge of the HC Environment</i>	<i>HC Environment</i>
9. Healthcare Systems & Organizations 10. Healthcare Personnel 11. The Patient's Perspective 12. The Community & Environment	6. Healthcare Systems & Organizations 7. Healthcare Personnel 8. The Community & Environment 9. The Legal Environment of HA	No change No change Part of HC systems, foundational No change Reflects 2 legal courses
<i>Business Knowledge & Skills</i>	<i>Business Knowledge & Skills</i>	<i>Bus. Knowledge</i>
13. General Management 14. Health Services Management 15. Health Services Management Application	10. General Management 11. Financial Management 12. Strategic Planning & Marketing 13. Information Management 14. Quality Improvement	No change Not HLA, too broad Not HLA, too broad Breaks apart 14/15; links to MHA, Peregrine, AUPHA Breaks apart 14/15; links to MHA, Peregrine, AUPHA Breaks apart 14/15; links to MHA, Peregrine, AUPHA

Course Number	Course Name	When in curriculum	Required or Elective?	Credits	COMPETENCIES ADDRESSED IN COURSE													
					1. Communication Skills	2. Relationship Management	3. Leadership Skills & Behaviors	4. Organizational Climate & Culture	5. Managing Change	6. Healthcare Systems & Organizations	7. Healthcare Personnel	8. The Community & Environment	9. The Legal Environment of HA	10. General Management	11. Financial Management	12. Strategic Management	13. Information Management	14. Quality Improvement
HA3308	Healthcare Organizations	Pre-Req	All required	3		K				K								
HA3309	Ethics in the Health Professions	Semester 1	All required	3	K	K												
HA3315	Healthcare Administration History, Culture, and Language	Semester 1	All required	3	A	A	K	K	K	K		K						
HA3324	Supervisory Management for Healthcare Managers	Semester 1	All required	3	A		K				K			K				
HA3329	Human Resource Management in Healthcare Management	Semester 1	All required	3	A					K			K					
HA3375	Principles of Accounting for Healthcare Managers	Semester 1	All required	3		K							K	K				
HA3340	Management of Health Information Systems	Semester 2	All required	3		K		K	K				K			K		
HA3341	Healthcare Project Management	Semester 2	All required	3	A		A	A					A			K		
HA3344	Patient Care Management & Quality Improvement	Semester 2	All required	3	A			K					K			A		
HA3347	Essentials of Healthcare Law	Semester 2	All required	3		A			A	A	A							
HA3376	Financial Management for Healthcare Managers	Semester 2	All required	3									K	A				
HA4305	Healthcare Services Marketing	Semester 3	All required	3		K							K	K				
HA4315	Health Services Problem Solving & Decision Making	Semester 3	All required	3	A								A		A	A		
HA4318	Employment Law in Healthcare	Semester 3	All required	3		K					K	A	K					
HA4322	Public Health	Semester 3	All required	3	A					K	K							
HA4325	Healthcare Strategic Management	Semester 3	All required	3	A		K	K	K	A			A	A	A	A	A	
HA4411	Healthcare Comprehensive Exam and Review	Semester 3	All required	1	A	A	A											
HA4848	Healthcare Administrative Residency	Semester 4	All required	8	A		A	A	A		A		A					

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3308

COURSE NAME Healthcare Organization

TEACHING FACULTY Michael Nowicki, MHA, EdD, FACHE, FHFMA

DATE REVIEWED August 2018

COURSE DESCRIPTION

Overview of the healthcare system and the role hospitals have played and continue to play in the future. Analysis of organizational structure of a hospital and other healthcare agencies, administrative and management elements necessary for policy determination, decision making, and control to achieve institutional goals and objectives.

COURSE RATIONALE

This is a foundation course. Therefore, it serves as an introduction to the healthcare administration undergraduate curriculum. While any registered student of Texas State University may enroll in this course, most students take this course as one of the first in the sequence leading to the major or minor in healthcare administration. It introduces many of the topics which the modern healthcare administrator will face, but does not examine these topics in depth. In almost every topic area, you will find a complementary course later in the curriculum which builds on this course.

COURSE OBJECTIVES

By the completion of this course, students should be able to:

1. Describe the organization and elements of the United States healthcare system.
2. Identify the functions and responsibilities of public health agencies at the federal, state and local levels.
3. Describe epidemiological indicators of health status used by healthcare managers and decision-makers.
4. Describe the history of healthcare organizations.
5. Identify functions and responsibilities of healthcare facilities and explain the importance of organizational patterns in carrying out their functions.
6. Explain the roles and relationships of the governing bodies, administrators, medical staff and department heads of healthcare organizations.
7. Explain the role of healthcare organization in promoting emergency medical care during disasters, internal and external.
8. Describe the various methods and patterns of payment for healthcare services.
9. Explain the role of accrediting and regulatory agencies associated with the healthcare industry.
10. Demonstrate a value for life-long learning by attending continuing education opportunities and discussing the relevant content in class.

REQUIRED TEXTBOOK(S)

Young, K.M., and Kroth, P.J. (2018). Sultz & Young's *Health Care USA: understanding its organization and delivery*, (9th ed.) Jones & Bartlett Learning, ISBN 9781284114676

Slee, V. N.; Slee, D. A.; & Schmidt, H. J. (2008). *Slee's health care terms* (5th ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 9780763746155

RECOMMENDED TEXTBOOK (S)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Chicago, IL: American Psychological Assn. ISBN 9781433805615

COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA3305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA3325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A					A	A				A		A	A	A	
2. Relationship Management	K	A																
3. Leadership Skills & Behaviors	K	K	K	K	K	A		A		K		K		K	A			
4. Organizational Climate & Culture			K				K							K		A		
5. Managing Change			K				K	A						K				
6. Healthcare Systems & Organizations	K	K		K	K			A					K	A		A		
7. Healthcare Personnel	K		K						A			K				A		
8. The Community & Environment			K								K							
9. The Legal Environment of HA								A					A					
10. General Management	K	K	K	K	A	K		K	K	A	K		A		A			
11. Financial Management				K					A					A				
12. Strategic Planning & Marketing										K				A				
13. Information Management				K							A			A				
14. Quality Improvement					K	A					A			A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.

4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

HA 3308
Healthcare Organization & Delivery
Fall Semester, 2018
MW 5:00-6:20

<u>Class</u>	<u>Date</u>	<u>Topics/Readings/Learning Objectives/Assignments</u>
1	M/08/27/18	Topic: Introduction, Orientation to course – review syllabus, course outline, text, and major Required Readings: Foreword and Introduction Learning Objectives: Students should be able to <ul style="list-style-type: none">• Describe the contents of the syllabus and course outline.• Identify the admission requirements of the major/minor. Assignments/Deliverables: None
2	W/08/29	Topic: Overview of Health Care: A Population Perspective Required Readings: Chapter 1 Learning Objectives: Students should be able to <ul style="list-style-type: none">• Introduce major characteristics of the US healthcare delivery system.• Review major legislative, economic, organizational, and professional influences in healthcare delivery system evolution.• Identify major stakeholders from a population perspective.• Review healthcare industry trends relative to ACA and MACRA. Assignments/Deliverables: None
X	M/09/03	No class—Labor Day
3	W/09/05	Topic: Overview of Health Care: A Population Perspective continued
4	M/09/10	Topic: Benchmark Developments in U.S. Health Care Required Readings: Chapter 2 Learning Objectives: Students should be able to <ul style="list-style-type: none">• Review major legislative, economic, organizational, and professional influences in healthcare delivery system evolution.• Discuss effects of medical education, scientific advances, costs, and American values regarding healthcare.• Review enactment of the ACA and summaries of its major provisions. Assignments/Deliverables: None
5	W/09/12	Topic: Benchmark Developments in U.S. Health Care continued

6	M/09/17	No class—on-line assignment
7	W/09/19	<p>Topic: Health Information Technology</p> <p>Required Readings: Chapter 3</p> <p>Learning Objectives: Students should be able to</p> <ul style="list-style-type: none"> • Provide historical context for development of health information technology (HIT). • Review federal legislative initiatives to incentivize HIT adoption. • Explain challenges and benefits of HIT implementation for health professionals, organizations, and consumers. • Review progress to date with HIT adoption. <p>Assignments/Deliverables: None</p>
8	M/09/24	Topic: Health Information Technology continued
9	W/09/26	<p>Topic: Hospitals: Origin, Organization, and Performance</p> <p>Required Readings: Chapter 4</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the origins of America's hospitals • Understand reimbursement and other factors that shaped the current hospital system. • Identify the many dimensions of hospital functions and financing. • Review the quality and financial challenges in today's hospital environment. • Identify the effects of the ACA on future hospital roles and operations. <p>Assignments/Deliverables: None</p>
10	M/10/01	<p>Topic: Catch up and prepare for Test #1</p> <p>Required Readings: None</p> <p>Learning Objectives:</p> <p>Assignments/Deliverables: None</p>
11	W/10/03	Test #1 over Chapters 1-4
12	M/10/08	<p>Topic: Ambulatory Care</p> <p>Required Readings: Chapter 5</p> <p>Learning Objectives: Students should be able to</p> <ul style="list-style-type: none"> • Provide familiarity with the major components and functions of the ambulatory care system in the context of the overall delivery system. • Review major developments in the evolving ambulatory care system with respect to physicians, hospitals, and consumers. • Highlight ambulatory care initiatives of the ACA. <p>Assignments/Deliverables: None</p>

13	W/10/10	Topic: Ambulatory Care continued
14	M/10/15	<p>Topic: Medical Education and the Changing Practice of Medicine</p> <p>Required Readings: Chapter 6</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand influences that have shaped U.S. medical education and practice. • Understand how scientific and clinical advances contributed to the evolution of specialty medicine. • Describe the current delivery system developments and how they have and will affect medical education and practice. • Review the ACA and other reform impacts on physician education and practice. • Define certification and accreditation as they related to medical education and training of physicians. <p>Assignments/Deliverables: None</p>
15	W/10/17	Topic: Medical Education and the Changing Practice of Medicine continued
16	M/10/22	<p>Topic: The Healthcare Workforce</p> <p>Required Readings: Chapter 7</p> <p>Learning Objectives: Students should be able to</p> <ul style="list-style-type: none"> • Catalogue major healthcare professions, educational preparation, and levels of credentialing. • Understand roles and responsibilities of professionals in the overall healthcare delivery system. • Highlight healthcare workforce policies, future expectations, and implications of the ACA. <p>Assignments/Deliverables: None</p>
17	W/10/24	Topic: The Healthcare Workforce continued
18	M/10/29	<p>Topic: Financing Health Care</p> <p>Required Readings: Chapter 8</p> <p>Learning Objectives: Students should be able to</p> <ul style="list-style-type: none"> • Understand the scope and magnitude of the U.S. healthcare spending in relation to other developed countries. • Review how the U.S. healthcare payment system evolved, current trends, and initiatives of the ACA. • Understand the related roles of government and the private sectors in financing health care and roles of respective sector stakeholders. • Discuss historical efforts to link costs with quality. <p>Assignments/Deliverables: None</p>

19	W/10/31	Topic: Financing Health Care continued
20	M/11/05	Topic: Financing Health Care continued
21	W/11/07	Test #2 over Chapters 5-8
22	M/11/12	<p>Topic: Long Term Care Required Readings: Chapter 9 Learning Objectives:</p> <ul style="list-style-type: none"> • Define long-term care. • Review major factors in the history, development, and financing of the long-term care industry. • Identify and define modes of long-term care service delivery and innovations. • Identify and review ACA provisions affecting long-term care. <p>Assignments/Deliverables: None</p>
23	W/11/14	<p>Topic: Mental Health Services Required Readings: Chapter 10 Learning Objectives: Students should be able to</p> <ul style="list-style-type: none"> • Gain knowledge about the origins, basic components, and organization of the U.S. mental health services industry and its financing. • Understand the nature of mental illness, its prevalence, and the evolution of treatment modalities. • Gain appreciation for barriers to mental illness care. • Review the effects of the ACA on mental health services access and reimbursement. <p>Assignments/Deliverables: NA</p>
24	M/11/19	<p>Topic: Public Health and the Role of Government in Health Care Required Readings: Chapter 11 Learning Objectives: Students should be able to</p> <ul style="list-style-type: none"> • Define and characterize public health's core functions, responsibilities of the public health sector, and public health code of ethics. • Understand the history and evolution of government's roles in health care and relationships with private medicine. • Review challenges in implementing a population focus in U.S. healthcare delivery system. • Review major provisions of the ACA affecting public health. <p>Assignments/Deliverables: None</p>
X	W/11/21	No class--Thanksgiving

25	M/11/26	Topic: Public Health and the Role of Government in Health Care continued Required Readings: Chapter 11 Learning Objectives: See Class 20 Assignments/Deliverables: None
26	W/11/28	Topic: Research: How Health Care Advances Required Readings: Chapter 12 Learning Objectives: Students should be able to <ul style="list-style-type: none"> • Identify and define different types of research and the contributions each makes to health and medicine. • Understand the origins and applications of health services research. • Describe functions of the Agency for Healthcare Research and Quality and major quality initiative areas. • Define new “comparative effectiveness research” and describe the Patient-Centered Outcomes Research Institute. Assignments/Deliverables: None
27	M/12/03	Topic: Future of Health Care Required Readings: Chapter 13 Learning Objectives: Students should be able to <ul style="list-style-type: none"> • Summarize directions and trends in the healthcare delivery system discussed in prior chapters. • Present expert data and interpretations on projections for future delivery system changes. • Draw some tentative conclusions about the future American healthcare system. Assignments/Deliverables: None
28	W/12/05	Answer student questions

F/12/07 Friday--5:00-7:30 Comprehensive Final Exam

COURSE POLICIES AND EXPECTATIONS:

Tests and Quizzes and Exams

1. Tests and the exam will be administered during designated times.
2. I do not return tests or the final. Students can obtain results through TRACS. Students are welcome to review their work during my office hours.
3. Students who miss a test for a legitimate and documented reason will have those points transferred to the final exam which will have additional multiple-choice questions to cover the missed test. Students who miss the final exam for a legitimate and documented reason will receive an incomplete and the student and I will arrange for a make-up the exam to be administered at a time mutually acceptable.

Policy on Attendance

I expect every student to attend every class. According to the research, students who attend class earn higher grades than students who do not attend class. All absences are recorded regardless of reason. Attendance will be taken at random times during class. If you are not in your seat when I take attendance, you are absent. Therefore, I urge you to comply with the Faculty Expectations for BHA Students and come to class on time. Answering roll or signing in for other students is academic dishonesty and will result in an "F" in the course. Attendance is especially important in this course as slides and discussions are only available during the assigned class period and are not available on TRACS.

Policy on Grades

The course grade is determined by successfully completing various assessments throughout the semester. The table below shows the breakdown of points by assessment. The assessments stated in the table below are the only means of earning points in this class. There is no extra credit offered or awarded. All grades will be posted on the TRACS site under the Gradebook tab. It is the student's responsibility to obtain, interpret, and understand his/her standing in the course at all times.

Assessment	Points	Percentage
Test #1	100	29
Test #2	100	29
Final Exam	150	42

Final Grade Calculation (% and points):

Grade	Percentage	Points
A	90.0 to 100	315-350
B	80.0 to 89.9	280-314
C	70.0 to 79.9	245-279
D	60.0 to 69.9	210-244
F	<60.0	<210

The professor reserves the right to make changes or corrections with adequate notice to students. If any change or correction is made, students will be notified of the change or corrections in class or via TRACS.

FACULTY CONTACT INFORMATION:

Dr. Michael Nowicki, FACHE, FHFMA
Professor of Health Administration
Encino Hall, Room 273
Phone: 512-245-3557
Email: nowicki@txstate.edu

Fall 2018 office hours: MW 2:00-4:30 pm and by appointment

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3309

COURSE NAME Ethics in the Health Professions

TEACHING FACULTY Eileen Morrison, EdD, MPH, CHES, LPC

DATE REVIEWED August 2018

COURSE DESCRIPTION

This course introduces the student to a sound foundation in well-established ethical theories and a familiarity with terms, concepts, and issues in ethics as applied to the health professions. Also provides practical methods for proceeding from considered reflection to informed action in solving ethical problems.

COURSE RATIONALE

As a health care professional, you should be aware that employers, fellow professionals and the community expect high levels of personal and professional ethics. Through the knowledge, attitudes, and skills gained in this course, you should be able to apply ethics to all of your decisions as a professional in the ever-changing and demanding world of health care management. In addition, you should be able to be an ethics-based student in the program.

COURSE OBJECTIVES

Given the text, lectures, class exercises, cases, and examinations, you should be able to:

1. apply a base in ethical theory and principles to health care situations.
2. apply ethical principles to the need for accountability in health care.
3. describe the relationship between market forces and health care.
4. demonstrate the connection between social responsibility and health care ethics.
5. describe the relationship between technology and health care ethics.
6. examine organizational influences on ethics including fiscal responsibility, culture, and corporate compliance.
7. apply ethical principles to selected patient care issues.
8. examine issues and practices in the inner circle of ethics including moral integrity, and professional codes of ethics.
9. prepare an ethics case analysis to demonstrate application of ethics to a real world problem.
10. analyze an account of an ethics dilemma using ethics theory and principles.
11. relate ethics to the role of a professional in health care management.

REQUIRED TEXTBOOK(S)

Morrison, E. E. (2016). *Ethics in health administration: A practical approach for decision makers* (3rd ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 9781284070651

NOTE: Royalties from sale of new books will be donated to a Texas State University student organization or scholarship fund.

RECOMMENDED TEXTBOOK(S)

Ruszkiewicz, J. J., Friend, C. E., Seward, D. E., & Hairston, M. E. (2010). *The Scott, Foresman handbook for writers* (9th ed.). Lebanon, IN: Pearson/Longman. ISBN 9780205751983

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A A A					A A				A			A A A A					
2. Relationship Management	K A														A			
3. Leadership Skills & Behaviors	K K K K		K K A					A		K			K A					
4. Organizational Climate & Culture	K					K A							K		A			
5. Managing Change	K												K					
6. Healthcare Systems & Organizations	K K K		K K				A					K A		A				
7. Healthcare Personnel	K K						A			K				A				
8. The Community & Environment	K											K						
9. The Legal Environment of HA							A			A								
10. General Management	K K K K A K						K K A K			A			A					
11. Financial Management		K					A						A					
12. Strategic Planning & Marketing							K					K		A				
13. Information Management					K				A			A		A				
14. Quality Improvement					K A				A			A		A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

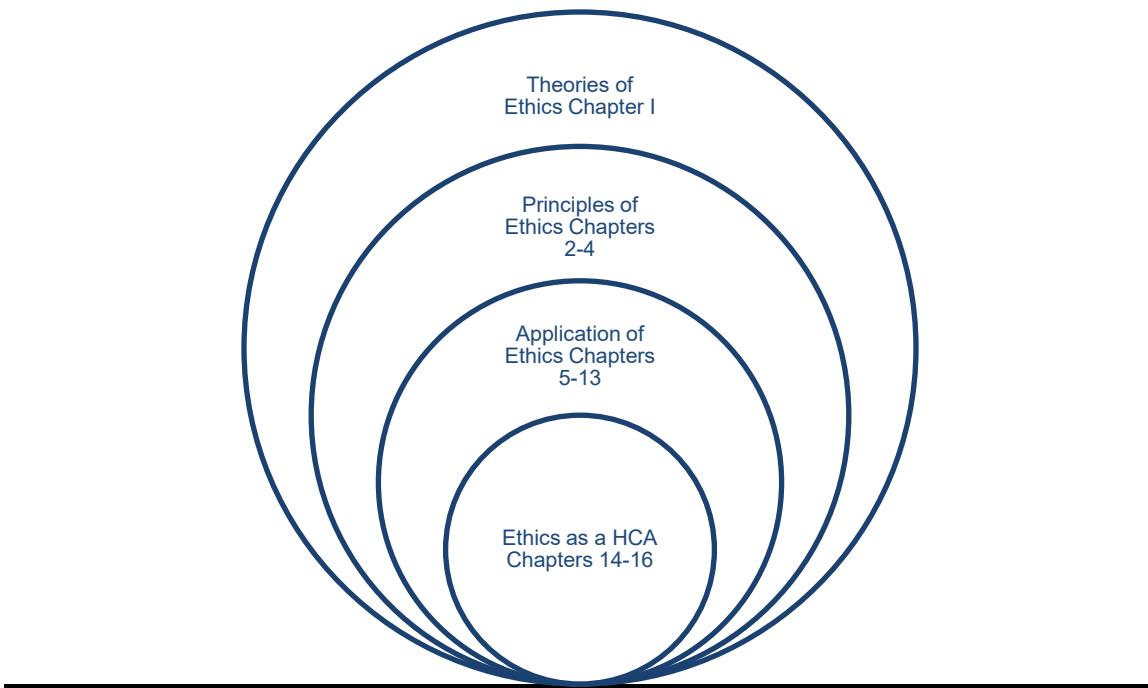
1. Students will be prepared for each class, which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community, which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.



Concept Map for HA 3309

Course information

The concept map above shows how this course is organized. Notice that each area builds knowledge and application of ethics to your role as an ethics-based healthcare administrator. Given the challenges of the healthcare system, you will require insight and ethical courage to address needs of the patients and the organization. Therefore, the course requires your commitment to deep learning and engagement.

Supplemental Texts (a partial list of materials used to prepare this class)

Budinger, T. F., & Budinger, M. D. (2006). *Ethics of emerging technologies: Scientific facts and moral challenges*. Hoboken, NJ: John Wiley & Sons.

Darr, K. (2011). *Ethics in health services management* (5th ed.). Baltimore, MD: Health Administration Press.

Forrestal, E. J., & Cellucci, L. W. (2016). Ethics and professionalism for healthcare managers. Chicago, IL: Health Administration Press.

Luke, J. (2016). *Ex-acute: What every American needs to know*. Bloomington, IN: Xlibris Press.

Makely, S. (2017). *Professionalism in health care: A primer for career success* (5th ed.). Boston, MA: Pearson Learning, Inc.

- Morrison, E. E. (2018). *Guide to form and style*. San Marcos, TX: Author.
- Morrison, E. E., & B. Furlong (Eds.). (2018). *Health care ethics: Critical issues for the 21st century (4th ed.)*. Burlington, MA: Jones and Bartlett.
- Purtilo, R., & Doherty, R. (2010). *Ethical dimensions in the health professions (5th ed.)*. New York, NY: W.B. Saunders Company.
- Sandal, M. J. (2009). *Justice: What's the right thing to do?* New York, NY: Farrar, Straus, & Giroux.
- Vost, K. (2014). *The one-minute Aquinas: The doctor's quick answers to fundamental questions*. Manchester, NH: Sophia Institute Press.
- Weston, A. (2008). *A 21st century ethical toolbox (2nd ed.)*. New York, NY: Oxford.
- Zuess, D. (1986). You're only old once!: A book for obsolete children. New York, NY: Random House.

Note: Portions of this course, including the syllabus, course outline, announcements, discussion boards and related material, will be on the web (TRACS). Please check your Texas State email account and TRACS announcements frequently for updates.

Course outline and logistics

Class meets Mondays and Wednesdays from 2:00 to 3:20 PM in Encino Hall room 143
Readings are from the required text and must be completed before the class meetings. Note that skimming the chapters does not constitute reading.

8/27	1	<p>Topic: Introductions to Ethics: Why Study This?</p> <p>Required Readings: None</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> 1. Explain the key features of HA 3309. 3. Explain why ethics matters to HCAs <p>Assignments/Deliverables: Note due date for Post One.</p>
8/29	2	<p>Topic: Ethics Theories</p> <p>Required Readings: Chapter 1</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> 1. Define ethics and its categories. 2. Discuss the key principles of four global-based ethical theorists. 3. Apply theories to practical of health care situations. <p>Assignments/Deliverables: Post One Due on Wednesday 8/29 by midnight</p>

9/3		No class. Happy Labor Day!
9/5	3	<p>Topic: Ethics Theories and Applications</p> <p>Required Readings: Chapter 1</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define ethics and its categories. 2. Explain the key principles of four personal ethical theorists. 3. Apply theories to practical of health care situations. <p>Assignments/Deliverables: Post Two due by midnight 9/5.</p>
9/12	4	<p>Topic: Autonomy</p> <p>Required Readings: Chapter 2</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Relate the concept of autonomy to health care. 2. Describe the key elements of informed consent. 4. Give reasons why confidentiality is important in health care. 5. Apply these principles to healthcare situations. <p>Assignments/Deliverables: None</p>
9/17	5	<p>Topic: Nonmaleficence and Beneficence</p> <p>Required Readings: Chapter 3</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. State the definitions of nonmaleficence, harm, and beneficence. 2. Illustrate how to prevent harm in health care. 3. Describe ways to increase beneficence in health care. 4. Identify how civility and incivility affects the workplace <p>Assignments/Deliverables: None</p>
9/17	6	<p>Topic: Justice</p> <p>Required Readings: Chapter 4</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define the terms related to the principle of justice. 2. Discuss how patient's view justice. 3. Analyze the issues faced in distributive justice. <p>Assignments/Deliverables: None</p>
9/19	7	<p>Topic: Justice Applications</p> <p>Required Readings: Chapter 4</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the need for staff justice in health care. 2. Relate the patience of power to ethics. 3. Analyze the skills needed for being a just manager. <p>Assignments/Deliverables: None</p>

9/24	8	<p>Topic: Ethics Challenges for Healthcare Reform</p> <p>Required Readings: Section 2 and Chapter 5</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Relate accountability to ethics in healthcare. 2. Examine the ethical issues related to healthcare reform. 3. Identify the agencies that control health care. <p>Assignments/Deliverables: Search information on current healthcare reform efforts.</p>
9/26	9	<p>Topic: Market Forces and Ethics</p> <p>Required Readings: Chapter 6</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the impact of general market forces on health care. 2. Describe their role in managed care. 3. Analyze ethics issues for future health care delivery issues. 4. Examine the level of accountability expected in health care. <p>Assignments/Deliverables: Research assigned IM topic and be prepared to present your information.</p>
10/1	10	<p>Topic: Market Forces Applied</p> <p>Required readings: Chapter 6</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Relate the boomer experience to healthcare ethics 2. List the key features of CAM/IM. 3. Explain the traditionalist's position on the ethics of CAM/IM. 4. Report research on four IM practices. 5. Discuss key ethics issues related to CAM/IM <p>Assignments/Deliverables: Discuss the ethics issues for assigned IM topics</p>
10/3	11	<p>Topic: Community Responsibility and Ethics</p> <p>Required Readings: Chapter 7</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain connection between health care and accountability. 2. Describe how communities themselves from the healthcare industry. 3. Describe agencies that act in the public's interest in healthcare. <p>Assignments/Deliverables: Be prepared for a group discussion.</p>
10/8	13	<p>Topic: Community Responsibility Applied</p> <p>Required Readings: Chapter 7</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the ethics of advocacy.. 2. Explain how staff competency relates to ethics. 3. Identify how health administrators guard the community 4. Review for the midterm. <p>Assignments/Deliverables: None</p>

10/10	14	<p>Topic: Midterm Examination</p> <p>Required Readings: Chapters 1- 7 and class notes</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and application of key concepts in the chapters and class materials. <p>Assignments/Deliverables: Be prepared for the Midterm Exam</p>
10/15	15	<p>Topic: Technology and Ethics</p> <p>Required Readings: Chapter 8</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the relationship between technology and ethics. 2. Describe how HIT influences health care practice. 3. Apply ethics to health information technology. <p>Assignments/Deliverables: Post 3 Due by Midnight on Monday 10/15</p>
10/17	16	<p>Topic: Technology and Ethics Applied</p> <p>Required Readings: Chapter 8</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the technology challenges for society. 2. Examine ethics issues related to emergent technology. 3. Investigate the application of ethics principles for selected cases. <p>Assignments/Deliverables: None</p>
10/22	17	<p>Topic: Fiscal Responsibility and Ethics</p> <p>Required Readings: Chapter 9</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Compare the business model to the delivery of health care. 2. Explain the major sources of money for health care. 3. Describe the ethics issues concerning balancing mission and margin. 5. Examine ethics temptations in financing in an age of health care reform. <p>Assignments/Deliverables: None</p>
10/24	18	<p>Topic: Organizational Culture and Ethics</p> <p>Required Readings: Chapter 10</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the changes in healthcare culture and their effect on ethics. 2. Explain the functions of ethics committees. 3. Relate ethics to the business of health care organizations. <p>Assignments/Deliverables: None</p>

10/29	19	<p>Topic: Organizational Culture and Ethics Applied.</p> <p>Required Readings: Chapter 10</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Generate ethical ways to build your career as an administrator. 3. Describe ways to prevent ethics issues in healthcare settings. 4. Explain why a decision making model is needed for ethics committees. <p>Assignments/Deliverables: None</p>
10/31	20	<p>Topic: Corporate Compliance Applied</p> <p>Required Readings: Chapter 11</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe quality in health care. 2. Explain the role of The Joint Commission in quality assessment 3. Analyze the attitudes of HCAs concerning quality control. <p>Assignments/Deliverables: None</p>
11/5	21	<p>Topic: Corporate Compliance Applied</p> <p>Required Readings: Chapter 11</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain how the SPO model can assist with quality assurance. 2. Describe organizations that are seeking quality assurance. 3. Discuss the ethics application of quality programs. 4. Analyze selected cases and their role in quality assurance. <p>Assignments/Deliverables: Present an analysis of an assigned organization and its role in quality assurance.</p>
11/7	22	<p>Topic: Patient issues and Ethics</p> <p>Required Readings: Chapter 12</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Investigate the reasons for paternalism in health care. 2. Analyze the key elements of the patient's health care experience. 3. Explain how you will improve the patient experiences from an ethics view. <p>Assignments/Deliverables: Post 4 Due by Midnight on Wednesday 11/7</p>
11/12	23	<p>Topic: Ethics Applications for Patient Issues</p> <p>Required Readings: Chapter 12</p> <p>Learning Objectives:</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the ethical issues associated with measuring patient satisfaction. 2. Describe the key features of the Planetree model. 3. Summarize how patient-centered care relates to the principles of ethics. <p>Assignments/Deliverables: None</p>

11/14	24	<p>Topic: Ethics and Public Health</p> <p>Required Readings: Chapter 13</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Examine the key functions of the public health system. 2. Describe the effect of public health on society. 3. Apply the principles of ethics to public health issues. <p>Assignments/Deliverables: None</p>
11/19	25	<p>Topic: Ethics and Public Health</p> <p>Required Readings: Chapter 13</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the roles of selected PH professionals. 2. Explain the PH view of ethics. 3. Discuss how prevention relates to ethics. 4. Analyze public health cases for ethics implications. <p>Assignments/Deliverables: Film club review due by midnight on 11/19.</p>
11/21		No class. Happy Thanksgiving!
11/26	26	<p>Topic: Moral Integrity and Ethics</p> <p>Required Readings: Chapter 14</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Relate morality to ethics. 2. Explain why practicing morality is important in healthcare 3. Describe what happens when there is no moral compass. 4. Construct a plan for enhancing moral character. <p>Assignments/Deliverables: Post 5 Due by Midnight on Wednesday 11/26 Read the ACHE Code of Ethics and bring a copy to the class.</p>
11/28	27	<p>Topic: Codes of Ethics and their Application</p> <p>Required Readings: Chapter 15</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Defend the need for a code of ethics. 2. Describe the features of the ACHE Code of Ethics. 3. Explain the limitations and challenges for practicing your code. <p>Assignments/Deliverables: None</p>
12/3	28	<p>Topic: Codes of Ethics and their Application</p> <p>Required Readings: Chapter 15</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Defend the need for a code of ethics. 2. Describe the features of the ACHE Code of Ethics. 3. Explain the limitations and challenges for practicing your code. <p>Assignments/Deliverables: Post 5 Due by Midnight on 12/3</p>

12/5	Topic: Practicing as an Ethical Administrator Required Readings: Chapter 16 Learning Objectives: 1. Research ethics challenges related to the key processes of health administration. 2. Explain to use the wisdom of the masters in health administration practice. 2. Review for the final exam.
12/12	Assignments/Deliverables: Prepare for the final exam FINAL EXAM 2-4:30 PM

Course Policies for HA 3309

Introduction

This course requires students to go beyond memorizing facts for multiple-choice tests. Because ethics is essential for successful healthcare administrators, it requires deeper knowledge of content and the ability to apply ethics. Therefore, students must **read** the text and other materials for information **rather than skimming them**. Outlining chapters and other study skills is essential for success in this course.

In addition, the course requires the ability to apply reading and be active learners. Opportunities for application include case analyses, class discussions, and professor feedback questions. Historically, students who read, participate in discussion, and take an active role in learning do well in this course.

Attendance

Statistics reveal that students who attend classes are more successful on examinations and other projects. In addition, as members of the profession, you are expected to and take advantage of all learning opportunities by attending class. Therefore, there are no points for attendance. However, the University requires that I record attendance is a state requirement. I take attendance at the beginning of every class. **If you are late, you are absent.**

In addition, you should not sign the attendance sheet and then leave class. If there is an emergency and you must leave you **must** notify me prior to the beginning of class. In addition, students who sign in for others or ask someone to sign in for them will be subject to disciplinary action. All students are required to comply with the **Faculty Expectations for BHA Students**.

Student Behavior in Class

As a future member of the healthcare professions, you are held to a high standard of student's behavior and practice. See *Faculty Expectations for BHA Students* for examples.

What kinds of behaviors are disrespectful for HA 3309? These behaviors include:

1. Using phones and texting during class.
2. Taking phone calls during class. Note: if you are in an emergency situation, you must notify me about it before class begins.
3. Surfing the net while in class,
4. Frequently leaving class without permission. Students with medical conditions need to inform me prior to the class.
5. Using unprofessional language including cursing.
6. Eating into the classroom. This is against University policy
7. Working on projects for other professors during class.

8. Dressing inappropriately for class. Ask your professor for clarification.
9. Recording a professor's class without his/her permission. For example, I do not allow students to take pictures of my power point slides or record me.

Because these behaviors are becoming increasingly frequent in HA classes, the University policy that no cell phones, smart phones, laptops, tablets or other computer devices will be allowed in classes will be followed. You must put away all electronics before class begins. If you have a disability that requires you to use a computer, please notify the Office of Disability Services.

Application of the Texas State Honor Code

This class complies with the Texas State Honor Code. This means that students pledge to honor the Code by including the following statement on all of their written assignments and examinations. The statement will be in their own handwriting accompanied by their individual signature. The pledge statement is:

I pledge to uphold the principles of honesty and responsibility at our university.

Violations of the Honor Code include, but are not limited to: cheating, plagiarism, collusion, and abuse of resource materials (see the Student Handbook and/ or PPS7.10.01 for definitions). Any student who violates the Honor Code is subject to disciplinary action including one or more of the following academic penalties deemed appropriate by the professor.

- A requirement to perform additional academic work not required of other students in the course.
- A reduction to any level of grade in the course, or in the examination, or in other academic work affected by the Honor Code.
- A requirement to withdraw from the course with a grade of "F" or a "W".

Students have the right to appeal all charges of violating the Honor Code (See Student Handbook-Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

Examination Policy

Students take their examinations as scheduled in the syllabus. Students who are absent from a scheduled examination for a legitimate reason may request a makeup. Legitimate reasons include sickness, hospitalization, or the death of an immediate family member. Students must provide documentation to verify legitimacy. Students with legitimate excuses will take an equivalent exam for a makeup to insure exam integrity.

When the examination is a **final exam**, a student must contact the professor **before** the scheduled **final examination** and submit a legitimate and documented excuse. The student will then be eligible for an incomplete in the course and schedule an examination as soon as possible at the beginning of the next semester. Note: The student will not receive the same examination as his/her classmates. There will be an equivalent examination so that there is no compromise in examination integrity.

Community Organization

The traditions in the course include learning communities. Your community for the semester and it is named for a major theorist in the field of ethics. You will sit with your community. Throughout the semester, you will be working with your community on class activities and forum postings. Each community creates a mission statement that I post on its site.

Late Work

It is unprofessional to turn in late work or to be absent from class in order to finish an assignment. Late work is not accepted, so manage your time wisely, and work effective with your team and community.

Methods of Evaluation

Examinations

Midterm Evaluation	160 points
Format is short answer and/or short essay.	
Final Evaluation (Comprehensive)	200 points
Format is multiple-choice and/or short answer.	
Forum Postings	100 points
Film Club Paper and Meeting	40 points
Total	500 points

Clarifications for Methods of Evaluation

Midterm and Final Examinations	360 points
Midterm Exam	160 points
Final Exam	200 points

The midterm evaluates your ability to apply chapters 1 through 7 in the text and all class materials. Therefore, it uses knowledge and application-level questions including short answer and essay questions. You will submit a **short essay** on the TRACS site before the day of the examination. **Spelling and readability counts** so be sure that you can spell correctly and legibly.

Final Exam	200 points
Forum Online Postings	100 points

The final measures your ability to comprehend and apply all material in the course. It also prepares you the types of questions on the BHA exit exam. Therefore, the format will be objective using comprehension and application multiple-choice questions for all chapters in the text and lecture materials.

Forum Online Postings	100 points
Your community will participate in online postings in its project site on TRACS. You will be responding to 5 posts during the semester. These topics allow you to demonstrate your learning and application of ethics principles and theories.	

Posts are due by midnight on the posting day. Be sure and mark your calendars, because not all weeks have posting topics. I use the following rubric to evaluate your postings. Note that quantity and quality of your work is included in the criteria. Note the range of points for each posting evaluation and the word counts required.

0 – 20 point Range	A student provides a thoughtfully written response to me, which should be 75 to 100 words in length. This response will answer the question and be written with correct grammar and
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	spelling. In addition, he/she will respond to at least one other member of the community with a response of at least 20 words that is grammatically correct.
19 – 10 point Range	A student provides a thoughtfully written response to me, which should be 75 to 100 words in length. This response will answer the question and be written with correct grammar and spelling He/she fails to respond to another member of the community.
9 – 1 point Range	A student replies to me, but the answer does not address the question and is not cohesive or well structured. He/she does not respond to another student in the community.
0 points	Student does not post any response.

Grading Letter Conversions

The following scale converts the points earned in this course to letter grades. The University standards for letter grades are the basis for this scale.

Note: There is no curving or rounding up of points for the grade. For example, you must have at least 450 points to receive a course grade of “A”. If you have 449 points, the grade is B not A. You must have at least 350 points for a grade of C.

A	450-500
B	400-449
C	350-399
D	300-349
F	299-0

Contact Information:

Dr. Eileen Morrison

Telephone: 512-245-3515

Email em34@txstate.edu

Office Hours:

Mondays and Wednesday

9:30 – 11:30 a.m.

Tuesdays

2:00 – 3:00 p.m.

Hours Are Available by Appointment

SYLLABUS
School of Health Administration

COURSE NUMBER HA 3315

COURSE NAME Healthcare Administration History, Culture, and Language

TEACHING FACULTY Zo Ramamonjiarivelo, PhD, MBA

DATE REVIEWED August 2018

COURSE DESCRIPTION

An introduction to the historical and cultural development of modern healthcare administration in contemporary American society. Special attention is given to the mores of health services delivery including critiques and use of professional behavior and language. (MC-Multicultural Content)

COURSE RATIONALE

Cultural competence is becoming well-recognized as a key aspect of effectiveness in health care organization and delivery. Understanding the significance of the history of the health care system, the language and culture will help students develop the skills necessary for their professional success in the field of health administration.

COURSE OBJECTIVES

Upon completion of this course the student should be able to:

1. Describe the history and development of contemporary American healthcare administration.
2. Examine the cultural aspects of health services delivery in American society with a focus on cultural competence and health disparities.
3. Increase his/her diversity and cultural competence.
4. Demonstrate a comprehensive understanding of the health care language.
5. Create and present a guide for addressing patient cultural issues.

REQUIRED TEXTBOOK(S)

Rose, P.R. (2011). Cultural competency for health administration and public health (1st ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 9780763761646
Leebov, W. (2008) Great Patient Experiences (1st ed.). American Hospital Association. ISBN 9781556483523

Additional assigned reading available through TRACS or distributed in class.

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills		A A A						A A					A	A A A A				
2. Relationship Management	K A																A	
3. Leadership Skills & Behaviors	K K K K		K K A											K K A				
4. Organizational Climate & Culture		K						K							K		A	
5. Managing Change	K			K A											K			
6. Healthcare Systems & Organizations	K	K	K	K					A					K A	A			
7. Healthcare Personnel	K		K						A				K				A	
8. The Community & Environment		K											K					
9. The Legal Environment of HA									A				A					
10. General Management		K K K K	A K					K K A K						A A			A A	
11. Financial Management			K						A						A			
12. Strategic Planning & Marketing										K						A		
13. Information Management				K							A				A			
14. Quality Improvement					K A						A				A			

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others.

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action.
- Solves problems independently.
- Utilizes others for expertise and decides when a consultant is required.
- Conducts research in the field.

Expert (E)

- Utilizes experience in applying knowledge in an operational setting.
- Takes independent action.

- Writes and publishes in the field.
- Evaluates and critiques the works of others in the field.

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one

another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

The complete University Honor Code may be found at:

http://www.txstate.edu/effective/upps/upps-07-10_01.html, and

<http://www.txstate.edu/honorcouncil/>.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

<http://www.txstate.edu/honorcodecouncil/>

Academic Integrity: The following weblink provides some information about Texas States' Academic Integrity: <http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>

Violating the Honor Code: The following weblink give some information regarding some students' actions that violate the Honor Code. <http://www.txstate.edu/honorcodecouncil/> Please visit this webpage whenever you prepare for your exams, quizzes, and write your papers.

Plagiarism: The following weblink provides some information about plagiarism, tips to avoid plagiarism, and citations. Please read it thoroughly before you write a paper to avoid plagiarism. <https://www.onlinecolleges.net/for-students/avoid-plagiarism/>

Use of external web sites as study tools: While there are a large number of web sites, such as coursehero, koofers, papercamp, studymode, antiessay, quizzed, prestoexperts, studyblue, getstudyroom, that students use to share educational resources and information or purchase papers/essays, students should not share educational resources provided by the instructor on those websites or purchase readymade papers/essays. However, students are encouraged to use TRACS as a tool to share resource materials.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases, faculty will return graded materials to students during the semester. In other cases, faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an ***Incomplete Report*** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction:

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintains currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty has the following expectations.

Knowledge

1. Students will be prepared for each class meeting which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class on time.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.

8. Students will demonstrate respect for their profession by attending educational Sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

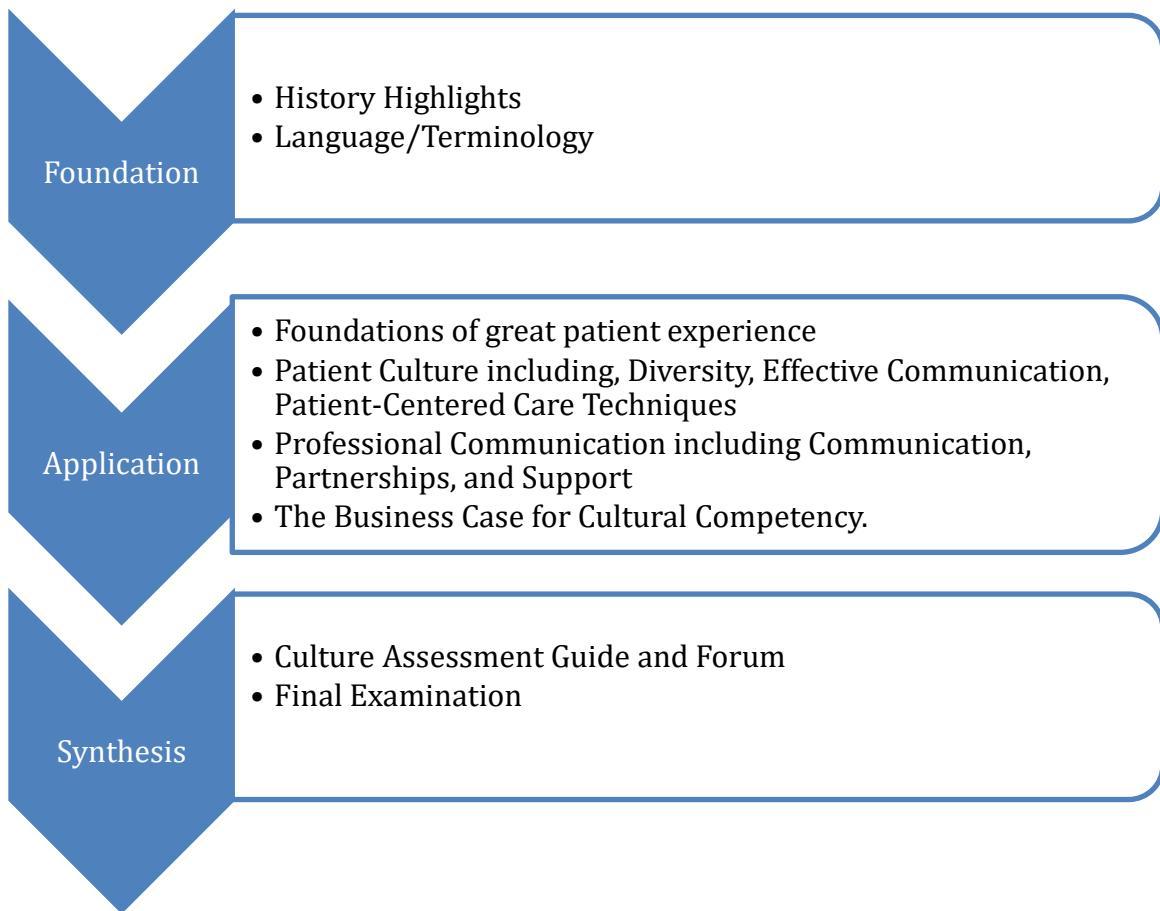
Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

HA 3315 Course Organization

This course contains three content areas that prepare you to serve as an effective health administrator. The first area, healthcare language, involves your ability to communicate with your peers and other healthcare professionals. The second area provides an overview of the history of your profession to provide a foundation for understanding the current state of healthcare. The third area introduces you to the culture including areas of diversity, communication, and your role as a health administrator with respect to patient.

The course also offers an introduction to the professional culture to enhance your ability to improve healthcare practices through effective interdisciplinary communication. Another major area in the course is cultural competence and policies related to achieving this goal in a healthcare setting. The map below shows how the elements of the course are integrated and how you will synthesize course content. In order to address all the content areas included in this course, you must be an active learner. Therefore, you will be engaging in activities that require application of your learning.



Supplemental Texts (a partial list of materials used to prepare this class)

- Beeson, S. C. (2009). *Engaging physicians: A manual to physician partnership*. Gulf Breeze, FL: Fire Starter Publishing.
- Berardo, K., & Deardorff, D.K. (Eds.). *Building cultural competence: Innovative activities and models*. Sterling, VA: Stylus Publishing.
- Bynum, W. (2008). *The history of medicine: A very short introduction*. New York, NY: Oxford University Press.
- DeStefano, C. (2015). *Healthcare: Confessions of a hospital spin doctor*. Bloomington, IN: Archway Publishing.
- Dreachslin, J. L., Gilbert, M. J., & Malone, B. (2013). *Diversity and cultural competence in health care: A systems approach*. Danvers, MA: Jossey Bass.
- Eitzen, D. S., Zinn, M. B., & Smith, K. E. (2012). *Social problems* (12th ed.) Boston, MA: Pearson Education Inc.
- Kalina, K., Pew, S., & Bourgeois, D. (2004). *Don't go there alone! A guide to hospitals for patients and their advocates*. Kansas City, MO: 33-44-55 Publishing.
- Profeta, L. M., (2010). *The patient in room 9 says he's God*. Ropley, UK: John Hunt Publishing.

- Roizen, M. F., & Oz, M. C. (2006). *You the smart patient: An insider's guide for getting the best treatment*. New York, NY: Free Press.
- Spector, R. E. (2013). *Cultural diversity in health and illness* (8th ed.). Upper Saddle River, NJ: Pearson Education Inc.
- Dzul-Church, V., Cimino, J. W., Adler, S. R., Wong, P., Anderson, W.G. (2010). I am sitting here by myself. *Journal of Palliative Medicine*, (13), 6, 695-701.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2938893/pdf/jpm.2009.0352.pdf>
- Office of Minority Health-U.S. Department of Health and Human Services. (2012). Teaching Cultural Competence in Health Care: A Review of Current Concepts, Policies and Practices. <https://minorityhealth.hhs.gov/assets/pdf/checked/1/em01garcia1.pdf>

COURSE OUTLINE AND LOGISTICS

Note: Portions of this course, including the syllabus, course outline, announcements, and related material, will be on the web (TRACS). Please check announcements daily.

NOTE: Professor reserves the right to modify, change, or otherwise update contents.

Days: Mon & Wed **Time:** 11:00 am-12:20 pm **Location:** Health Professions Building 143

Date	Session	Topic	Readings/ Activity/Assignment and Due Dates
August 27	1	Course Introduction including syllabus overview Team Building	Cultural Competency Assessment: Pre-post test Be part of a team of 4 students (choose the students you want to be in your team). I need 4 students per team.
August 29	2	MODULE ONE: History of Health Care and Disease	Zinner, M.J., & Loughlin, K.R (2009); See TRACS site for article Group Formation for Cultural Assessment Guide and Presentation.
Sept 3	Labor Day - No Class		
Sept 5	3	MODULE ONE: Milestones in Health-Related areas in the U.S.	Niles, Chapter I See TRACS site for article
Sept 10	4	MODULE ONE: Current Issues in Healthcare	Use search engines to find an issue that is currently affecting healthcare. Bring your example to class and participate in a group discussion.
Sept 12	5	MODULE TWO: Terminology Complete Diagnostic 1 quiz	Be prepared using the medical terminology list #1. Use time after the diagnostic for group meetings.

Sept 17	6	MODULE THREE: Introduction to the Patient Culture	Rose Chapter 1
Sept 19	7	MODULE THREE: Health Communication and the Patient Culture	Lecture
Sept 24	8	MODULE THREE: Health Communication and the Patient Culture	Lecture
Sept 26	9	MODULE THREE: Diversity in the Patient Culture	Rose Chapter 2
Oct 1	10	MODULE TWO: Diagnostic 2 quiz	Be prepared using the medical terminology list #2. Use time after the Diagnostic for group meetings
Oct 3	11	MODULE THREE: Practical Advice for Patient-Centered Care	Leebov Chapters 1 – 3
Oct 8	12	MODULE THREE: Practical Advice for Patient-Centered Care	Leebov Chapters 4-6
Oct 10	13	MODULE THREE: Practical Advice for Patient Centered Care	Leebov Chapters 8, 11–12
Oct 15	14	MODULE TWO: Diagnostic 3 quiz	Be prepared using the medical terminology list #3. Use time after the Diagnostic for group meetings
Oct 17	15	Group Consultations	Dr. Zo will consult with each group if needed
Oct 22	16	Group Consultations	Dr. Zo will consult with each group if needed
Oct 24	17	Forum Presentations Teams 1-3	Bring Guide Materials for Distribution ALL PAPERS from all teams DUE TODAY.
Oct 29	18	Forum Presentations Teams 4-6	
Oct 31	19	Forum Presentations Teams 7-10	
Nov 5	20	Module Three: The Professional Culture	Leebov Chapter 10
Nov 7	21	Module Three: The Professional Culture	Lecture and activity
Nov 12	22	Module Three: The Professional Culture	Guest speaker or panel

Nov 14	23	Module Three: Health Administration Paradigm Shift: Disparities Among HCAs	Rose Chapter 4
Nov 19	24	Module Three: The Cultural Competence Continuum	Rose Chapter 5
Nov 21	Thanksgiving Break – No class		
Nov 26	25	Module Three: Linguistically Appropriate Services Standards	Rose Chapter 9
Nov 28	26	Module Three: Linguistically Appropriate Services Standards	Rose Chapter 6
Dec 3	27	Module Three: Culturally Competency Roles and Assessment-Review for the Final exam	Rose Chapter 7
Dec 5	28	Module Three: Culturally Competency Roles and Assessment	Rose Chapters 8 and 10
Dec 10	29	No class	Final exam week
Dec 12	30	FINAL EXAM (8:00 am- 10:30 am)	Final exam (materials covered after the mid-term)

Course Assignments and Requirements

Module Two Terminology & Language Diagnostics

Health administration requires that we are fluent in several languages. First, we must know our own professional language including its acronyms and abbreviations. Next, we must be able to communicate with those who serve patients through their clinical skills. Finally, we must be able to talk with patients and their families clearly and effectively.

In order to increase your fluency in both clinical and health administration language, you need to master both healthcare related and medical terminology. While it is not possible to learn all the terms involved with these two professional groups in this course, I will provide three lists of common terms that you may encounter as a basis for building and reinforcing your vocabulary. I encourage you to add to these lists as you encounter new terms in your readings and develop a personal dictionary.

The first list is medical terminology organized by systems (See TRACS). In this list, I provide both the terms and brief definitions. You will be responsible for learning the terms and demonstrating your mastery of terms on Diagnostics 1 and 2.

For Diagnostic 3, you will be responsible for knowing the meaning of terms related to the profession of health administration. See TRACS for the list of terms and sample definitions. The good news is that you are familiar with most of these terms from your HA 3308 course.

For Diagnostic 1 and 2, I will select 25 terms for each Diagnostic from the medical terminology lists.

For your health administration language section (Diagnostic 3), I will select 25 items from the terms listed the Diagnostic Three list. Each Diagnostic is worth 50 points. **Total Points: 150**

Examinations

Mid-term and Final examinations

The **mid-term** and **final examinations** will include 50 multiple choice questions worth two pints each for a total of 100 points for each exam. The final examination is not comprehensive. It covers materials discussed after the mid-term exam. Students will be responsible for healthcare terms, text, class materials, student products, and any other information presented by the professor.

Cultural Competency - Group Project

Cultural Competency Assessment Guide – Paper

Based on self-selected groups, the professor will assign each group to a presentation topic for a **cultural competency assessment guide**. These guides will provide information to address the needs of patients. See TRACS on Guidelines for details. There is one grade for the entire group so apply your healthcare management skills wisely.

In addition, you will practice your future role as a healthcare administrator and provide feedback on your group experience. The format for your evaluation will be available on TRACS.
Total Points: 100

Cultural Competency Forum-Presentation

Each presentation group is part of a mock ACHE meeting forum on cultural competency. Each forum session will be no longer than **15 minutes**. The group will choose a leader who will be charge of introducing members, keeping time, and summarizing the key points at the end of the presentation. Each forum member will summarize his/her key findings for a topic area. In addition, the presentation team will provide a copy of their work for the class. Be sure to use hole-punched paper for this copy. **NOTE: For this presentation, you cannot use power point slides. See TRACS for additional information.** **Total Points: 50**

Evaluation System

Assignment	Points	Type of Assignment
Terminology Diagnostic 1	50	Individual
Terminology Diagnostic 2	50	Individual
Terminology Diagnostic 3	50	Individual
Mid-term examination	100	Individual
Final Examination	100	Individual
Cultural Competency Guide	80	Group
Cultural Competency Forum	50	Group
Class Attendance and Participation	20	Individual
Total	500	

Conversion Table for course grade

If the total score is _____,	the course grade is _____
450 – 500	A
400 – 449	B
350 – 399	C
300 – 349	D
Less than 300	F

NOTE: There is no rounding in this course. For example, if you receive total 449 points, you earn a B in the course.

ADDITIONAL COURSE INFORMATION AND POLICIES:

Course Policy on Attendance and Method of Evaluation

Class Attendance and participation:

This course is part of a professional program preparing you for a career in health administration. As a student in this program, the faculty expects you to attend class. In addition, attendance is an essential part of achieving success in this course and is a University requirement. **I will remove 3 points from your attendance and class participation grade each time you miss class meeting without valid documentation.**

Valid documentations consist of **original documents**, such as "**formally signed doctor's note**".

I will call the roll at the beginning of every class. **I will remove 2 points from your class attendance and class participation grade each time you are late.**

Students are expected to come to class prepared (read the assigned reading before class meeting) so that they can actively participate in class discussions.

Examination Policy

Students take their diagnostics and examinations as scheduled in the syllabus. Students absent for a scheduled exam for a legitimate reason can request a makeup. Legitimate reasons only include sickness, hospitalization, or the death of an immediate family member. Students must provide documentation to verify legitimacy. Students will take an equivalent exam for a makeup to insure exam integrity.

If the absence involves the **mid-term or final exam**, a student must contact the professor **before** the scheduled **final examination** and provide a legitimate and documented excuse. The student will then be eligible for an incomplete in the course and schedule an examination as soon as possible at the beginning of the next semester.

Note: The student will not receive the same examination as his/her classmates. There

will be an equivalent examination so that there is no compromise in examination integrity.

Late Work

It is unprofessional to turn in late work or to be absent from class in order to finish an assignment. In the case of course papers, the professor must receive each paper by the beginning of class on the due date. I will not accept late work, so manage your time wisely, and work effective with your team. Late work will not be graded.

Student Decorum

You are seeking a degree from a professional school and that means that you must meet a higher standard of decorum. Certain behaviors (see *Faculty Expectations for BHA Students*) are expected.

What kinds of behaviors are disrespectful and disruptive? Examples of these behaviors include texting in class, taking phone calls during class time, surfing the net while in class, frequently leaving class while it is in session, talking to your classmates when the instructor or students make a presentation, and using unprofessional language including cursing. **Therefore, you are required to put your cell phones in your bags at the beginning of each class; I do not want to see your cell phones on the table and the use of lap-top should be strictly for note taking.** If I catch you using your lap-top for something else than taking notes for HA3315, you will no longer be allowed to use your lap-to for the rest of the semester. In addition, eating during class is not professional; so please do not bring food into the classroom. If you get hungry, be sure to pack a snack to get your through the class and eat it before class starts.

The instructor has the authority to request a student who is engaged in a disrespectful and disruptive behavior to leave the classroom. If the student refuses to leave the classroom, the instructor will call “Security Service” to take the student out of the classroom. If this happens, that student is subject to disciplinary actions.

Out of respect for their profession, students should dress appropriately for classes. Ask your professor if you do not know the definition of appropriate class attire. For additional information, refer to University and Departmental policies regarding disruptive behavior.

Note: Recording a professor’s class without his/her permission violates privacy and is disrespectful. Therefore, I do not allow smart phones, laptops, iPads, and other recording devices to be used during class.

Application of the Texas State Honor Code

1. This class complies with the Texas State Honor Code. Violations of the Honor Code include, but are not limited to cheating, plagiarism, collusion, and abuse of resource materials (see the Student Handbook and/ or PPS7.10.01 for definitions). Any student who violates the Honor Code is subject to disciplinary action including one or more of the following academic penalties deemed appropriate by the professor.
 - A requirement to perform additional academic work not required of other students in the course.
 - A reduction to any level of grade in the course, or in the examination, or in other academic work affected by the Honor Code.
 - A requirement to withdraw from the course with a grade of "F" or a "W".

Students have the right to appeal all charges of violating the Honor Code (See Student Handbook- Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

Academic Dishonesty Policy

2. I have a **ZERO tolerance policy** for cheating or plagiarism. **Plagiarism** is the use of any information that is not your original thought without giving appropriate credit to the author using APA formatting. **Plagiarism** also involves the use of any assignment previously submitted for another course or any previous offering of this course.
3. What about students who cheat? Students often cheat because they value points over learning. Therefore, they do whatever they perceive as needed to get points without doing the actual work that takes to earn a grade. This attitude can carry over into the professional setting when they graduate and contribute to carelessness, fraud, and abuse. Therefore:
 - a. Any student found **cheating** on a Diagnostic quiz will receive a ZERO for that Diagnostic and cannot retake the Diagnostic.
 - b. Any student found **cheating** on an assignment will receive a ZERO on that assignment. Cheating includes copying another student's work and pasting in as your own. Know the difference between collaboration and cheating.
 - c. Any student found **cheating** on the mid-term or final exam will receive **a zero for the exam**.
 - d. Any student found **cheating or plagiarizing** on more than one occasion will receive a failing grade of "O" in the course and I will recommend dismissal from his/her degree program.
 - e. In addition, I reserve the right to report any student found **cheating or plagiarizing** to the University for violation of the Honor Code.

The professor reserves the right to make changes or corrections to the syllabus at anytime. If I make any major change or correction, students will receive a revised copy of the syllabus and notification on the TRACS site.

FACULTY CONTACT INFORMATION

Dr. Zo Ramamonjiarivelo
Associate Professor
School of Health Administration
Health Professions Building, **Room 256**
Texas State University—San Marcos
601 University Drive
San Marcos, Texas 78666
Phone number: 512-245-3497
Email Address:zhr3@txtstate.edu (preferred)

OFFICE HOURS

Mondays: 12:30pm-1:30pm
Tuesdays: 11:30am-1:30pm
Wednesdays: 12:30pm-3:30pm

SYLLABUS

School of Health Administration

<u>COURSE NUMBER</u>	HA 3324
<u>COURSE NAME</u>	Supervisory Management for Healthcare Managers
<u>TEACHING FACULTY</u>	Lloyd Greene, EdD
<u>DATE REVIEWED</u>	August 2018

COURSE DESCRIPTION

Introduction to the following functions of supervisory management: planning, organizing, staffing, influencing, and controlling; as well as the connective processes of decision-making, coordinating, and communicating in healthcare organizations (WI-Writing Intensive).

COURSE RATIONALE

To prepare entry-level health care managers to have a basic understanding of their role in a variety of health care settings. You should have a basic understanding of management, organizational behavior, and organizational theory to be effective in your future career.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Identify supervisory manager's role in health care organizations;
2. Describe the functions of managers in health care organizations;
3. Discuss how supervisory managers get things done in health care organizations;
4. Describe what supervisory managers need to know about the law;
5. Describe what supervisory managers need to know about ethics;
6. Identify their own personality characteristics and relate them to appropriate management styles; and
7. Demonstrate competency in communication both written and oral.

REQUIRED TEXTBOOK(S)

Liebler, J.G., McConnell, C.R. (2016) *Management Principles for Health Professionals* (7th ed.). Jones & Bartlett Learning. ISBN 9781284081329 (**REQ**)

Ruszkiewicz, J. J, Friend, C. E., Seward, D. E., & Hairston, M. E. (2010). *The Scott, Foresman handbook for writers* (9th ed.), Lebanon, IN: Pearson/Longman. ISBN 9780205751983

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: American Psychological Association. ISBN 9781433805615

COURSE COMPETENCIES

BHA Competencies	HA308 HC Orgs	HA3109 Ethics	HA3115 Hist, Cult, Lang	HA324 Supervisory Mgt	HA329 HRM	HA375 Accounting	HA340 HIM	HA341 Project Mgt	HA344 Quality	HA347 Health Law	HA376 Finance	HA405 Marketing	HA415 Problem Solving	HA418 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A		A	A				A	A	A	A	A				
2. Relationship Management	K	A													A			
3. Leadership Skills & Behaviors	K	K	K		K	K	A		A	K		K	K	A				
4. Organizational Climate & Culture	K							K						K	A			
5. Managing Change	K					K	A							K				
6. Healthcare Systems & Organizations	K	K		K	K			A					K	A	A			
7. Healthcare Personnel	K		K					A				K			A			
8. The Community & Environment		K									K							
9. The Legal Environment of HA									A			A						
10. General Management	K	K	K	K	A	K			K	K	A	K		A	A			
11. Financial Management					K				A					A				
12. Strategic Planning & Marketing										K				A				
13. Information Management							K				A			A				
14. Quality Improvement							K	A			A			A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students

to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

SUPPLEMENTAL READING/EXECUTIVE SUMMARY:

There is much literature in the form of texts, articles, and research reports that is helpful in learning about and understanding the art and science of management and leadership. You will be assigned an author. Read two articles they have written and provide a summary using the rubric discussed in class. **These summaries are due per the dates listed on the course outline below.**

COURSE OUTLINE Fall 2018

T, R 930-1050

***The instructor reserves the right to make changes to (delete, add, or modify) this syllabus as the semester progresses.**

Date	Material	Assignments /Deliverables
8/28	Introduction and Overview	
8/30	Topic: The Environment of Healthcare	Chapter 1
9/4	Topic: Theories and History of Management	Chapter 3
9/6	Topic: Leading Change	Chapter 2
9/11	Topic: Leading Change Case	Case work 1

9/13	Quiz 1 chpts. 1,2,3 other material covered	Quiz 1
9/18	Topic: Leadership and Management	Chapter 4
9/20	Topic: executive summary 1 due	Executive summary due Group discussion

9/25	Topic: Planning	Chapter 5
9/27	Topic: Planning Case	Case work 2
10/2	Quiz 2 Chapters 4,5 other material covered	Quiz 2
10/4	Topic: organizing	Chapter 6
10/9	Topic: Organizing Case	Case work 3
10/11	Topic: Motivation	Chapter 10
10/16	Topic: Motivation Case	Case work 4
10/18	Quiz 3 Chapters 6,10 other material covered	Quiz 3

10/23	Topic: Communication	Chapter 11
10/25	Topic: Communication Case	Case work 5
10/30	Topic: Writing Policies	Group work
11/1	Topic: Executive Summary 2	Executive Summary 2 due Group discussion
11/6	Topic: Emotional Intelligence	Class material
11/8	Quiz 4 Chapter 11, EQ	Quiz 4
11/13	Topic: Budgeting	Chapter 8

11/15	Topic: Managerial Control	Chapter 13
11/20	Quiz 5 Chapters 8, 13, class material	Quiz 5
11/27	Topic: Managerial Coordinating	Class material
11/29	Topic: Managerial Coordinating Case 6	Case Work 6
12/4	Topic: Day to Day Management/final exam preparation	Chapter 15
12/6	Open	
	FINAL EXAMINATION – Comprehensive per the university schedule	

METHHOD OF EVALUATION:

Grades will be determined on the following basis:

5 quizzes @30 pts each	150 points
Final Exam (Comprehensive)	100 points
6 cases @ 20 pts each	120 points
Executive Summaries @ 100 pts each	200 points

Total 570 points

A 90-100%
 B 80-89%
 C 70-79%
 D 60-69%
 F 59% or lower

FACULTY CONTACT INFORMATION:

Dr. Lloyd Greene
Senior Lecturer and BHA Program Director
Health Professions Building, Room 255
Texas State University – San Marcos
601 University Drive
San Marcos, TX 78666
Phone – 512-245-8685 (Office)
E-mail: lg27@txstate.edu **OFFICE HOURS: M 9-12; T 8-9; Thursday 8-9**

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3329

COURSE NAME Human Resources in Healthcare Management

TEACHING FACULTY Lloyd Greene, EdD

DATE REVIEWED August 2018

COURSE DESCRIPTION:

Human resource management as applicable to the healthcare field. Human resource planning, staffing, job requirements, job descriptions, sources of labor supply, training and education programs, salary administration, employee communications, legal considerations, union-management relations.

COURSE OBJECTIVES

Upon completion of this course the student should be able to:

1. describe the history and development of human resource management (HRM) and labor relations in the healthcare field;
2. describe and differentiate line manager and HR department roles in the HRM areas of employment, compensation, benefits, employee and labor relations, and OD/Training/Education;
3. define performance management, diversity leadership, strategic HRM leadership, and describe how to write HRM policies;
4. identify and discuss the basic laws and regulations pertaining to labor relations in healthcare facilities, the causes of unionization, and the process of collective bargaining;
5. research data pertinent to human resource management; and
6. identify the unique aspects of HRM in healthcare organizations.

REQUIRED TEXTBOOK(S)

Fried, B. J., & Fottler, M. D. (2018). *Fundamentals of human resources in healthcare*. (2nd ed.) Chicago, IL: Health Administration Press. ISBN 9781567939408 (REQ)

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills		A A A						A A					A	A A A A				
2. Relationship Management	K A															A		
3. Leadership Skills & Behaviors	K K K K		K K A						A	K			K	K A				
4. Organizational Climate & Culture	K					K									K	A		
5. Managing Change	K					K A									K			
6. Healthcare Systems & Organizations	K K K		K K				A						K	A A				
7. Healthcare Personnel	K K						A					K			A			
8. The Community & Environment	K												K					
9. The Legal Environment of HA						A						A						
10. General Management	K K K K A K					K K A K						K	A A					
11. Financial Management		K					A							A A				
12. Strategic Planning & Marketing									K					K	A			
13. Information Management			K						A					A A				
14. Quality Improvement				K A					A					A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

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- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

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As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students

to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, they maintain currency in their fields through research and continuing education. You must also share in the learning process if the goal is to be met by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class, which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields that asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession, by making class attendance a priority. Work commitments will not be an excuse for non attendance in class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class or intern/residency activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and that complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in their computer skills.

COURSE OUTLINE

HA 3329 – Human Resources in Healthcare Management

Fall 2018

M, W 1230-150

8/27 Topic: introductions, syllabus review, competencies expected, presentation guide lines and grading rubric for student presentations

8/29 Topic: “A brief history of HRM”

Students should be able to: Identify four historical eras of HRM
 Describe key characteristics of each era

Deliverable: confirm pairs/topics/dates for presentations

9/5 Topic: “Employment”

Students should be able to: Define the Employment Function
 Define the terms in the Employment glossary
 Define key processes in Employment
 Describe key Employment laws
 Identify job titles in a HCO

Assignment: Chpt. 5

9/10 Topic: “Employment”

Students should be able to: Describe a “good hire”
 Identify predictors of a good hire
 Identify roles of line managers, HR in “Employment”
 Describe unique features of Employment in HCOs

STUDENT PRESENTATIONS ON EMPLOYMENT TRENDS

9/12 Topic: Job Analysis/Design

Students should be able to: Define job analysis/design
 Describe methods for doing job analysis/design

Assignment: Chpt. 4

STUDENT PRESENTATION ON JOB ANALYSIS

9/17 Case: Employment

9/19 Topic: Compensation

Students should be able to: Define the Compensation Function
 Define the terms in the Compensation glossary
 Identify goals of Compensation
 Describe Compensation designs

Assignment: Chpt. 8

9/24 Topic: Compensation

Students should be able to: Identify key Compensation laws
 Define Internal Equity
 Identify roles of line managers, HR in Compensation
 Describe unique features of Compensation in HCOs

STUDENT PRESENTATIONS ON COMPENSATION TRENDS

- 9/26 Topic: Benefits
 Students should be able to:
 Define the Benefits Function
 Define the terms in the Benefits glossary
 Identify goals of Benefits
 Describe Benefit designs
- Assignment: Chpt. 9
- 10/1 Topic: Benefits
 Students should be able to:
 Identify key Benefits laws
 Differentiate mandatory v. voluntary Benefits
 Identify most costly Benefits by category
 Identify roles of line managers, HR in Benefits
 Describe unique features of Benefits in HCOs
- STUDENT PRESENTATIONS ON BENEFIT TRENDS**
- 10/3 Case: compensation/benefits
- 10/8 Topic: Training/OD
 Students should be able to:
 Define Training, Education and Organizational Development
 Define the terms in the Training/OD glossary
 Identify steps in the Training process
 Identify types of Competency
- Assignment: Chpt. 6
- 10/10 Topic: Training/OD
 Students should be able to :
 Define Training Needs Analysis (TNA)
 Identify and describe TNA methods
 Define and describe "Transfer of Training"
 Identify most effective methods for retention of learning
 Describe levels of training evaluation
 Identify roles of line managers, HR in training
 Describe unique features of training in HCOs
- STUDENT PRESETATIONS ON EMPLOYEE TRAINING TRENDS**
- 10/15 TEST ONE
- 10/17 Topic: Employee Relations
 Students should be able to:
 Define Employee Relations
 Define the terms in the Employee Relations glossary
 Identify goals of Employee Relations
- Assignment: Chpt. 2
- 10/22 Topic: Employee Relations
 Students should be able to:
 Identify key Employee Relations laws
 Describe methods for achieving effective Employee Relations
 Identify roles of line managers, HR in Employee Relations
- STUDENT PRESENTATIONS ON EMPLOYEE RELATIONS TRENDS**
- 10/24 Case: Employee relations

1029 Topic: Labor Relations

Students should be able to:

- Define Labor Relations
- Define the terms in the Labor Relations glossary
- Define Unions
- Describe the union organizing process

Assignment: Chpt. 10

10/31 Topic: Labor Relations

Students should be able to:

- Define “Right to Work”
- Describe the history of Unions in HCOs
- Define preventive labor relations
- Describe preventive labor relations methods
- Identify roles of line managers, HR in Labor Relations

STUDENT PRESENTATIONS ON LABOR RELATIONS TRENDS

11/5 Topic: Performance Management

Students should be able to:

- Define Performance Management
- Identify methods for managing performance

Assignment: Chpt. 7

11/7 Topic: Performance Management

Students should be able to:

- Identify roles of line managers, HR in performance management
- Describe unique features of performance management in HCOs

STUDENT PRESENTATIONS ON PERFORMANCE MANAGEMENT TRENDS

11/12 Case: performance management

11/14 Topic: Diversity Leadership from a HRM point of view

Students should be able to:

- Define diversity leadership
- Identify goals of diversity leadership
- Identify roles of line managers, HR in diversity leadership

STUDENT PRESENTATIONS ON DIVERSITY LEADERSHIP TRENDS

Assignment: Chpt. 11

11/19 **TEST TWO**

11/26 Topic: HR Policies/Procedures

Students should be able to:

- Define and differentiate HR policies and procedures
- Identify the sources for HR policies
- Identify HR policies that are unique to HCOs
- Identify roles of line managers, HR in HR policies

STUDENT PRESENTATIONS ON HR POLICY TRENDS

11/28 Topic: Health, Safety, Security

Students should be able to:

- Define Health, Safety, Security
- Differentiate OSHA from Workers Compensation
- Describe unique features of Health, Safety, Security in HCOs
- Identify roles of line managers, HR in Health, Safety, Security

Define the terms in the H,S,S glossary
STUDENT PRESENTATIONS ON HEALTH, SAFETY, AND SECURITY TRENDS

12/3 Topic: The Influence of Social Media and Technology on HRM

Students should be able to: Identify the uses of technology in HRM

Identify the impact of social media on HRM

**STUDENT PRESENTATION ON THE INFLUENCE OF SOCIAL MEDIA AND TECHNOLOGY
ON HRM**

12/5 Topic: HR Strategy

Students should be able to: Define strategic leadership

Identify and describe two approaches to strategic leadership

Define the terms in the HR strategy glossary

Assignment: Chpt. 1

STUDENT PRESENTATIONS ON HR STRATEGY TRENDS

METHOD OF EVALUATION

Group cases 4x10 40 points

Test one 100 points

Test two 100 points

Final exam 100 points

Class presentation 50 points

Total 390 points

90-100% A

80-89% B

70-79% C

60-69% D

0-59% F

Tests, including the final exam, will cover material in the chapters assigned, student presentations, and other information covered in class.

FACULTY CONTACT INFORMATION

Dr. Lloyd Greene

Senior Lecturer

School of Health Administration

Health Professions Building, Room 255

Texas State University – San Marcos

601 University drive

San Marcos, Texas 78666

Phone: 512.245.8685

E-mail: Greene@txstate.edu

Office hours: Monday 9-12; Tues 8-9; Thurs 8-9

SYLLABUS

School of Health Administration

<u>COURSE NUMBER</u>	HA 3340
<u>COURSE NAME</u>	Management of Health Information Systems
<u>TEACHING FACULTY</u>	David Gibbs, PhD, CPHI, CPHIMS, CHPS, CISSP Email: dgibbs@txstate.edu Office: 512-245-3516. Encino Hall Room 322 Office Hours: Tuesdays & Thursdays 12:30-2:00 <i>Other days and times available by appointment in-person, online, or by phone</i>
<u>DATE REVIEWED</u>	August 2018

COURSE DESCRIPTION

Provides an introduction to information systems for healthcare facilities and agencies. Covers determining what information is needed by whom; designing information flows, procurement of computer/telecommunication resources, assuring information security, and continuing management of information systems supporting healthcare delivery.

COURSE RATIONALE

Classes consist of lectures, class discussions, and problem analyses to supplement reading assignments. Class material will emphasize and supplement the most important aspects of the assigned reading material. Students should read the assignments prior to class and be prepared to discuss material in class.

Information is an organizational resource (as are human resources, plant and equipment, and capital resources). As a resource, information must be properly managed if it is to help the organization meet its strategic and operational goals.

Health care administrators and managers must have a sufficient background in health information systems to understand the information flow process; steps in analyzing, planning, designing, implementing and maintaining information systems; different methodologies used in health information systems; different technologies (hardware, software, and telecommunications) and applications used in health information systems; and, the various functions/roles played by information specialists throughout the organization.

COURSE OBJECTIVES

At the conclusion of the course, students should have the ability to:

1. Describe managerial roles and leadership strategies associated with expanded use of information technologies.
2. Discuss change management strategies pertaining to adoption and use of electronic health records.
3. Describe the difference between data, information and knowledge.
4. Discuss the role of information systems in administrative, clinical and strategic operations.
5. Explain the decision-making process related to outsourcing, contracting and system acquisition.
6. Demonstrate how the basic elements of system theory can be applied to improve information and organizational management.

REQUIRED TEXTBOOK

Glandon, G. L., Smaltz, D. H., & Slovensky, D. J. (2013). *Information systems for healthcare management* (8th ed.). Chicago, IL: Health Administration Press. ISBN 9781567935998

RECOMMENDED TEXTBOOK (*not used in class, but may be helpful*)

Slee, V. N.; Slee, D. A.; and, Schmidt, H. J. (2008). *Slee's health care terms* (5th ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 9780763746155

REQUIRED Web application subscription

EHR Go subscription (<http://www.ehrgo.com>) for at least 12 weeks (1 quarter). See "Submission of Assignments" later in this document for more details. Price is approximately \$45.

Additional articles and material will be included in the course TRACS site.

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A					A	A			A		A	A	A	A	
2. Relationship Management	K	A															A	
3. Leadership Skills & Behaviors	K	K	K	K	K	A		A		K				K	A			
4. Organizational Climate & Culture	K							K							K	A		
5. Managing Change	K						K	A							K			
6. Healthcare Systems & Organizations	K	K		K				A						K	A	A		
7. Healthcare Personnel	K		K					A					K			A		
8. The Community & Environment	K													K				
9. The Legal Environment of HA								A					A					
10. General Management	K	K	K	K	A	K			K	K	A	K		A	A			
11. Financial Management					K				A						A			
12. Strategic Planning & Marketing									K						A			
13. Information Management				K						A					A			
14. Quality Improvement					K	A				A					A			

Assessment Levels

Knowledge (K)

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
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WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook-Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

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If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and who will be using an accommodation(s), are asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

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COURSE POLICY ON ATTENDANCE AND METHOD OF EVALUATION

Evaluating components

Component	Point Value (1,000 points)	% of Grade
Exam 1	150 points	15%
Exam 2	150 points	15%
Final Exam (comprehensive)	250 points	25%
Online Forum Participation	100 points	10%
Lab Assignments	Basic = 10pts (x7 labs) Advanced = 36pts (x5 labs) 250 points	25%
Attendance & Participation	100 points	10%

ADDITIONAL COURSE POLICIES

Participation and Attendance

I expect you to be an active participant during class; therefore, attendance is necessary. Because participation accounts for 10% of your grade, it is crucial that you attend class. Participation will be assessed through my perception of how much you contributed to the class discussions. I have incorporated a dimension of attendance in my participation grade. **YOU WILL RECEIVE A 20 POINT DEDUCTION PER CLASS MISSED AFTER YOUR 3RD UNEXCUSED ABSENCE** (deducted from participation grade). A sign-in sheet will be passed around at the beginning of each class and various class participation activities. Answering roll or signing in for other students is academic dishonesty. You are expected to come to class on time and stay for the whole period. Students who arrive late or leave early may be counted as absent, at the instructor's discretion.

If you miss coursework due to an excused absence you must inform me and submit appropriate written documentation within one week following the period of the excused absence, except in those cases where prior notification is required. If the absence is certified as excused, you will be given an opportunity to make up the work missed. Except in unusual circumstances, an extended deadline will not exceed ten days beyond the original deadline.

You are accountable for every class meeting, whether you are absent or present, for whatever reason. If the absence is excused:

- Deadlines missed will be extended within reason, as determined by me.
- In-class work that cannot be made up will be excused.
- Missed announcements, instructions, assignments, etc. due to absence will not constitute an acceptable excuse for failing to meet subsequent deadlines. It is your responsibility to learn the content of the missed classes and to initiate arrangements with me (or your classmates) for making up the work.

If the absence is unexcused:

- Outside assignments not turned in on time may receive no credit.
- Missed in-class work cannot be made up for credit.
- Missed announcements, instructions, assignments, etc. due to the absence will not constitute acceptable excuse for failing to meet subsequent deadlines.

Make-up exams

Students who miss an exam for a legitimate and documented reason may make up the test or the final exam at a time and place agreed upon by the professor. Legitimate reasons are only personal sickness, hospitalization, or death of an immediate family member.

Submission of Assignments

You are required to purchase a limited license (subscription) of EHR Go for at least one quarter (www.ehrgo.com). Do not pay for this resource before Week 3 to avoid the subscription expiring early. Register with program key **S74E37**. The Student Guide is at this [link](#).

The guide will walk you through the process of creating your account and purchasing the subscription. Once you pay for the subscription, you will only have 12 weeks. The due dates for the exercises for class span about 12 weeks, so there is not room in the schedule to subscribe early. All assignments must be turned in at the beginning of the class period on the

day on which the syllabus indicates they are due in order to be considered “on time”. Submit exercises through TRACS by attaching files to the appropriate assignment.

Additional Notes of Professionalism

As a student in the School of Health Administration (or related field), you are part of a community of scholars and professionals. Therefore, the highest professional standards are expected. This means that you will participate in class discussions/activities and respect all opinions. It also means that you will be on time for class, prepared for learning by reading the assignments, and willing to engage in huddles and other class activities. Consider this class as you would any important professional meeting or a job assignment.

Professionalism also means that you will have a stake in and concern for the success of your research project and other class assignments. You should approach these assignments with the same level of commitment and seriousness as it was a project from your CEO. Certain behaviors are unacceptable in a college class. These behaviors include:

1. Failure to attend class without informing the professor and having a legitimate reason such as illness or car accident. **Note:** Having to work on another professor’s class work or prepare for another professor’s examination never constitutes a legitimate excuse.
2. Leaving class at break without informing the professor. Such action should be a rare event. **Note:** Having to work on another professor’s class work or prepare for another professor’s examination never constitutes a legitimate excuse for leaving class at the break.
3. Attending class unprepared as evidenced by the inability to answer questions concerning the material for the current or previous sessions, engage in class or small group discussions, and take an active role in other class activities.
4. Failure dress professionally for group or individual presentations especially when outside reviews are present. Class attire should be respectful of your role as an HA student.
5. Engaging in distracting behavior during class including talking while others are talking, texting, tweeting, facebooking, instant messaging, surfing the Internet, Instagramming, etc.

Unprofessional behavior steals from the class. It takes time away from the learning process, and is not appropriate for students. Therefore, I do not anticipate this to be an issue. However, if unprofessional persists, after a student has been warned, I will take appropriate action including asking the student to leave class.

COURSE OUTLINE FALL 2018 (subject to change)

Class meetings: TR 2:00PM – 3:20PM

Revised **7-26-2018**

WK	Dates	Topic	Reading discussed	Assignments due @ 2:00pm on date indicated
1	T:8/28	Introduction and course overview	Syllabus, Glandon Ch 1 (22p)	
	R:8/30	What is health information?	Glandon Ch 1 (cont.)	
2	T:9/4	Connecting the Strategic Dots: Does HIT Matter?	Glandon Ch 1 (cont.)	
	R:9/6	External Environment	Glandon Ch 2 (24p)	
3	T:9/11	EHR Go orientation	Student Guide	Activate EHR Go license Bring your computer to class
	R:9/13	Government Policy and Healthcare Reform	Glandon Ch 3 (27p)	
4	T:9/18	Introduction to Administrative Applications of Computers	Burke & Weill Ch 3 (21p) (provided)	
	R:9/20 (TSAHP)	(cont.)	Burke & Weill Ch 3 (cont.)	EHR Orientation EHR Documentation Standards (10 pts)
5	T:9/25 (AHIMA)	Leadership: The Case of the Healthcare Organization CIO	Glandon Ch 4 (29p)	
	R:9/27	(cont.)	Glandon Ch 4 (cont.)	The Power of the EHR Introductory Evaluation (10 pts)
6	T:10/2	HIT Governance and Decision Rights	Glandon Ch 5 (43p)	
	R:10/4	(cont.)	Glandon Ch 5 (cont.)	Tools and Resources in EHR Go (10 pts) HITECH and the History of EHRs (BS) (10 pts)
7	T:10/9	Review for exam		(National Health IT Week)
	R:10/11	EXAM 1		
8	T:10/16	Review exam results		
	R:10/18	Data Center visit	Details TBD	Structured and Unstructured Data (BS) (36 pts)
9	T:10/23	HIT Architecture and Infrastructure	Glandon Ch 6 (45p)	
	R:10/25	(cont.)	Glandon Ch 6 (cont.)	CMS 1500 (BS) (36 pts)
10	T:10/30	HIT Service Management	Glandon Ch 7 (28p)	
	R:11/1	System Selection and Contract Management	Glandon Ch 8 (22p)	SAFER Analysis: Clinician Communication (BS) (36 pts)
11	T:11/6	Applications: EHR	Glandon Ch 9 (26p)	
	R:11/8	Applications: Management/Admin & Financial Systems	Glandon Ch 10 (23p)	Orientation to Data Visualization (10 pts) Practice with Data Visualization Tools (10 pts)
12	T:11/13	HIT Project Portfolio Management Office	Glandon Ch 11 (17p)	
	R:11/15	Review for exam		Health Information Exchange (BS) (36 pts)
13	T:11/20	Review for exam		
	R:11/22	Thanksgiving Holiday! NO CLASS		Assessing Employee Productivity (BS) (10 Pts) Case Study Review (BS) (36 pts)
14	T:11/27	EXAM 2		
	R:11/29	Review exam results		Extra credit--** Do EARLY before expiring ** Quality Improvement with the EHR (BS) and Cause and Effect: CDS Evaluation (BS) (36 pts)
15	T:12/4	The Knowledge-Enabled Organization HIT Value Analysis	Glandon Ch 12 & 13 (31p)	
	R:12/6	Wrap up		
16	T:12/11	FINAL EXAM	2:00–4:30	

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3341

COURSE NAME Project Management & Professional Development in Healthcare

PRIMARY FACULTY Eileen Morrison, EdD, MPH, CHES, LPC

DATE REVIEWED August 2018

COURSE DESCRIPTION

This course examines the professional development and project management processes as applied to the healthcare industry. Emphasis is placed on staff development, needs analysis, task analysis, development of training and continuing education programs for healthcare personnel. (WI).

COURSE RATIONALE

The goal of this course is to prepare entry-level health care administrators to have a basic understanding of their role in project management. Student should have a basic understanding of the functions of education and training including needs assessment, objective writing, implementation designs, and evaluation. Applications of the principles of education and training will be explored through the development of deliverable training designs and simulations.

COURSE OBJECTIVES

At the completion of this course the student should be able to:

1. Define terminology associated with healthcare education, training, and professional development;
2. Discuss the contributions of education, training, and development to the mission of healthcare institutions;
3. Describe the roles and responsibilities of healthcare managers in the processes of education, training, and professional development (especially those related to healthcare accreditation);
4. Discuss the processes for planning, designing, and implementing effective training and professional development programs for healthcare personnel;
5. Demonstrate skills in writing behavioral objectives;
6. Demonstrate skills in effective, persuasive business communication;
7. Analyze appropriateness of various instructional techniques in training and professional development programs for healthcare personnel;
8. Design methods of evaluating a) short term responses of staff to education and training programs and b) on-the-job performances;
9. Demonstrate competency in communication skills to include writing and speaking; and
10. Develop appropriate training program based upon analyzed needs of a health organization.

REQUIRED TEXTBOOK(S)

Lawson, K. (2015). *The trainer's handbook* (4th ed.). San Francisco, CA: Wiley, John & Sons. ISBN 9781118933138

RECOMMENDED TEXTBOOK(S)

Ruszkiewicz, J. J., Friend, C. E., Seward, D. E., & Hairston, M. E. (2010). *The Scott, Foresman handbook for writers* (9th ed.). Lebanon, IN: Pearson/Longman. ISBN 9780205751983

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Chicago, IL: American Psychological Assn. ISBN 9781433805615

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A					A	A				A		A	A	A	A
2. Relationship Management	K	A														A		
3. Leadership Skills & Behaviors	K	K	K	K	K	K	A		A	K		K	K	A		K	A	
4. Organizational Climate & Culture	K								K							K	A	
5. Managing Change	K					K	A									K		
6. Healthcare Systems & Organizations	K	K	K	K	K			A					K	A	A			
7. Healthcare Personnel	K	K						A				K				A		
8. The Community & Environment		K							A					K				
9. The Legal Environment of HA									A				A					
10. General Management	K	K	K	K	A	K			K	K	A	K		A	A			
11. Financial Management		K							A						A			
12. Strategic Planning & Marketing											K				A			
13. Information Management				K							A				A			
14. Quality Improvement					K	A					A				A			

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

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- A requirement to perform additional academic work not required of other students in the course.
- A reduction to any level of the grade in the course, or on the examination, or other academic work affected by violation of the Honor Code.
- A requirement to withdraw from the course with a grade of "F" or a "W".

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HA 3341 Fall 2018

Course information

This course will provide you with the basic concepts and skills to plan and implement training of your staff members in various healthcare settings. However, the knowledge and skills that you will acquire in this class are not limited to training. For example, you will build your communication skills including writing, presentation, emotional intelligence, and confidence. In addition, you will be able to further advance your ability to work in groups well under pressure. These skill sets are essential and days ever-changing healthcare environment and may also contribute to your gaining employment and maintaining it.

Supplemental Texts (a partial list of materials used to prepare this class)

Blanchard, P.N, and Thacker, J. W. (2004). *Effective Teaching: Systems, Strategies, and Practices* (2nd ed.). Upper saddle River, NJ: Pearson Prentice Hall.

Bormann, E. G., and Bormann, N. C. (1996). *Effective Small Group Communication* (6th ed.). Edina, MN: Burgess Publishing.

Spath, P. L. (2002). *Guide to Effective Staff Development in Health Care Organizations: A Systems Approach*. San Francisco, CA: Jossey Bass.

Note: Portions of this course, including the syllabus, course outline, announcements, discussion boards and related material, will be on the web (TRACS). Please check your Texas State email account and TRACS announcements.

Course outline and logistics

Class meets on Tuesdays and Thursdays from 9:30 to 10:50 in Encino 233
Readings are from the required text unless otherwise noted.

Date	Overview	Assignments Are Due at the Beginning of Class
8/28	<p>Topic: Getting ready to be trainers</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain the key features of the syllabus 2. Identify responsibilities for the course 3. Interview team members for the semester and set up teams. 	<p>Required Readings: None</p> <p>Assignment of Cases for the Semester</p> <p>Deliverables: Engage in class activities and signatures on documents</p>

8/30	<p>Topic: Course Project Review and Expectations</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the purpose and expectations for each project. 2. Practice using mind mapping for planning. 	<p>Required Readings: Review all of the project instructions. Bring a copy of each to class.</p> <p>Deliverables: Begin group planning.</p>
9/4	<p>Topic: How do people learn?</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the difference between andragogy and pedagogy. 2. Analyze your primary learning styles and discuss how learning style affects training. 	<p>Required Readings: Chapter 2</p> <p>Deliverables: Complete the Learning Assessment in Chapter two and the one below. Bring your results to class http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml</p>
9/6	<p>Topic: How do people learn?</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the factors that influence the quality of learning for employees. 2. Apply adult learning principles to a learning event. 	<p>Required Readings: Chapter 2</p> <p>Deliverables: Be prepared to apply the information in Chapter 2 to a scenario.</p>
9/11	<p>Topic: Understanding today's learner</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain why workplace training is different from that of the classroom. 2. Explain why learner diversity matters in selecting training strategies. 	<p>Required Readings: Chapter 4</p> <p>Deliverables: Be prepared to create training tips for working with diverse learners.</p>

9/13	<p>Topic: Understanding training styles</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss your role in the success of training. 2. Analyze your instructional style and how your team's style 	<p>Required Readings: Chapter 3</p> <p>Deliverables: Complete the assessments in Chapter 3 (Exhibit 3.1 and Exhibit 3.2) and bring your scores to class.</p>
9/18	<p>Topic: Understanding training styles</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the difference between a learner centered and information centered learning. 2. Identify ways that trainers can use both methods effectively in a training program. 3. Explain how both methods may be used in your training case. 	<p>Required Readings: Chapter 3</p> <p>Deliverables: group discussion</p>
9/20	<p>Topic: Needs assessment</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define the criteria for needs assessment. 2. Provide a rationale for conducting a needs assessment. 3. Assess the effectiveness of methods for conducting a needs assessment. 	<p>Required Readings: Chapter 1</p> <p>Deliverables: Take careful notes so that you be ready for your needs assessment project.</p>
9/25	<p>Topic: Needs assessment</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Review the critical elements needed for an effective needs assessment. 2. Develop a draft for your group's needs assessment document. 	<p>Required Readings: Chapter 1</p> <p>Deliverables: Bring a print of the guidelines for needs assessment from TRACS and be prepared to work together on this project.</p>

9/27	<p>Topic: Why review literature?</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Review requirements for Project 2 2. Identify areas for training the training plan for a review of current literature. 2. Explain how to create an effective literature review. 	<p>Required Readings: See TRACS Site</p> <p>Deliverables: Set up a meeting with your group to work on the literature review.</p>
10/2	<p>Topic: Writing training objectives</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the function of instructional objectives 2. Identify the types of learning objectives. 3. Relate Bloom's taxonomy to learning objectives. 	<p>Required Readings: Chapter 5</p> <p>Deliverables: Needs Assessment Plan due before class. All groups submit on the Assessments on the TRACS site and bring a copy to class.</p>
10/4	<p>Topic: Writing training objectives</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Using the tables in Chapter 5 and instructor consultation, create a draft of the learner objectives for your project 	<p>Required Readings: Chapter 5</p> <p>Deliverables: Be ready to write. Bring your needs assessment results and your literature review draft so will that you can write objectives</p>
10/9	<p>Topic: Planning for Training</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Apply the essential elements of an instructional plan. 2. Using the template write a training plan including an instructional guide. 	<p>Required Readings: Chapter 6</p> <p>Deliverables: All groups submit their Literature Review Executive Summary. Post your work on the Assignments Site on TRACS.</p> <p>Bring Template for the Instructional Plan to Class</p>

10/11	<p>Topic: Planning for Training</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Apply the essential elements of an instructional plan 2. Using the template as a guide, write a training plan including an instructional guide for your project. 	<p>Required Readings: Chapter 6</p> <p>Deliverables: Bring the template for the Instructional Guide to class.</p>
10/16	<p>Topic: Midterm Examination</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate your knowledge and application of the major concepts in chapters 1 to 6 and class materials. 	<p>Required Readings: Chapters 1 – 6 and class materials.</p> <p>Deliverables: Complete your midterm exam</p>
10/18	<p>Topic: Delivering Training</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe how to create positive learning environment. 2. Apply a design to a training activity. 	<p>Required Readings: Chapter 8</p> <p>Deliverables: Be ready for a new experience.</p>
10/23	<p>Topic: Delivering Training</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Review the process for preparing for a training event. 2. Practice platform skills. 	<p>Required Readings: Chapter 8</p> <p>Deliverables: Be ready for a new experience</p>

10/25	<p>Topic: Selecting and Developing Active Training Methods</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the advantages and disadvantages of active training methods. 2. Choose appropriate visual aids. 3. Select the best methods for your training session. 	<p>Required Readings: 7 and 9</p> <p>Deliverables: Be prepared for discussions and writing.</p>
10/30	<p>Topic: Selecting and Developing Active Training Methods</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the advantages and disadvantages of active training methods. 2. Choose appropriate visual aids. 3. Select the best methods for your training session. 	<p>Required Readings: Chapter 7 and 9</p> <p>Deliverables: Be prepared for discussions and writing.</p>
11/1	<p>Topic: Working with Groups</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Practice questioning skills. 2. Explain the role of nonverbal and verbal communications in training. 3. Working through resistance. 	<p>Required Readings: Chapter 10</p> <p>Deliverables: Be prepared for practice</p>
11/6	<p>Topic: Working with Groups</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Apply solutions for dealing with problem situations in groups. 2. Practice working with groups. 	<p>Required Readings: Chapter 10</p> <p>Deliverables: Be prepared for practice.</p>

11/8	<p>Topic: Evaluating Training</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the 4 levels of evaluation. 2. Apply techniques for measuring each level. 	<p>Required Readings: Chapter 12</p> <p>Deliverables: Be prepared for practice with evaluation methods.</p>
11/13	<p>Topic: Evaluating Training</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the need for accountability for training. 2. Draft evaluation strategies for the training projects. 	<p>Required Readings: Chapter 12</p> <p>Deliverables: Create drafts evaluation strategies and polish your Training Proposal.</p>
11/15	<p>Topic: Work Session</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss issues for the delivery of training 2. Use consultant services. 	<p>Required Readings: None</p> <p>Deliverables: Submit your Training Proposal online before the start of class.</p> <p>Work on polishing the presentation and guide.</p>
11/20	<p>Topic: Training During Troubling Times and Review</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss ways to prove the value of training. 2. Describe ways to deliver training on a budget. 3. Review for the final exam. 	<p>Required Readings: Chapter 17</p> <p>Deliverables: Bring questions about the final exam.</p>
11/22	No class	Happy Thanksgiving!
11/27	<p>Topic: Training Simulations</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Participate in a training simulation. <p>Critique training simulations.</p>	<p>Required Readings: None</p> <p>Deliverables: All groups submit Training Presentation Guide before the start of class.</p> <p>Groups 1 and 2 presentation.</p>

11/29	Topic: Training Simulation Learning Objectives: 1. Participate in a training simulation. 2. Critique training simulations.	Required Readings: None Deliverables: Groups 3 and 4 presentation.
12/4	Topic: Training Simulation Learning Objectives: 1. Participate in a training simulation. 2. Critique training simulations.	Required Readings: None Deliverables: Groups 5 and 6 presentation.
12/6	Last Class Day	Healthcare applications and review for final
12/13	FINAL EXAM 8:00 to 10:30 AM	Comprehensive Examination

Course Policy on Attendance and Method of Evaluation

Attendance

Attendance is an essential part achieving success in this course. Therefore, I meet the University requirements and take attendance at the beginning of every class. Therefore, if **you are late you are absent**. In addition, you should not sign the sheet and then leave class; this unethical student conduct may result disciplinary action. In addition, students who sign in for other students or ask someone to sign in for them are violating academic honesty. This action will result in disciplinary action. Comply with the Faculty Expectations for BHA Students by attending class and being on time.

Examination Policy

Students take their examinations as scheduled in the syllabus. Students who are absent from a scheduled examination for a legitimate reason may request a makeup. Legitimate reasons only include sickness, hospitalization, or the death of an immediate family member.

Students must provide documentation to verify the legitimacy of their excuses. Students with legitimate excuses will take an equivalent exam for a makeup to insure exam integrity.

When the examination is a **final exam**, a student must contact the professor **before** the scheduled **final examination** and submit a legitimate and documented excuse. The student will then be eligible for an incomplete in the course and schedule an examination as soon as possible at the beginning of the next semester. Note: The student will not receive the same examination as his/her classmates. There will be an equivalent examination to maintain examination integrity.

It is considered unprofessional to turn in late work or to be absent from class in order to finish an assignment or study for another faculty member's examination. In the case of course papers, the

professor must receive each paper by the beginning of class on the due date. I **will not** accept late work, so manage your time wisely, and work effective with your team and community.

Student Decorum

You are seeking a degree from a professional school and that means that you must meet a higher standard of student behavior. Certain behaviors (see *Faculty Expectations for BHA Students*) are expected. I will expect all students to show their readiness for their professional roles by complying with these behaviors.

To clarify, here are examples of behaviors that are disrespectful. They include texting in class, taking phone calls during class time, surfing the net while in class, leaving class while it is in session, signing the roll and then leaving class, and using unprofessional language including cursing. In addition, eating during class is not professional; so please do not bring food into the classroom. If you get hungry, be sure to pack a snack to get your through the class and eat it before class starts.

Out of respect for their profession and community, students should dress in appropriately for classes. Ask your professor if you do not know the definition of appropriate class attire.

Note: Recording a professor's class without his/her permission violates privacy and is disrespectful. Therefore, I do not allow the use of smart phones, laptops, iPads, and other recording devices during class. This action is also supported by University policy.

Application of the Texas State Honor Code

This class complies with the Texas State Honor Code. This means that students pledge to honor the Code by including the following statement on all of their written assignments and examinations. A signature is required to validate this statement. The pledge statement is:

I pledge to uphold the principles of honesty and responsibility at our university.

Violations of the Honor Code include, but are not limited to cheating, plagiarism, collusion, and abuse of resource materials (see the Student Handbook and/or PPS7.10.01 for definitions). Any student who violates the Honor Code is subject to disciplinary action including one or more of the following academic penalties deemed appropriate by the professor.

- A requirement to perform additional academic work not required of other students in the course.
- A reduction to any level of grade in the course, or in the examination, or in other academic work affected by the Honor Code.
- A requirement to withdraw from the course with a grade of "F" or a "W".

Students have the right to appeal all charges of violating the Honor Code (See Student Handbook-Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

Methods of Evaluation

Examinations

Midterm Evaluation **100 points**

Format is fill in the blank, short answer and/or short essay.

Final Evaluation (Comprehensive) **100 points**

Format is multiple-choice and/or short answer.

Applying Tools for Effective Training

Needs Assessment	40 points
Literature Review Executive Summary	40 points
Training Proposal Document	120 points
Training Session Simulation	100 points
Total for the Course	500 points

Clarifications for Methods of Evaluation

Midterm examination	100 points
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The midterm examination evaluates your ability to understand and apply materials from the course. Therefore, it will use short answer and/or fill in the blank format to assess your knowledge in these areas.

Final examination	100 points
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The final will measure your ability to comprehend and apply all material from the course. It will also serve to prepare you the types of questions you will see on the BHA exit exam. Therefore, the questions will be in an objective format using multiple-choice, and case-based multiple-choice questions.

Needs Assessment for Peer training	40 points
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Each group will be given a peer training topic. The group will use this topic to design a mini needs assessment that identifies needs associated with this topic. The assessment document will include the methodology for data collection and analysis of the data. See TRACS for the format and rubric for this document. One group member will submit the needs assessment in the Assignments section of TRACS before the deadline. Note: Each member of the group will receive the same grade. Evidence of participation will be verified through a group participation log that records contributions to the project and is signed off by each group member.

Literature Review Executive Summary	40 points
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In order to conduct training, you must understand both the content and the learner. To establish your basic knowledge, the group will conduct a review of current literature to support their training efforts. This review should contain information about the subject matter to be included training session. See TRACS for the format and rubric for this document.

One group member will submit this executive summary in the Assignments section of TRACS before the deadline. Note: Each member of the group will receive the same grade. Therefore, it is important that your work meets criteria for the review and demonstrates effective and accurate writing. Evidence of participation will be verified through a group participation log that records contributions to the project and is signed off by each group member.

Training Proposal Document	120 points
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Using the peer training topic, needs assessment information, and the literature review, your group will prepare a training proposal using the guidelines available in the TRACS site. This proposal should be created by the entire group and the group will provide evidence of participation through a group participation log. This document records contributions to the project and is signed off by each group

member. This log must be accurate and endorsed and will be considered in the grading process. See TRACS for the grading rubric for the Training Proposal Document.

Training Simulation

100 points

The group will select 30 minutes from their peer training proposal for this simulation. In their presentation, they will present a 30 minute session that includes active learning, handouts, and other materials that enhance learning. Evidence of participation in developing the simulation will be verified through a group participation log that records contributions to the project and is signed off by each group member. This log must be accurate and endorsed and will be considered in the grading process. See TRACS for guidelines and rubrics.

The following scale uses the points earned in this course to letter grades. The University standards for letter grades are the basis for this scale. There is no curving or rounding up of points for the grade. In other words, you must have at least 350 points to receive a course grade of "A".

A	450-500	points
B	400-499	points
C	350-399	points
D	349-300	points
F	299-0	points

Contact Information

Dr. Eileen Morrison

Telephone: 512-245-3515

Email em34@txstate.edu

Office Hours:

Mondays and Wednesdays 9:30-11:30 AM

Tuesdays 2:00-3:00 PM

Or Call for an Appointment

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3344

COURSE NAME Patient Care Management & Quality Improvement in Health Care Integrated Delivery Systems

TEACHING FACULTY Lawrence V. Fulton, Ph.D. FACHE PStat CStat CSci CAP CSSBB CQE
Office Hours: T/R 8:30-10:00, W 11-2, Room 260 Encino Hall, lf25@txstate.edu

DATE REVIEWED August 2018

COURSE DESCRIPTION

This course is an introduction of integrated delivery systems and their operations. It includes an examination of patient care management and the patient experience. A framework for understanding healthcare quality efforts is also an integral part of the course.

COURSE RATIONALE

Over the past decade, the managed care organizations have evolved from a cost based environment to a model of process management focusing on consumer needs/outcomes. These organizations are now part of integrated delivery systems. This course provides a framework for understanding these systems of delivery and their quality improvement.

COURSE OBJECTIVES

At the completion of this course the student should be able to understand and explain:

1. Describe the historical, social, cultural, and political context of organizations.
2. Explain models, services, and structural components of managed care organizations.
3. Identify the influence of quality on integrated delivery systems with the emphasis on accountability and accessibility.
4. Identify patient safety and risk management activities that reduce medical errors.
5. Describe qualitative and quantitative tools used in the patient care management, quality improvement, and the decision-making process.
6. Apply team building skills to patient care management.
7. Explain utilization of healthcare resources focusing on clinical pathways, utilization management, and discharge planning.
8. Explain resource management initiatives that balance quality patient care and costs.

REQUIRED TEXTBOOK(S)

Ross, Thomas K. (2014) *Health care quality management tools & applications* . New York: Wiley. ISBN: ISBN 978-1-118-50553-3 (pbk.) — ISBN 978-1-118-60364-2 (pdf) — ISBN 978-1-118-60389-5 (epub)

McLaughlin, D. & Olson, J. (2012). *Healthcare operations management*. Chicago, IL: Health Administration Press. ISBN: 978-1-56793-444-1

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA3305 Marketing	HA3315 Problem Solving	HA3318 Employment Law	HA3322 Public Health	HA3325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A			A	A				A		A	A	A	A		
2. Relationship Management	K	A													A			
3. Leadership Skills & Behaviors	K	K	K	K	K	A		A		K		K		K	A			
4. Organizational Climate & Culture	K							K							K	A		
5. Managing Change	K				K	A									K			
6. Healthcare Systems & Organizations	K	K	K	K	K			A						K	A	A		
7. Healthcare Personnel	K		K					A					K			A		
8. The Community & Environment	K												K					
9. The Legal Environment of HA								A				A						
10. General Management	K	K	K	K	A	K			K	K	A	K		A	A			
11. Financial Management		K						A						A				
12. Strategic Planning & Marketing									K					A				
13. Information Management			K							A				A				
14. Quality Improvement			K	A					A			A		A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an “I” or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an ***Incomplete Report*** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

Our Mission

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Our Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
 - Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
 - The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
 - A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
 - A commitment to service and leadership for the public good;
 - Responsible stewardship of our resources and environment; and
 - Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.
-
- Code of Student Conduct - <http://www.dos.txstate.edu/handbook/rules/cosc.html>
 - The Honor Code - <http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>

Dr. Fulton's Specific Behavioral Guidance

1. Come to class prepared. I ask many questions.
2. Practice professional behavior during the class including the following.
 - o Arrive on time.
 - o Do *not* sleep. I will ask you to leave.
 - o Respect each other and your beloved professor. ☺
 - o Use laptops appropriately. *Do not surf the net or check email during class.*
 - o Use cellular phones / PDAs / IPADs appropriately. *Do not surf the net or check email during class.*
 - o Dress appropriately. You are in a professional school, not on a beach or on the street.
3. Write emails appropriately. Your writing reflects your professionalism. Never begin your emails with anything other than a proper salutation (e.g., Dr. Fulton, Sir, Doc.) I do not respond in a positive manner when addressed as "hey" or without any salutation. Check out netiquette.com if you have any questions about protocol. You are in a *professional* school and should prepare yourself accordingly.

Dr. Fulton's Specific Administrative Guidance

1. I post the syllabus, class announcements, and materials to TRACS.
2. I post lectures to TRACS.
3. I post final course grades on TRACS at the end of the semester. I cannot email grades or discuss them over the phone.
4. Classes may not be videotaped by students, as doing so violates federal law (FERPA).

Course Requirements

- Homework Assignments:** There are weekly homework assignments in this course. Homework is due on **Sunday at 11:59 PM CT** of the week assigned. Homework will be posted to TRACS and submitted via TRACs. Homework is an individual effort. Late homework submitted without prior coordination is not accepted without evidence of a bona fide emergency.
- Attendance:** This is a difficult course. Much of the learning in the course occurs through interchange. Therefore, part of the grade in the course is associated with attendance. Attendance affects your final grade as follows:

<i>Number of classes missed</i>	<i>Associated % deduction from final grade</i>
1-2 classes	5%
3-4 classes	10%
5-6 classes	20%
7-8 classes	40%
9-10 classes	100%

Please note: I subtract attendance points immediately.

- Examinations:** There are two in-class examinations, a midterm and the final. The midterm examination will cover all previous content. The final examination is comprehensive, as it will be the Lean Green Belt Six Sigma Certification Examination. More details will be provided on TRACS. I do not provide make-up examinations unless presented with a documented, bona fide emergency.
- Student Presentations:** Student teams will be required to present material from chapter readings to their peers. Every member of the team must present. Team assignments will be posted to TRACS. The rubric will be posted to TRACS.
- Medical Terminology Quizzes:** To be fluent in speaking quality means that you need some understanding of medical terminology. There will be two medical terminology quizzes in this class, and the study material will be posted at least one week prior to those quizzes.
- Grade Evaluation:** Grades in this course are determined by the percentage of points obtained.

Assignment	Proportion of Grade
Homework	30%
Team Presentation	10%
Medical Terminology	10%
Midterm	20%
Final	30%
	100%

- Grading Rubrics:** Grading rubrics are posted to TRACS.
- Late Policy for Homework:** No late homework is accepted without prior coordination. The quickest way to lose a letter grade is to be late on homework without talking to me.
- Grades:** I assign grades based on the following table.

From	To	Grade
90%	100%	A
80%	<90%	B
70%	<80%	C
60%	<70%	D
0%	<60%	F

COURSE OUTLINE – HA 3344

Patient Care Management & Quality Improvement in Health Care Integrated Delivery Systems

Q == Ross, Thomas K. (2014). *Health care quality management tools & applications*. New York: Wiley.
ISBN: ISBN 978-1-118-50553-3 (pbk.) — ISBN 978-1-118-60364-2 (pdf) — ISBN 978-1-118-60389-5
(epub)

OM==McLaughlin, D. & Olson, J. (2012). *Healthcare operations management*. Chicago, IL: Health Administration Press. ISBN: 978-1-56793-444-1

Note: The instructor reserves the right to alter this course outline as necessary throughout the semester.

Class	Date	Topics	Objectives	Reading	Presentation	Assignment	Test
1	28-Aug	Quality in HC	<ul style="list-style-type: none"> 1. Summarize the context for the study of quality in health care 2. Summarize the goals of quality management 3. Define quality and healthcare quality and understand their components 4. Recognize the contributions and challenges faced by health care quality pioneers 5. Summarize the evolution of production and quality management processes 6. Apply system thinking to healthcare processes 	Chapter 1, Q.			
2	30-Aug	History of Performance Improvement	Identify historical key contributors in HC performance improvement	Chapter 1 & 2, OM		HW1	

3	4-Sep	Error and Variation	<ol style="list-style-type: none"> 1. Define the medical decision-making process 2. Summarize why and how humans produce error 3. Summarize small area variations and their impact on quality assessment 4. Explain the quality paradigm of Donabedian 5. Explain the quality paradigm of Nash 6. Distinguish underuse, overuse, and misuse of care 7. Summarize the means to control variance 	Chapter 2, Q		
4	6-Sep	Evidenced-Based Medicine and Value-Based Purchasing	<ol style="list-style-type: none"> 1. Define evidence-based medicine (EBM) 2. List tools of EBM 3. Discuss clinical decision support 4. Discuss the future of EBM 	Chapter 3 OM	Student presentation 1	HW2
5	11-Sep	Regulating the Quality & Quantity of HC	<ol style="list-style-type: none"> 1. Distinguish the difference between medical and economic decision making 2. Identify the role and effects of licensure, accreditation, and credentialing 3. Summarize the role and effect of medical malpractice 4. Summarize the economics of health care markets 5. Explain how reimbursement influences medical practice 6. Summarize the impact of pay for performance 	Chapter 3, Q		

6	13-Sep	Project Management	<ul style="list-style-type: none"> 1. Summarize project management techniques 2. Identify the tools of project management 	Chapter 5, OM	Student presentation 2	HW3
7	18-Sep	Process Analysis Tools	<ul style="list-style-type: none"> 1. Explain the differences among data, information, and knowledge 2. Apply process analysis tools to identify problems 3. Use process analysis tools to identify potential causes of problems 4. Use process analysis tools to reduce a list of potential solutions to a manageable number for implementation 5. Monitor the effectiveness of solutions implemented using process analysis tools 	Chapter 4, Q		
8	20-Sep	Tools for Problem Solving & Decision Making	<ul style="list-style-type: none"> 1. Apply a decision-making algorithm. 2. Use mapping techniques for decision-making 3. Apply problem ID tools and other analytical tools 	Chapter 6 OM	Student presentation 3	HW4

9	25-Sep	Root Cause Analysis	<ul style="list-style-type: none"> 1. Summarize the relationship between unsafe practices and major problems 2. Distinguish among slips, lapses, mistakes, and violations 3. Summarize the causes of error 4. Summarize the root cause process 5. Apply investigative techniques 6. Apply data techniques to identify commonalities in aggregate root cause analysis 7. Explain prevention and recovery techniques 	Chapter 5 Q	Med Term Quiz 1	
10	27-Sep	Guest Lecture				
11	2-Oct	Statistical Thinking and Problem Solving	<ul style="list-style-type: none"> 1. Discuss statistical thinking in healthcare 2. Apply the foundations of data analysis 3. Apply graphic tools 4. Summarize mathematical descriptions 5. Apply probability 6. Apply basic statistical techniques 	Chapter 7 OM	Student presentation 4	HW5

12	4-Oct	Statistical Process Control for Monitoring System Performance	1. Summarize when systems should be modified or corrected 2. Review the statistical concepts underlying statistical process control 3. Recognize the difference between natural and special cause variation 4. Summarize how performance targets are established 5. Construct and interpret control charts for system performance	Chapter 6 Q		
13	9-Oct	Quality Management: Focus on Six Sigma	1. Define quality 2. Discuss the cost of quality 3. Summarize quality programs 4. Discuss Six Sigma 5. Summarize additional quality tools	Chapter 8, OM	Student presentation 5	HW6
14	11-Oct	Statistical Process Control for Monitoring Failure Rates	1. Construct and interpret control charts for system outcomes 2. Identify when a process is unstable 3. Establish valid control limits 4. Compare constant and variable control limits 5. Determine when control limits should be rebased	Chapter 7, Q		

15	16-Oct	The Lean Enterprise	<ul style="list-style-type: none"> 1. Discuss Lean 2. Summarize the types of waste 3. Discuss Kaizen 4. Apply value stream mapping 5. Summarize lean tools 6. Discuss the merger of Lean and Six Sigma 	Chapter 9, OM	Student presentation 6	HW7
16	18-Oct	Statistical Process Control for Monitoring Non-Conformities	<ul style="list-style-type: none"> 1. Construct and interpret control charts for nonconformities 2. Implement and monitor the Medicare Hospital Quality Initiative 3. Choose the appropriate control chart for a process 4. Understand the benefits of SPC 5. Identify and overcome the barriers to the use of SPC 6. Identify which processes should be monitored using SPC 7. Understand the difference between stability and capability 	Chapter 8 Q		Midterm
17	23-Oct	Simulation	<ul style="list-style-type: none"> 1. Describe the uses of simulation 2. Describe the simulation process 3. Build simple Monte Carlo simulations 4. Describe the use of discrete event / continuous simulations 	Chapter 10, OM		HW8

18	25-Oct	Exploring Quality Issues with Statistical Tools	<ul style="list-style-type: none"> 1. Perform and evaluate chi-square tests 2. Use and interpret ANOVA 3. Perform and evaluate analysis of means tests 4. Use and interpret regression tests 5. Summarize the relationship between quality management and research 	Chapter 9, Q		
19	30-Oct	Process Improvement & Patient Flow		Chapter 11, OM	Student presentation 7	HW9
20	1-Nov	Failure Mode and Effects Analysis (or Failure Mode, Effects, & Criticality Analysis)	<ul style="list-style-type: none"> 1. Describe general system theory 2. Apply the value chain perspective to health care 3. Apply failure mode and effects analysis 4. Apply reengineering concepts to design better systems 	Chapter 10, Q		
21	6-Nov	Scheduling & Capacity Management	<ul style="list-style-type: none"> 1. Apply rough cut capacity planning 2. Solve staff scheduling problems 3. Analyze patient scheduling problems 	Chapter 12, OM	Student presentation 8	HW10

			<ul style="list-style-type: none"> 1. Summarize evidence-based medicine 2. Describe the idealized clinical decision-making process 3. Understand the goals, structure, and implementation of practice policies 4. Recognize the role of information technology for support of practice policies 5. Review the effect of practice policies 			
22	8-Nov	Practice Policies		Chapter 11, Q		
23	13-Nov	Supply Chain Management	<ul style="list-style-type: none"> 1. Define Supply chain management 2. Apply tools for tracking and managing inventory 3. Execute demand forecasting 4. Determine the optimal order amount and timing 5. Summarize procurement / vendor relationship management techniques 	Chapter 13, OM	Student presentation 9	HW11

24	15-Nov	Case, Disease, and Outcomes Management	<ul style="list-style-type: none"> 1. Examine the distribution of U.S. health care spending 2. Summarize the aim, structure, and application of case management 3. Summarize the aim, structure, and application of disease management 4. Summarize the aim, structure, and application of outcomes management 5. Perform PubMed literature searches 	Chapter 12, Q	Med Term Quiz 2
25	20-Nov	Improving Quality & Financial Performance	<ul style="list-style-type: none"> 1. Describe the need for better financial performance tools with respect to quality 2. Explain the systems approach to financial management 3. Describe the links among cost, quality, and access 	Chapter 14, OM Student presentation 10	HW12
26	22-Nov	Thanksgiving			

27	27-Nov	Profiling, Economic Credentialing, and Risk Adjustment	<ul style="list-style-type: none"> 1. Summarize the goal, structure, and effects of physician profiling 2. Summarize the goal, structure, and effects of academic detailing 3. Summarize the goal, structure, and effects of economic credentialing 4. Incorporate risk adjustment into comparisons of treatments and providers 5. Explain the structure of the Medicare MS-DRG system 6. Explain the factors other than treatment that affect health outcomes 	Chapter 13, Q Student presentation 11
28	29-Nov	Benchmarking & Implementation	<ul style="list-style-type: none"> 1. Explain the goals and process of benchmarking 2. Explain the structure of balanced scorecards and how to use them 3. Explain the structure of dashboards and how to use them 4. Apply implementation strategies and post-execution controls and incentives to increase the probability that desired changes will be incorporated into everyday routines 	Chapter 14, Q HW13

29	4-Dec	The Future of Quality Management in Health Care	<ul style="list-style-type: none"> 1. Review the history, philosophy, and goals of quality improvement and the impact of variation on performance 2. Reiterate the role of process analysis tools and SPC in quality improvement 3. Summarize the role of practice policies; case, disease, and outcomes management; and reporting systems 4. Speculate regarding the future of quality management in health care and understand the conditions required for reform 	Chapter 15, Q	Student Presentation 12
30	6-Dec	Lean Six Sigma Examination		HW15	Six Sigma Green Belt Exam, NLT End of Day

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3347

COURSE NAME Essentials of Healthcare Law

TEACHING FACULTY Oren Renick, JD, MPH, ThM, FACHE

DATE REVIEWED August 2018

COURSE DESCRIPTION

This course includes a review of the laws pertaining to healthcare institutions, physicians, and other healthcare workers who contribute to patient care. Tort and contract law are emphasized. The course addresses policy issues and ethics through topics like patient rights, reproduction, and end of life decisions.

COURSE RATIONALE

As a health care professional, you should know that it is your duty to act in ways that are legal, ethical and moral. Through the knowledge, attitudes, and skills gained in this course, you should be able to consider and apply legal principles to all your decisions. Health care management occurs in a demanding and changing environment. The knowledge of legal principles is a resource for effectively responding to the constancy of change.

COURSE OBJECTIVES

At the conclusion of the course, students should be able to do the following:

1. Distinguish legal principles, including torts, negligence and contracts;
2. Assess ethical considerations relevant to management;
3. Compare the dominant health care issues of cost, quality and access to care;
4. Make measured, proactive and informed responses to the daily demands of their job to manage and prevent potential compensable events;
5. Understand the historical context of law and its changing nature;
6. Apply the law to the health care setting;
7. Compare case law, statutory law, and regulation;
8. Distinguish ethical judgments related to such topics as patient rights, confidentiality, reproduction and end of life decisions; and,
9. Appraise health care policy as found in enactments such as the Employee Retirement Income Security Act, the Health Insurance Portability and Accountability Act, & the Affordable Care Act.

REQUIRED TEXTBOOK(S)

Pozgar, G. D. (2018). *Legal aspects of healthcare administration* (12th ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 9781284127171

Renick, C.O. (current semester). *HA 3347 Study Guide* – provided to students

RECOMMENDED TEXTBOOK(S)

Gifis, S. H. (2010). *Barron's law dictionary* (6th ed.). Hauppauge, NY: Barrons Educational Services. ISBN 9780764143571

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult; Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A			A	A			A		A	A	A	A	A	A	A
2. Relationship Management	K	A																A
3. Leadership Skills & Behaviors	K	K	K	K	K	A		A	K	K	K	K	A					
4. Organizational Climate & Culture	K							K						K	A			
5. Managing Change	K				K	A									K			
6. Healthcare Systems & Organizations	K	K	K	K	K			A				K	A	A				
7. Healthcare Personnel	K		K						A		K			A				
8. The Community & Environment	K										K							
9. The Legal Environment of HA									A			A						
10. General Management		K	K	K	K	A	K		K	K	A	K	A	A	A			
11. Financial Management			K					A					A					
12. Strategic Planning & Marketing									K				A					
13. Information Management				K						A			A					
14. Quality Improvement					K	A			A			A		A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

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- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students

to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
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COURSE OUTLINE

Fall 2018 HA 3347 - Essentials of Healthcare Law
Class meets Monday and Wednesday from 3:30 p.m. to 4:50 p.m.

<u>1</u> <u>8/27</u>	<p>Topic: Introduction; Syllabus Review; Hospitals Through the Ages; Government, Law, and Ethics</p> <p>Required Readings: Syllabus; Chapters 1& 2</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none">1. Explain the key features of HA 4307.2. Explain a key reason for studying health care law.3. Explain the context of health law to health care management. <p>Assignments/Deliverables: None</p>
<u>2</u> <u>8/29</u> <u>No class</u> <u>9/3</u>	<p>Topic: Government, Law, and Ethics; Tort Law - Negligence</p> <p>Required Readings: Chapters 2 (cont.) & 3</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none">1. Discuss the American legal system.2. Define tort law.3. Explain negligence. <p>Assignments/Deliverables: None</p>
<u>3</u> <u>9/5</u> & <u>4</u> <u>9/10</u>	<p>Topic: Tort Law – Negligence and Intentional Torts</p> <p>Required Readings: Chapters 3 (cont.), & 4</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none">1. Define tort law (cont.).2. Explain negligence (cont.).3. Explain intentional torts. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>5</u> <u>9/12</u> & <u>6</u> <u>9/17</u>	<p>Topic: Tort Reform and Risk Reduction; Criminal Aspects of Health Care</p> <p>Required Readings: Chapters 5 & 6</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none">1. Discuss tort reform options.2. Explain risk management and quality improvement3. Define criminal law.4. Discuss health care fraud. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>7</u> <u>9/19</u> & <u>8</u> <u>9/24</u>	<p>Topic: Criminal Aspects of Health Care; Contracts and Antitrust;</p> <p>Required Readings: Chapters 6 (cont.) & 7</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none">1. Define criminal law (cont.).2. Discuss health care fraud (cont.).

	<p>3. Define a contract. 4. Discuss the elements of a contract 5. Explain a breach of contract and the remedies for breach of contract.. 6. Define antitrust.</p> <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>9 9/26 & 10 10/1</u>	<p>Topic: Contracts and Antitrust; Civil Procedure and Trial Practice</p> <p>Required Readings: Chapter 7 (cont.) & Chapter 8</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Explain restraint of trade. 2. Explain the Sherman Antitrust Act 3. Distinguish criminal and civil procedure. 4. Define res ipsa loquitur. 5. Define legal defenses. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>11 10/3</u>	<p>Topic: Examination One (At the professor's discretion, exam may be moved to M., 10/8.)</p>
<u>12 10/8</u>	<p>Topic: Corporate Structure and Legal Issues</p> <p>Required Readings: Chapter 9</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the authority of a corporation. 2. Define respondeat superior. 3. Discuss the responsibility of the administrator. <p>Assignment/Deliverables: Random recitation of case summaries.</p>
<u>13 10/10</u>	<p>Topic: Medical Staff Organization and Malpractice; Review Examination One</p> <p>Required Readings: Chapter 10</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the medical staff organization. 2. Discuss medical staff privileges. 3. Discuss the relationship between the governing board, administration and medical staff. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>14 10/15 & 15 10/17</u>	<p>Topic: Nursing and the Law</p> <p>Required Readings: Chapter 11</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss scope of practice.. 2. Describe the professional duties of nursing. 3. Discuss the potential conflict in professional and employee responsibilities. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>16 10/22</u>	<p>Topic: Hospital Departments and Allied Health Professionals</p> <p>Required Readings: Chapter 12</p> <p>Learning Objectives</p> <p>Students should be able to:</p>

	<ol style="list-style-type: none"> 1. Describe the potential liability of health professionals. 2. Discuss the health professions and hospital departments with the greatest liability exposure. 3. Discuss the licensure and certification of professionals and organizations. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>17</u> <u>10/24</u>	<p>Topic: Information Management and Patient Records</p> <p>Required Readings: Chapters 13</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the medical record and communication. 2. Describe the release and retention of records. 3. Discuss the privacy provisions of HIPAA. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>18</u> <u>10/29</u>	<p>Topic: Patient Consent, Rights, and Responsibilities</p> <p>Required Readings: Chapters 14</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define informed consent. 2. Describe the process of insuring informed consent. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>19</u> <u>10/31</u>	<p>Topic: Examination Two (At professor's discretion, exam may be moved to M., 11/5)</p>
<u>20</u> <u>11/5</u> <u>&</u> <u>21</u> <u>11/7</u>	<p>Topic: Healthcare Ethics; Review Examination Two;</p> <p>Required Readings: Chapter 15</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Explain professional ethics. 2. Describe the role of hospital ethics committees. 3. Discuss ethical decision making. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>22</u> <u>11/12</u>	<p>Topic: Procreation and Ethical Dilemmas</p> <p>Required Readings: Chapter 16</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the abortion debate in the United States. 2. Discuss the line of reproduction court decisions. 3. Discuss procreation alternatives. 4. Distinguish wrongful birth and wrongful life decisions. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>23</u> <u>11/14</u>	<p>Topic: End of Life Decisions</p> <p>Required Readings: Chapter 17</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the major historical events concerning end of life issues. 2. Discuss brain death criteria for determining death.

	<p>3. Describe the major advance directive options. 4. Explain the ethical conflict between brain death criteria and organ donations.</p> <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>24</u> <u>11/19</u> <u>No class</u> <u>11/21</u>	<p>Topic: End of Life Issues; Legal Reporting Requirements</p> <p>Required Readings: Chapters 17 (cont.) & 18</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Explain legal reporting requirements for children and elders. 2. Share conclusions about incidents of child and elder abuse. 3. Explain the rationale for mandatory reporting. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>25</u> <u>11/26</u>	<p>Topic: Labor Relations</p> <p>Required Readings: Chapter 19</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the National Labor Relations Act 2. Describe the role of the National Labor Relations Board. 3. Discuss the Civil Rights Act of 1964. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>26</u> <u>11/28</u>	<p>Topic: Labor Relations; Employment at Will, Rights, and Responsibilities</p> <p>Required Readings: Chapters 19 (cont.) and 20</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the major federal labor acts. 2. Discuss major work place discrimination issues. 3. Define employment at will. 4. Discuss exceptions to employment at will 5. Discuss examples of wrongful termination claims. 6. Explain basic employee rights. 7. Describe examples of employee responsibility. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>27</u> <u>12/3</u>	<p>Topic: Professional Liability Insurance; Managed Care and National Health Insurance</p> <p>Required Readings: Chapters 21 & 22</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define an insurance policy and its elements.. 2. Define the concepts of self-insurance and reinsurance. 3. Define models of managed care organizations. <p>Assignments/Deliverables: Random recitation of case summaries.</p>

<u>28</u> <u>12/5</u>	<p>Topic: National Health Insurance Managed Care (cont.)</p> <p>Required Readings: Chapter 22 (cont.)</p> <p>Learning Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss national health insurance. 2. Discuss antitrust law and managed care organizations. <p>Assignments/Deliverables: Random recitation of case summaries.</p>
<u>29</u> <u>M, 12/10</u>	<p>Topic: Final Examination</p> <p>2:00 p.m. – 4:30 p.m.</p>

COURSE POLICY ON ATTENDANCE & METHOD OF EVALUATION

Grade Determination

Assignment	Portion
Examination One	30%
Examination Two	30%
Final Examination	40%

Evaluation Criteria

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 00-59%

Extra Credit Option Work cannot be repeated for a better grade. However, students may earn optional extra credit by participating in the service learning programs Mutual Adoption Pact, Safe at Home, or MAP Med-Rides. Up to 15 points may be earned that apply to the final exam grade by completing the required 15 hours, reflections sessions and journal. A Service Learning Program Director will oversee the program, evaluate student performance, and recommend a service learning grade to the professor. The Program Director will explain the program during an early class session and distribute a service learning syllabus and other materials to interested students.

Service Learning Program Director
 Office: Commons 205
 Phone: 512-245-9265
 Email: @txstate.edu

Attendance Policy

Students are encouraged to attend every class. Test material is typically developed from class materials and discussions.

A student's grade will not be reduced due to absences. However, exam grades are often ranked. Once a student exceeds FOUR unexcused absences, they will receive their raw score for any subsequent exam and not benefit from any grade increase due to grades being ranked.

The following are excused absences:

- student illness documented by a signed and dated statement by a physician;
- serious illness of an immediate family member documented by a signed and dated statement by a physician;
- death of an immediate family member documented by a funeral home director; or
- an officially sponsored university activity documented by a signed and dated statement by the responsible Texas State faculty or staff member.

Excused absence requests will be received and approved only by the faculty member. All requests must be received no later than one week after the absence. For absences occurring less than one week before the Final Exam, requests for an excused absence must be received no later than the administration of the Final Exam.

Students may request that other types of absences be considered excused absences. No such request will be considered unless it is in writing, signed and dated by the responsible party, and delivered to the faculty member by the student making the request.

Policy on Tardiness

You are expected to arrive for class on time. An absence will be assigned for every TWO tardy/late arrivals to class. You are tardy if you are not present when your name is called when roll is taken or a sign in sheet has been circulated.

Letters of Reference

Students often request letters of reference. Such requests must be discussed with Dr. Renick a minimum of three weeks prior to the receipt date required by the requesting organization.

ADDITIONAL COURSE POLICIES

1. Work turned in late, including absences during tests, will result in a reduction of one letter grade for every class it is late. If the class is disadvantaged by work turned in late (e.g., presentations), the work will receive a grade of ZERO. In certain cases, and only with the pre-approval of the professor, exceptions may be granted.
2. Work cannot be repeated for a better grade in this class.
3. The course pack (Renick) and the text (Pozgar) will be the framework for all class sessions.
4. This course will include discussion on a variety of topics about which there are a range of diverse perspectives and opinions. Students are encouraged to share their views; respectful dialogue is essential. Civility is an expected component of participation.
5. Side conversations are prohibited.
6. If you have to leave class after roll is taken or before class is adjourned, do not return to class that day. Class will typically adjourn at 4:40 p.m.
7. Cell phones are to be turned off and put away (stored) while class is in session.
8. No laptops are allowed in class.

ADDITIONAL COURSE INFORMATION

Recommended Textbook(s)

Gifis, S. H., (2010). *Barron's law dictionary* (6th Ed.). Hauppauge,NY: Barron's Educational Series. ISBN 9780764143571

Supplemental Textbooks(s) or Reading Material

You are expected to be current in readings found in healthcare business journals like "Modern Healthcare," the various publications of the American Hospital Association, the American Medical Association, and similar periodicals. Another resource to explore is the Internet. Many healthcare organizations and journals have home pages.

You can use without additional charge, either your Texas State computer account, or the College of Health Professions computer account to obtain Internet access. Because the College of Health Professions computer account is not the same account, you have as an enrolled Texas State student, you should visit with the College of Health Professions Computer Center Coordinator to establish such an account.

FACULTY CONTACT INFORMATION

Oren Renick, J.D., M.P.H., Th.M., F.A.C.H.E.
Professor
School of Health Administration
Encino Hall, Office # 270
Texas State University--San Marcos
601 University Drive
San Marcos, Texas 78666
Telephone number: 512-245-2460
E-mail address: cr13@txstate.edu (brief response inquiries only)

Office Hours: Fall 2018
Monday & Wednesday from 2:00 p.m. to 3:15 p.m.; & Tuesday from
2:00 p.m. to 4:30 p.m.

Appointments for meetings during office hours are advisable, but not required.
Appointments may also be scheduled for times other than office hours.

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3375

COURSE NAME Principles of Accounting for Healthcare Managers

TEACHING FACULTY Cristian Lieneck, PhD, MHA, FACMPE, FACHE, FAHM

DATE REVIEWED August 2018

COURSE DESCRIPTION

Provides an introduction to accounting useful in healthcare facilities and agencies, and demonstrates the application of accounting principles and techniques in the healthcare field. Prerequisites: ECO 2301 or 2314 and HP 3325 or equivalent.

COURSE RATIONALE

The course is designed to further prepare students for early entry into managerial positions in healthcare organizations by making them aware of the importance of proper financial accounting at all career levels and to provide students with sufficient knowledge of financial accounting matters so they can provide departmental input to the organization's chief financial officer. Background for this course should include college algebra, statistics, and economics.

COURSE OBJECTIVES

At the completion of the course, the student should be able to:

1. Review prerequisite knowledge in economics and statistics.
2. Cite the purpose and functions of financial accounting.
3. Identify basic financial accounting concepts as they relate to the healthcare industry.
4. Apply basic accounting procedures for
 - analyzing financial transactions,
 - recording financial transactions,
 - generating financial statements.
5. Distinguish between accounting for for-profit and not-for-profit businesses.
6. Assess problems in healthcare accounting related to asset valuation, revenue collection, and inventory control.
7. Evaluate financial performance through financial statement analysis.
8. Identify ethical issues as they apply to accounting.

REQUIRED TEXTBOOK(S)

Finkler, S. A. (2019) *Accounting fundamentals for health care management*. (3rd ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 9781284124934

Sleeter, D. (2016) *QuickBooks fundamentals 2015/2016. Diversified business communication* (1st ed.). Pleasanton, CA: The Sleeter Group, Inc. ISBN 9781942417170

**NOTE: See information at end of syllabus regarding ordering the QuickBooks text.

REQUIRED ITEM

Hewlett-Packard, 10BII Financial Calculator

COURSE COMPETENCIES

BHA Competencies	HA3308 HC-Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A					A		A			A	A	A	A	A	
2. Relationship Management	K	A															A	
3. Leadership Skills & Behaviors	K	K	K	K	K	K	A		A	K	K			K	A			
4. Organizational Climate & Culture	K								K						K	A		
5. Managing Change	K							K	A						K			
6. Healthcare Systems & Organizations	K	K	K	K	K	K	A						K	A	A			
7. Healthcare Personnel	K		K						A				K			A		
8. The Community & Environment	K												K					
9. The Legal Environment of HA									A				A					
10. General Management		K	K	K	K	A	K		K	K	A	K		A	A			
11. Financial Management			K						A						A			
12. Strategic Planning & Marketing										K					A			
13. Information Management						K					A				A			
14. Quality Improvement							K	A			A			A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students

to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.



COURSE OUTLINE – HA 3375

Principles of Accounting for Healthcare Managers

Fall 2018 Semester

ENC 230, Tuesday and Thursday, 8-9:20am

Syllabus Notes:

- The instructor reserves the right to alter this course outline as necessary throughout the semester.
- This syllabus is provided to students in electronic format only (located on the course TRACS site).

PART I – Principles of Accounting	
Class 1 Tuesday, August 28, 2018 8-9:20am	<p>Topic: Course Introduction, Review of Course Syllabus Maximizing Your Performance in this Course Introduction to Health Care Accounting and Financial Management</p> <p>Required Readings: Course Syllabus/Outline, Additional Course Policies, Finkler, Chapter 1.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none">• Discuss how to do well in HA 3375.• Identify what textbooks are required for the course, as discuss the QBCU certifying exam process initiative.• Locate the various resources provided under TRACS Resources, for use throughout this semester, and beyond.• Describe the flow of the course, specifically from the manual accounting system to an automated QBs software accounting process.• Review prerequisite knowledge in economics and statistics.• Define financial accounting.• Describe the principle differences between accounting and finance.• Discuss and demonstrate the concepts of liquidity and solvency.• Discuss why the ability to thoroughly understanding accounting is necessary to be a successful and effective health care manager.
Class 2	<p>Topic: Financial Environment of Health Care Organizations</p> <p>Required Readings: Finkler, Chapter 3.</p> <p>Learning Objectives:</p>

<p>Thursday, August 30, 2018</p> <p>8-9:20am</p>	<p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> ● Review prerequisite knowledge in economics and statistics. ● Describe, in detail, the economic and organizational environment of the U.S. healthcare industry. ● Discuss how health care organizations get paid, and the unique aspects of the industry's reimbursement environment. ● Cite specific details regarding health care reform and the impact upon financial accounting, and beyond.
<p>Class 3</p> <p>Tuesday, September 04, 2018</p> <p>8-9:20am</p>	<p>Topic: Accounting Concepts</p> <p>Required Readings: Finkler, Chapter 4.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> ● Define the basic terms used by accountants. ● Cite and thoroughly explain "balancing" the accounting equation. ● Discuss the requirement for fund accounting. ● Define and apply the basic principles of GAAP and ISAB, IFRS.
<p>Class 4</p> <p>Thursday, September 06, 2018</p>	<p>Topic: Introduction to Electronic Spreadsheets (self-study)</p> <p>Students should become familiar with Microsoft Excel electronic spreadsheets, to include page navigation, formulas, data updates, and other time-saving computation methods.</p> <p>Required Reading: Finkler, Chapter 2.</p> <p>Learning Objectives:</p> <p>By completing this exercise, the student should be able to:</p> <ul style="list-style-type: none"> ● Discuss what spreadsheets are and how they can be used as an accounting tool to effectively convey data as information. ● Cite different ways to complete the same task within MS Excel. ● Calculate several accounting tasks using the MS Excel formula function and utilization of multiple worksheets in a single MS Excel file. <p>Video resource: https://youtu.be/1mNwJkUYs9A</p>
<p>Class 5</p>	<p>Topic: Introduction to the Key Financial Statements</p>

<p>Tuesday, September 11, 2018 8-9:20am</p>	<p>Required Readings: Finkler, Chapter 5.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Cite the purpose and basic format for the key financial statements (balance sheet, income statement, and statement of cash flows). • Define and discuss the differences between cash and accrual accounting methods, and their affect upon key financial statements. • Recall why notes to the financial statements are necessary.
<p>Class 6 Thursday, September 13, 2018 8-9:20am</p>	<p>Topic: Valuation of Assets and Equities</p> <p>Required Readings: Finkler, Chapter 6.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss the differences between historical (acquisition) value and market (fair) value. • Define net realizable value. • Demonstrate an ability to calculate the value of liabilities and net assets (owner's equity).
<p>Class 7 Tuesday, September 18, 2018 8-9:20am</p>	<p>Topic: Recording Financial Information [manual system, ACCRUAL]</p> <p>Required Readings: Finkler, Chapter 7.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Cite and define the expanded accounting equation. • Define journal and ledger and discuss their purpose. • Discuss and define the dual-entry system (debit/credit) and demonstrate both journal and ledger entries for common healthcare accounting transactions. • Discuss the purpose of the chart of accounts.
<p>Class 8</p>	<p>Topic: Recording Financial Information [manual system, CASH]</p> <p>Required Readings: Finkler, Chapter 7.</p> <p>Learning Objectives:</p>

<p>Thursday, September 20, 2018 8-9:20am</p>	<p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> ● Cite and define the expanded accounting equation. ● Define journal and ledger and discuss their purpose. ● Discuss and define the dual-entry system (debit/credit) and demonstrate both journal and ledger entries for common healthcare accounting transactions. ● Discuss the purpose of the chart of accounts.
<p>Class 9 Tuesday, September 25, 2018 8-9:20am</p>	<p>Topic: Reporting Financial Information – A Closer Look at the Financial Statements (manual system)</p> <p>Required Readings: Finkler, Chapter 8.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the use of the expanded accounting equation to generate the basic ledger and recording/posting entries to the journal/ledger. ● Demonstrate how to use the ending ledger balances to generate the key financial statements (income statement, balance sheet, and the statement of changes in NA). ● Discuss and demonstrate the purpose of completing a general worksheet prior to generating the key financial statements.
<p>Class 10 Thursday, September 27, 2018 8-9:20am</p>	<p style="text-align: center;">Exam #1 (Finkler, Chapters 1 – 8)</p>
<p>Class 11 Tuesday, October 02, 2018 8-9:20am</p>	<p>Topic: The Role of the Outside Auditor</p> <p>Required Readings: Finkler, Chapter 9.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> ● Review external control agencies/entities that provide oversight to the accounting profession and presentation of financial statements. ● Define fraud.

	<ul style="list-style-type: none"> • Review the format of an auditor's report. • Discuss and demonstrate ways in which principles of ethics enter into the accounting methods (and decision-making) conducted by the healthcare administrator.
Class 12 Thursday, October 04, 2018 8-9:20am	<p>Topic: Depreciation – Having Your Cake and Eating it Too?</p> <p>Required Readings: Finkler, Chapter 10.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Define and demonstrate amortization. • Define depreciation and utilize the depreciation formula to calculate accumulated depreciation. • Discuss and demonstrate straight-line depreciation, accelerated depreciation, and modified accelerated cost recovery (MACRS) depreciation methods. • Explain how funding depreciation serves as a potential tax shelter for the for-profit healthcare organization.
Class 13 Tuesday, October 09, 2018 8-9:20am	<p>Topic: Inventory Costing – The Accountant's World of Make-Believe</p> <p>Required Readings: Finkler, Chapter 11.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • List and explain the inventory equation. • Define and further explain the differences and uses of both periodic and perpetual inventory methods. • Distinguish between inventory valuing and inventory expensing, and how these accounts show-up on the key financial statements. • Explain and demonstrate inventory valuing methods (specific identification, LISH, FISH, and weighted-average). • Explain and demonstrate inventory expending methods (specific identification, FIFO, LIFO, and weighted-average). <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 14	Topic: An Even Closer Look at Financial Statements, part 1

<p>Thursday, October 11, 2018 8-9:20am</p>	<p>Required Readings: Finkler, Chapter 12.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Utilizing accrual accounts and corresponding adjustments, generate a financial worksheet. • Utilizing a completed financial worksheet, generate the key financial statements. • Define each account present on the income statement and statement of NA, and demonstrate their use in common healthcare accounting transactions. • Recall the exact format of an income statement, similar to Figure 12–3. • Discuss the difference between GPSR and NPSR, and why hospitals are required to present their income statement in a non-GAAP format. • Define premium revenue. • Recall the format and purpose of a statement of NA, similar to Figure 12–2.
<p>Class 15 Tuesday, October 16, 2018 8-9:20am</p>	<p>Topic: An Even Closer Look at Financial Statements, part 2</p> <p>Required Readings: Finkler, Chapter 12.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Utilizing accrual accounts and corresponding adjustments, generate a financial worksheet. • Utilizing a completed financial worksheet, generate the key financial statements. • Recall the exact format of a balance sheet, similar to Figure 12–1. • Define each account present on the balance sheet and demonstrate its use in common healthcare accounting transactions. • Recall the format and purpose of a statement of cash flows (direct and indirect methods).
<p>Class 16 Thursday, October 18, 2018</p>	<p>Topic: Notes to the Financial Statements – The Inside Story</p> <p>Required Readings: Finkler, Chapter 13.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p>

8-9:20am	<ul style="list-style-type: none"> • Discuss why an organization must disclose its accounting method choices when generating financial statements. • Explain the significant accounting policies often disclosed at notes to financial statements for healthcare organizations.
Class 17 Tuesday, October 23, 2018 8-9:20am	<p>Topic: Ratio Analysis – How Do We Compare to Other Health Care Organizations? Working Capital Management and Banking Relationships</p> <p>Required Readings: Finkler, Chapters 14 and 15.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <p>Chapter 14:</p> <ul style="list-style-type: none"> • Explain why ratio analysis is a useful method for evaluating aspects of financial statements for the healthcare organization, both internally and externally. • Discuss financial indicators for each financial statement. • List and demonstrate the use of liquidity, efficiency, solvency, profitability, and ROI ratios. <p>Chapter 15:</p> <ul style="list-style-type: none"> • Explain short-term resources and how they are interpreted on the financial statements. • Explain short-term obligations and how they are interpreted on the financial statements.
Class 18 Thursday, October 25, 2018 8-9:20am	<p>Exam #2, part A</p> <p>(Finkler, Chapters 9 – 15)</p>
Class 19	<p>Exam #2, part B</p> <p>(Finkler, Chapters 9 – 15)</p>

Tuesday, October 30, 2018 8-9:20am	
PART II – Application of Accounting Principles	
Class 20 Thursday, November 01, 2018 8-9:20am	<p>Topic: Application of Course Accounting Concepts – Introducing QuickBooks</p> <p>Required Readings: Sleeter, Chapter 1.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of introducing the QuickBooks software application in this course, and moving from the manual to an automated recordkeeping system. • Review TRACS Resources and QuickBooks resources available for the student to apply course accounting concepts from today, forward. • Discuss the student's individual responsibility to review and complete all practical chapter exercises prior to that scheduled class period. • Discuss what Sleeter chapters will be covered in this course, and which chapters will require self-study outside of class in order to thoroughly prepare for the QBCU certifying examination.
Class 21 Tuesday, November 06, 2018 8-9:20am	<p>Topic: The Sales Process – [application of REVENUE]</p> <p>Required Readings: Sleeter, Chapter 2.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to track company sales. • Demonstrate how to set up customers. • Discuss and demonstrate the use of job costing. • Demonstrate how to record sales. • Demonstrate how to receive payments from customers. • Demonstrate how to make bank deposits. • Discuss the purpose and how to use the income tracker tool.
Class 22	

<p>Thursday, November 08, 2018</p> <p>8-9:20am</p>	<p>Topic: Additional Customer Transactions – [application of REVENUE DEDUCTIONS AND TAX REPORTING]</p> <p>Required Readings: Sleeter, Chapter 3.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate recording of customer returns and credits. • Demonstrate writing off of bad debt. • Demonstrate how to create customer statements. • Demonstrate how to collect sales tax. • Demonstrate how to create sales reports.
<p>Class 23</p> <p>Tuesday, November 13, 2018</p> <p>8-9:20am</p>	<p>Topic: Managing Expenses – [application of EXPENSE]</p> <p>Required Readings: Sleeter, Chapter 4.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the process of entering expenses in QuickBooks. • Demonstrate setting up vendors. • Demonstrate class tracking. • Demonstrate tracking job costs. • Demonstrate paying vendors, printing checks, and voiding checks. • Demonstrate applying vendor credits. • Demonstrate tracking company credit cards. • Demonstrate paying sales tax. • Demonstrate accounts payable reporting.
<p>Class 24</p> <p>Thursday, November 15, 2018</p> <p>8-9:20am</p>	<p>Topic: Bank Reconciliation and Bank Transactions – [application of WORKING CAPITAL MANAGEMENT AND BANKING RELATIONSHIPS]</p> <p>Required Readings: Sleeter, Chapter 5.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to reconcile bank accounts. • Demonstrate the generation of bank reconciliation reports. • Demonstrate finding errors during bank reconciliation. • Discuss and demonstrate how to handle bounced checks. • Demonstrate reconciling credit card accounts and paying the bill.

	<ul style="list-style-type: none"> • Discuss and demonstrate the use of bank feeds.
Class 25 Tuesday, November 20, 2018 8-9:20am	<p>Topics: Customizing QuickBooks and Company File Setup</p> <p>Required Readings: Sleeter, Chapters 7 and 12.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <p>Chapter 7:</p> <ul style="list-style-type: none"> • Explain and demonstrate several QuickBooks preferences. • Demonstrate how to customize QuickBooks menus and windows. • Discuss QuickBooks items and other lists. • Demonstrate the use of custom fields. • Demonstrate modifying sales form templates. <p>Chapter 12:</p> <ul style="list-style-type: none"> • Review how to create a new QBs data file. • Demonstrate how to set up a Chart of Accounts and enter opening balances. • Demonstrate how to set up user access rights and passwords for each person who uses QBs. <p>Assignments/Deliverables: applicable Class Lesson on TRACS</p>
Thursday, November 22, 2018	Thanksgiving break – no class
Class 26 Tuesday, November 27, 2018 8-9:20am	<p>Topic: Bank Reconciliation and Bank Transactions – [application of WORKING CAPITAL MANAGEMENT AND BANKING RELATIONSHIPS]</p> <p>Required Readings: Sleeter, Chapter 5.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to reconcile bank accounts. • Demonstrate the generation of bank reconciliation reports. • Demonstrate finding errors during bank reconciliation. • Discuss and demonstrate how to handle bounced checks. • Demonstrate reconciling credit card accounts and paying the bill. • Discuss and demonstrate the use of bank feeds.

Class 27 Thursday, November 29, 2018 8:9:20am	<p>Topic: Reports – [application of FINANCIAL STATEMENTS AND ELECTRONIC SPREADSHEETS]</p> <p>Required Readings: Sleeter, Chapter 6.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • List and discuss the types of reports available in QuickBooks. • Review the difference between cash and accrual reports. • Demonstrate the generation of accounting reports. • Discuss and demonstrate the use of business management reports. • Demonstrate the use of QuickBooks graphs. • Demonstrate how to build custom reports. • Demonstrate how to establish memorized reports. • Demonstrate how to process multiple reports. • Demonstrate how to find transactions. • Demonstrate how to export reports to spreadsheets.
Class 28 Tuesday, December 04, 2018 8:9:20am	<p>Topic: Inventory – [application of INVENTORY VALUING AND EXPENSING]</p> <p>Required Readings: Sleeter, Chapter 8.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss and demonstrate the QuickBooks tools for tracking inventory. • Demonstrate setting up inventory parts items. • Demonstrate calculating average cost of inventory. • Demonstrate invoicing for inventory items. • Demonstrate the generation and use of purchase orders. • Demonstrate entering bills for received inventory. • Demonstrate adjusting inventory. • Demonstrate setting up group items. • Demonstrate the use of inventory assemblies. • Demonstrate generating inventory reports.
Class 29	<p>Topic: Adjustments and Year-End Procedures – application of [REPORTING FINANCIAL INFORMATION AND FINANCIAL STATEMENTS]</p> <p>Required Readings: Sleeter, Chapter 13.</p>

<p>Thursday, December 06, 2018</p> <p>8-9:20am</p>	<p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> ● Discuss and demonstrate the use of general journal entries. ● Demonstrating editing, voiding, and deleting transactions. ● Demonstrate the use of memorized transactions. ● Demonstrate closing the year. ● Demonstrate setting the close date to “lock” transactions.
<p>Tuesday, December 11, 2018</p> <p>8-10:30am</p>	<p style="text-align: center;">Final Exam Period</p>
<p>Self-study chapters <i>(complete on your own)</i></p>	<p>Topic: Introduction to Time and Billing, Payroll Setup, and Payroll Processing in QuickBooks – application of [SALARY AND WAGE EXPENSES]</p> <p>Required Readings: Sleeter, Chapters 9, 10, and 11.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <p>Chapter 9:</p> <ul style="list-style-type: none"> ● Discuss and demonstrate reimbursable (billable) expenses. ● Demonstrate using two-sided items. ● Demonstrate entering billable time. ● Demonstrate the use of time reports. ● Demonstrate tracking an owner’s or partner’s time. <p>Chapter 10:</p> <ul style="list-style-type: none"> ● Review the checklist for setting up payroll. ● Demonstrate the use of payroll accounts. ● Demonstrate the use of payroll items. ● Demonstrate the use of the payroll setup interview. ● Demonstrate setting up employee defaults. ● Demonstrate generating employee reports. <p>Chapter 11:</p> <ul style="list-style-type: none"> ● Review the payroll processing checklists. ● Demonstrate using the employee center. ● Demonstrate using payroll tax tables. ● Demonstrate paying employees.

	<ul style="list-style-type: none"> • Demonstrate editing paychecks. • Demonstrate paying payroll liabilities. • Demonstrate creating payroll reports. • Demonstrate preparing payroll taxes.
<p><u>Exam #1</u> TBA</p> <p><u>Exam #2</u> <i>(if necessary)</i> TBA</p>	<p>QuickBooks Certified User (QBCU) credentialing examination <i>(optional extra credit)</i></p> <p>Note: students are to bring their own personal laptop (with A/C power cord and an extension cord/power strip) to access the online Certiport QBCU examination.</p> <ul style="list-style-type: none"> - Exam software must be pre-loaded onto each individual laptop prior to these exam sessions proctored by Dr. Lieneck. - Additional information on this certification examination to include exam offering date(s) will be discussed during class.

Method of Evaluation

Course Deliverable/Item	% of Course Grade	Letter Grade Scale
Exam #1	25%	A = 90-100%
Exam #2, part A	25%	B = 80-89%
Exam #2, part B	25%	C = 70-79%
Final Exam	25%	D = 65-69%
Optional Certiport QuickBooks Certified User (QBCU) – PASS	+10%	F < 65%
Total:	100%	

Scheduled Office Hours

Students do not need an appointment to visit during scheduled office hours. If the scheduled office hours are not convenient, the student is encouraged to set up an appointment outside of the scheduled office hours with the instructor using the appt request form on the course's TRACS site (this includes virtual office hour/appointment requests).

- Any visitations outside of the scheduled office hours below require an appointment.
- Office hours are for the entire semester, up-to and through the final exam.
- If for any reason scheduled office hours are to be canceled/rescheduled, the instructor will email the students as early as possible.

Fall 2018 office hours: Tuesdays and Thursdays, 9:30-11am
Virtual office hours – Mondays, 2-4pm, by appointment only

Faculty Contact Information

Dr. Cristian Lieneck, PhD, MHA, FAccMPE, FACHE, FAHM, CPHIMS

Associate Professor

Texas State University

College of Health Professions

School of Health Administration

email: c.lieneck@txstate.edu

office: ENC 272 (Health Professions Building, suite 250A, end of the hallway on the left)



virtual office hours/webinar (request using online appt request form > TRACS site)*

phone: (512) 245-6362

fax: (512) 245-8712



www.linkedin.com/in/cristianlieneck/

**preferred contact method for students regarding any course-related questions*

Additional Course Policies

In addition to the Course Syllabus and Outline, students are to review Dr. Lieneck's Additional Course Policies – also posted on the course TRACS site > Resources > course administration folder.

SYLLABUS

School of Health Administration

COURSE NUMBER HA 3376

COURSE NAME Financial Management for Healthcare Managers

TEACHING FACULTY Michael Nowicki, MHA, EdD, FACHE, FHFMA

DATE REVIEWED August 2018

COURSE DESCRIPTION

A concentration in the fundamentals of healthcare financial management including the financial organization of non-profit facilities, sources of operating revenue, management of working capital, and the allocation, control and analysis of resources. Prerequisites: ECO 2301, HA 3375 or approval of instructor.

COURSE RATIONALE

The course is designed to further prepare students for early entry into managerial positions in healthcare organizations by presenting the importance of proper management of finances at all career levels and to provide students with sufficient knowledge of financial matters so they can provide departmental input to the organization's chief financial officer. Background for this course should include college algebra, statistics, economics, and accounting.

COURSE OBJECTIVES

At the completion of the course, students should be able to

1. Review prerequisite knowledge in economics, statistics, and financial accounting.
2. Demonstrate the need for precise and ethical thinking in healthcare financial management.
3. Examine the financial organization including the responsibilities of various financial positions.
4. Differentiate between for-profit organizations, not-for-profit organizations, and public organizations as they relate to tax status.
5. Compare and contrast the sources of operating revenue in healthcare organizations including major third parties, payment mechanisms, and rate setting methodologies.
6. Examine the nature of costs including how costs are classified, how costs are allocated, how costs are assembled, and how product costs are determined.
7. Describe the basic principles of working capital management;
8. Identify the basic steps in resource allocation including strategic planning, strategic financial planning, operational planning, budgeting, and capital budgeting.
9. Analyze financial statements and compute the important financial ratios.
10. Critique future trends in healthcare financial management.
11. Apply the above referenced understanding to a financial case.
12. Demonstrate a value for life-long learning by attending continuing education opportunities and discussing the relevant content in class.

REQUIRED TEXTBOOK(S)

Nowicki, M. (2018). *Introduction to the financial management of healthcare organizations* (7th ed.). Chicago, IL: Health Administration Press. ISBN 9781567939040

NOTE: Royalties from sale of new books will be donated to a Texas State University student organization or scholarship fund.

REQUIRED ITEM

Hewlett-Packard, 10BII Financial Calculator

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A			A	A			A		A	A	A	A			
2. Relationship Management	K	A														A		
3. Leadership Skills & Behaviors	K	K	K	K	K	A		A		K	K	K	A					
4. Organizational Climate & Culture		K					K							K	A			
5. Managing Change	K					K	A								K			
6. Healthcare Systems & Organizations	K	K	K	K				A						K	A	A		
7. Healthcare Personnel	K		K					A				K				A		
8. The Community & Environment		K												K				
9. The Legal Environment of HA								A				A						
10. General Management		K	K	K	K	A	K			K	K	A	K		A	A		
11. Financial Management			K					A							A			
12. Strategic Planning & Marketing										K					A			
13. Information Management					K					A					A			
14. Quality Improvement						K	A			A			A					

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

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As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students

to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

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Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

Course Outline
HA 3376--Financial Management for Healthcare Managers
MW, 12:30-1:40

Class –Day/Date

1—M/08/18	Topic: Introductions Syllabus, outline, and text Statistics, Economics, and Accounting	Required Readings: Chapter 1 appendices Learning Objectives: Describe faculty expectations of students. Review prerequisite knowledge
		Assignments/Deliverables: Review IOUSA Solutions, Part 4 https://www.youtube.com/watch?v=9ain_VXnUhs Review syllabus and outline Assignment to groups
2—W/08/29	Topic: Financial Management in Context	 Required Readings: Chapter 1 Learning Objectives: Identify the purpose of healthcare organizations. Relate the purpose of healthcare financial management to the purpose of the organization. List the objectives of healthcare financial management. Apply quality improvement to healthcare financial management. Apply organizational ethics to healthcare financial management. Examine the value of healthcare financial management to the management functions and the changing face of healthcare.
		Assignments/Deliverables:
X—M/09/03	No class—Labor Day	
3—W/09/05	Topic: Organization of Financial Management	 Required Readings: Chapter 2 Learning Objectives: Discuss how healthcare organizations are organized. Identify how chief financial officers receive their authority. Identify the roles and responsibilities of the key financial managers. Examine the alternative corporate structures available to healthcare organizations.
		Assignments/Deliverables:
4—M/09/10	Topic: Financial Analysis & Management Reporting	 Required Readings: Chapter 3 Learning Objectives: Identify the major components of financial statements. Explain each step in the financial analysis process. Analyze financial statements. Explain the principles in preparing good financial reports.
		Assignments/Deliverables: 3.1 Practice Problem and Self-Quiz Problem

5—W/09/12	Topic: Financial Analysis & Management Reporting continued	
	Required Readings:	Chapter 3
	Learning Objectives:	Identify the major components of financial statements. Explain each step in the financial analysis process. Analyze financial statements. Explain the principles in preparing good financial reports.
	Assignments/Deliverables:	3.1 Practice Problem and Self-Quiz Problem
6—M/09/17	No Class	
	Assignment/Deliverables:	By group, submit Step 3 of the case to the Assignments Tab 1:40
7—W/09/19	Topic: Tax Status of Healthcare Organizations	
	Required Readings:	Chapter 4
	Learning Objectives:	Examine judicial challenges to tax-exempt status. Examine legislative challenges tax-exempt status. Examine IRS challenges to tax-exempt status.
	Assignments/Deliverables:	None
8—M/09/24	Topic: Tax Status of Healthcare Organizations continued	
	Required Readings:	Chapter 4
	Learning Objectives:	Analyze the rationale for tax-exempt status and apply the rationale to healthcare. Compare and contrast the value of tax-exempt status. Identify the steps necessary to qualify for tax-exempt status. Relate the importance of community benefits to tax-exempt status.
	Assignments/Deliverables:	None
9—W/09/26	Topic: Third Party Payment	
	Required Readings:	Chapter 5
	Learning Objectives:	Review the history of third party payment. Classify managed care products. Examine new methods of financing and delivering care. Identify methods of payment, including bad debt and charity. Discuss the concepts of cost-shifting and cost-cutting.
	Assignments/Deliverables:	5.1 Practice Problem and Self-Quiz Problem
10—M/10/01	Topic: Medicare and Medicaid	
	Required Readings:	Chapter 6 & 7
	Learning Objectives:	Discuss the history of Medicare and Medicaid. Identify the current benefits of and financing for Medicare and Medicaid.
	Assignments/Deliverables:	None
11—W/10/03	Topic: Medicare and Medicaid	
	Required Readings:	Chapter 6 & 7
	Learning Objectives:	Discuss the history of Medicare and Medicaid. Identify the current benefits of and financing for Medicare and Medicaid.
	Assignments/Deliverables:	None

12—M/10/08	Topic: Test #1	Required Readings: Chapters 1-7
	Learning Objectives:	Assess student learning.
	Assignments/Deliverables:	
13—W/10/10	Topic: Cost Accounting	
	Required Readings:	Chapter 8
	Learning Objectives:	Explain the methods of classifying costs. Compare and contrast the methods of allocating costs. Explain the methods of assembling costs. Understand the relationship of costs to volume and revenue.
	Assignments/Deliverables:	8.1-8.5 Practice Problems and Self-Quiz Problems
14—M/10/15	Topic: Setting Charges in Healthcare	
	Required Readings:	Chapter 9
	Learning Objectives:	Review the history of setting charges. Understand the current concerns regarding charges Examine the methods of setting charges. Examine the future of setting charges. Describe how cost-shifting affects charges.
	Assignments/Deliverables:	9.1-9.3 Practice Problems and Self-Quiz Problem
15—W/10/17	No class—review video	
16—M/10/22	Topic: Managing Working Capital	
	Required Readings:	Chapter 10
	Learning Objectives:	Discuss the importance of working capital. Identify the sources of working capital. Explain the importance of managing cash flow. Evaluate working capital and cash performance.
	Assignments/Deliverables:	10.1-10.3 Practice Problems and Self-Quiz Problems
17—W/10/24	Topic: Managing Revenue Cycle	
	Required Readings:	Chapter 11
	Learning Objectives:	Discuss the importance of revenue cycle management. Explain the important elements in revenue cycle management. Identify methods of financing accounts receivable. Describe the laws governing accounts receivable. Evaluate revenue cycle management.
	Assignments/Deliverables:	None
18—M/10/29	Topic: Managing Materials	
	Required Readings:	Chapter 12
	Learning Objectives:	Discuss the importance of materials management. Examine methods of valuing inventory. Identify costs related to inventory.
	Assignments/Deliverables:	955 12.1 -12.3 Practice Problems and Self-Quiz Problems

19—W/10/31 **Topic:** **Test #2**

Required Readings: Chapters 8-12

Learning Objectives: Assess student learning.

Assignments/Deliverables: None

20—M/11/05 **Topic:** Strategic & Operational Planning

Required Readings: Chapter 13

Learning Objectives:
Discuss the importance of planning.
Identify the prerequisites to the planning process.
Explain the types of planning.
Compare and contrast operational planning and strategic planning.
List, in order, the steps in the planning process.
Evaluate the planning process.

Assignments/Deliverables: None

21—W/11/07 **Topic:** Budgeting

Required Readings: Chapter 14

Learning Objectives:
Discuss the importance of budgeting.
Identify the prerequisites to the budgeting process.
Explain the types of budgets.
List, in order, the steps in the budgeting process.
Evaluate the budgeting process.

Assignments/Deliverables: 14.1-14.2 Practice Problems and Self-Quiz Problems

22—M/11/12 **Topic:** Capital Budgeting

Required Readings: Chapter 15

Learning Objectives:
Discuss the importance of capital budgeting.
Explain the types of capital budgets.
List, in order, the steps in the capital budgeting process.
Describe the methods used to finance capital expenditures.
Evaluate the capital budgeting process.

Assignments/Deliverables: 15.1-15.3 Practice Problem and Self-Quiz Problem

23—W/11/14 **Topic:** Capital Budgeting

Required Readings: Chapter 15

Learning Objectives:
Discuss the importance of capital budgeting.
Explain the types of capital budgets.
List, in order, the steps in the capital budgeting process.
Describe the methods used to finance capital expenditures.
Evaluate the capital budgeting process.

Assignments/Deliverables: 15.1-15.3 Practice Problem and Self-Quiz Problem

24—M/11/19 Topic: Case Review

Required Readings: None

Learning Objectives: Review requirements for case

Assignments/Deliverables: None

X-W/11/21	No class--Thanksgiving	
25—M/11/26	Topic: Healthcare Reform Trends	
	Required Readings:	Chapter 16
	Learning Objectives:	Discuss historical views of the future. Identify the need for healthcare reform. Compare and contrast healthcare reform proposals.
	Assignments/Deliverables:	Kaiser Family Foundation on Health Reform
26—W/11/28	Topic: Healthcare Reform Trends continued	
	Required Readings:	Chapter 16
	Learning Objectives:	Evaluate the Affordable Care Act of 2010. Evaluate MACRA of 2015. Discuss state laws and proposals for healthcare reform. Identify the need for entitlement reform. Discuss the future of healthcare.
	Assignments/Deliverables:	None
27—M/12/03	Topic: Catch Up	
	Required Readings:	
	Learning Objectives:	
	Assignments/Deliverables:	
28—W/12/05	Topic: Answer student questions	
	Required Readings:	Chapters 11-15, All problems
	Learning Objectives:	Answer student question on Chapters 11-15 and all problems
	Assignments/Deliverables:	Turn in cases at the beginning of class.

W/12/12 Wednesday, 11:00-1:30 FINAL EXAM over Chapters 11-15 and all problems

<u>Grading Policy</u>		<u>Points</u>	<u>% of Total Grade</u>
A=450-500	Step #1 of case	25 points	5
B=400-449	Test #1	100 points	20
C=350-399	Test #2	125 points	25
D=300-349	Case*	100 points	20
F=000-299	Final Exam	<u>150 points</u>	<u>30</u>
		500 points**	100

*Case grade will reflect not only content, but also written presentation of material including grammar, rhetoric, composition, and style (One-point deduction for each error listed on “20 Most Common Errors” found on the TRACS site. Also one-point deduction per memo for the over-use of passive voice.) Refer to any good writing manual. Cases must be spiral bound and tabbed. Cases turned in late will receive a 10-point deduction for every class day until the case is turned in. Each step in the case will be a memo from the case group (CFO) to me (CEO). Each memo should follow acceptable memo format and should be no longer than one page. The memo should indicate the group’s understanding of the assignment in the step with any appropriate assumptions, an analysis of the problem, and a solution. Attachments may be included behind the memo, but the memo must stand on its own without the attachments.

**Case participation will be determined by an on-line survey of all group members based on the student's ability to work in teams, the student's ability to manage time, the student's attention to detail, and the student's responsibility in the case and amount of time spent on the case. While not graded, surveys are required and final grades will not be released until the student completes the survey.

Course Policies

Policy on tests--Tests and exams cover material in the book as well as material covered in lecture. I use the tests for evaluation purposes only; therefore, I do not return tests or the final exam. I return results of each test or exam as soon as possible. I will be happy to review specific questions regarding the tests with students during office hours. Students can obtain the results of the final exam and the course via TRACS.

Policy on making-up tests/exams--students may not make-up Test #1 or Test #2; however, students who miss either of these tests for a documented reason beyond their control will have some questions and those points transferred to the comprehensive final exam. In the event students miss the final exam for a documented reason beyond their control, I will arrange a make-up final exam at a time and place mutually acceptable.

Policy on cases--I expect students to work on the case in groups of 4-5 students. The purpose of casework is to reinforce skills learned in the classroom by applying the skills to a practical situation. I encourage students to discuss the case with other students and faculty; however, the final product must be the work of the students in the group. Groups turning in the work of others outside their group will be charged with academic dishonesty and will receive an "F" in the course. Groups must submit the case to Turn-It-In and include the certification page as the first page of the case submission. After the group rosters have been distributed, students may only leave the group if they drop the class or withdraw from the university. Students who have completed the course with a D or F in a previous semester may complete the case on their own.

Policy on class attendance--I encourage class attendance by taking roll at each class meeting. If I think that attendance is waning or if I think that students are coming to class unprepared, I reserve the right to administer unannounced quizzes.

Policy on disruptive behavior--Students who disrupt the class will be asked to leave the class and not return until they have met with me. Examples of disruptive behavior include, but are not limited to, talking during class, cell phones phone use during class, and arriving late to class or leaving early from class.

Policy on calculators--I require students to use a HP 10B, HP 10BII, or 10BII+ in this class. The only calculator students may use during tests and final exam is a HP 10 or 10BII. Students may not share calculators during tests or exams.

Dr. Michael Nowicki, FACHE, FHFMA
Professor of Health Administration
Texas State University
273 Encino Hall, 245-3557 or nowicki@txstate.edu
Fall '18 Office Hours: MW 2-4:30 and by appointment

SYLLABUS

School of Health Administration

COURSE NUMBER HA 4141

COURSE NAME Healthcare Comprehensive Exam and Review

TEACHING FACULTY Joseph Baar Topinka, JD, MHA, MBA, LLM

DATE REVIEWED August 2018

COURSE DESCRIPTION

A course in which each of the respective faculty will review their portion of the comprehensive examination that all HA majors are required to successfully pass during their final semester of study. The comprehensive exam will be administered at the conclusion of the course.

COURSE RATIONALE

This course is designed to prepare students for field experience and to prepare students for their exit exams which occur at the end of the semester. Typically, the student takes this course during the last semester of coursework and always before field experience. This course is graded CREDIT or NON CREDIT.

COURSE OBJECTIVE

At the end of the course, students will:

1. Describe the requirements of the field placement and the exit exam;
2. Select a field placement site;
3. Describe a statement of professionalism and a history of academic and work experience in preparation for their field placement; and
4. Organize and appraise class notes and projects in preparation for the exit exam.

REQUIRED TEXTBOOK(S)

Field Placement Handbook (handout)

Porterfield, T. (2017) The 55 Soft Skills That Guide Employee and Organizational Success. Mason-West Publishing House, ISBN 9780975468692.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association, ISBN 978-1-4338-0561-5.

COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4311 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A				A	A					A	A	A	A	A	
2. Relationship Management	K	A														A		
3. Leadership Skills & Behaviors	K	K	K	K	K	A			A	K		K	K	K	A			
4. Organizational Climate & Culture		K						K						K	A			
5. Managing Change	K				K	A									K		A	
6. Healthcare Systems & Organizations	K	K	K	K					A					K	A	A		
7. Healthcare Personnel	K		K						A			K				A		
8. The Community & Environment		K											K					
9. The Legal Environment of HA									A			A						
10. General Management	K	K	K	K	A	K			K	K	A	K		A	A			
11. Financial Management			K						A						A			
12. Strategic Planning & Marketing											K				A			
13. Information Management				K								A			A			
14. Quality Improvement					K	A						A			A			

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;

- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

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Requesting an “I” or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offers learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintains currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty has the following expectations.

Knowledge

1. Students will be prepared for each class, which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

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1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.

3. Students will demonstrate a positive attitude toward their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community, which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

COURSE OUTLINE

HA 4141 (Fall 2018)

Days: Thursday Time:

12:30 – 1:30 p.m.

Location: Encino 233

Class	Date	Assignment	Topic	Comment
1	30-Aug	Pages 1-10 of text.	Resume Writing-Career Services	Field Placement Application due in person and in TRACS.
2	6-Sep	GROUP 1 Presentation; Pages 11-21 of text.	APA 1 Writing-Writing Lab	Resume and Cover Letter due in TRACS.
TOUR	7-Sep	GROUP 2 Presentation; Pages 22-32 of text.	Medical Center Tour, Central Texas Medical Center, 10:00-12:00	
3	13-Sep	GROUP 3 Presentation; Pages 33-43 of text.	Taking Care of Your Health-Healthy Cats	Writing Assignment due in person and in TRACS.
4	20-Sep	GROUP 4 Presentation; Pages 44-62 of text.	Guest Speaker-MG (Ret) David Rubenstein	Immunizations due in TRACS.
5	27-Sep	GROUP 5 Presentation	Interviewing Skills-Career Services	Criminal Background Checks due in TRACS.
TOUR		GROUP 6 Presentation	Long Term Acute Care Hospital (LTACH) Tour-PAM Specialty Hospital of New Braunfels, 10:00-12:00	
6	4-Oct	GROUP 7 Presentation	Photos taken at Career Services-Career Services	
7	11-Oct	GROUP 8 Presentation	Exit Exam Overview-Dr. Larry Fulton	Photos due in TRACS.
8	18-Oct	GROUP 9 Presentation	Preceptor Expectations-Maggie Huebner, Seton Medical Center Hays	

9	25-Oct	GROUP 10 Presentation	Legal Affairs-University Student Legal Office	
10	1-Nov		Study Time and Exit Exam Preparation	
11	3-Nov		Exit Exam-Dr. Larry Fulton	
12	8-Nov		Guest Speaker-TBD	
13	15-Nov	GROUP 11 Presentation	How to Get the Job You Want-Dr. Michael Mileski	Field Placement Forms Due.
TOUR	16-Nov		Skilled Nursing Facility Tour- Kirkwood Manor of New Braunfels, 10:00-12:00	
14	29-Nov	GROUP 12 Presentation	Professionalism-Career Services	
15	6-Dec		Final Thoughts, Kathryn Arnold, Alumni Affairs, Professor Topinka, School of Health Administration, and Ralph Leal, Career Services	

COURSE POLICY ON ATTENDANCE AND METHOD OF EVALUATION:

Participation is a part of the overall grade in this class. Your attendance record will influence your grade, as there are weekly discussions that provide meaning for the subject matter. Only university excused absences will be recognized, and assignments due during an excused absence must be submitted prior to the absence. If you must be absent from class, get notes from peers. In-class activities cannot be “made up” if you are absent. Work is not an excused absence; plan accordingly. With that said, the professor recognizes that, as adults, you have other obligations (i.e. family, work) that might prevent you from attending a class. If you must miss class, please e-mail your professor. The understanding of your professor about obligations is based on unique situations – having work/family emergencies on a continuous basis is not acceptable. Classes begin on time; you should not disrupt class by entering late. If you do, you may have to make a presentation to the class at the discretion of the professor. If you must leave during class, please be discreet when you leave/return.

Field Placement Application, Resume and Cover Letter, Immunization Record, Criminal Background Check, Written Assignment, and Presentation. Students will submit a field placement application to the course professor on TRACS and in hardcopy on the first day of class. After the first day of class, students will be responsible for submitting assignments as noted above. Each assignment will have a format to follow on TRACs. Not meeting the assignment dates will put your residency in spring at risk. In addition, students will be assigned a two page, double-spaced, APA format, paper on the following topic: “Where do you see yourself in five years?” This paper, along with the field placement application, will help the course professor help the students in getting appropriate residency assignments. In addition, students will break down into 12 groups. Each group will present a five minute presentation at the beginning of each class about an organization that can help students and then healthcare

managers with networking in the community. Some example organizations are the American College of Healthcare Executives, Rotary, Lyons, Toastmasters, etc. Presentations should have two slides: one with the organization's mission and the other with how the organization can help in networking for students and then healthcare managers. Information should be provided to the entire class by each group on the steps needed to join the organization.

In-class activities, rules, and other such stuff. Students are expected to attend all classes and to show their professionalism by attending outside events in support of the SOHA. Class attendance sheets will be kept – it is the student's responsibility to sign these sheets every class period. Work is not an excused absence, so students should plan accordingly. Classes start on time; students should not disrupt class by entering late or leaving early. The length of the class is approximately one hour – students should not make a habit of leaving the room for restroom breaks. Use of computers for taking notes will be allowed; however, misuse of this privilege will cause the student to lose that privilege. Cell phone use, whether for calls, texting, emails, photography, or recording is prohibited. The policies of Texas State University and the School of Health Administration will apply. It should be noted that the syllabus and assignments may be changed as circumstances require, and students will be notified accordingly. Academic dishonesty will not be tolerated, and suspected incidents of cheating or plagiarism will be reported as possible violations of the Honor Code and may result in a failing grade. Students are expected to conduct themselves in a professional manner at all times in regard to any aspect of the course and in their interactions with faculty, university employees, students, and guest lecturers.

Overall grade scheme

A 180-200 points B 160-179.9

points

C 140-159.9 points

D 120-139.9 points

F Below 120 points

FACULTY CONTACT INFORMATION.

Joseph Baar Topinka, JD, MBA, MHA, LLM

Assistant Professor

School of Health Administration

Health Professions Building, Room 266

512-245-9079 (I prefer e-mail. If you cannot contact me, call my mobile phone. I want to make sure I am available for any help but please no calls before 9 a.m. or after 9 p.m. unless absolutely necessary.)

Cell: 253-414-7466

E-mail: j_t311@txstate.edu (josephtopinka@txstate.edu)

Office hours: Tuesday 1:30-5:00 p.m.

Thursday 1:30-5:00 p.m.

Friday By Appointment

(Also available by SKYPE and cell phone. **No texts please.**)
(P.S. If my office door is open and/or I am in, I have office hours.)

SYLLABUS

School of Health Administration

COURSE NUMBER HA 4305

COURSE NAME Health Services Marketing

TEACHING FACULTY Paula Stigler Granados, PhD, MSPH

DATE REVIEWED August 2018

COURSE DESCRIPTION

The course applies the principles of services marketing to healthcare organizations. The course will present tools to identify and close the gaps that exist between customer expectation of services and the services provided and to ensure quality of health care.

COURSE RATIONAL

Embracing product, people, place, price, and place, marketing essentially is about the management of the health care experience. Given the increasing evidence of the importance of the experience to the treatment outcomes and to organizational competitiveness, an overview course on health care services marketing is essential for health care managers.

COURSE OBJECTIVES

The intent of this course is to introduce, discuss, and analyze several topics important to health care organizations. In addition, the student should gain the use of several tools that will facilitate improvement of the patient care experience and the workplace experience for the health care employees. After completing this course, students should be able to:

1. Differentiate the unique challenges involved in marketing and managing services generally and health care services in particular.
2. Identify differences between marketing in service versus manufacturing organizations and between other service industries and health care organizations.
3. Identify and analyze the various components of the “services marketing mix,” how they apply to health care services, and how price and promotion must be understood differently in health care services.
4. Apply the basic market research tools to both improve patient care and to improve the positioning of the health care organization.
5. Compare the multiplicity of possible “customers” in health care, beyond the patient.
6. Judge how to position an organization to capitalize on demand, and how to manage the expected variations in demand.
7. Differentiate the role of employees and customers in health care service delivery, customer satisfaction, and service recovery.
8. Apply important workplace skills (e.g., cooperation, teamwork, meeting deadlines, report writing) through active learning activities and other classroom exercises.

REQUIRED TEXTBOOK(S)

Lee, F. (2004). *If Disney ran your hospital: 9 1/2 things you would do differently* (1st ed.). Bozeman, MT: Second River Healthcare Press. ISBN 9780974386010

Thomas, R. (2015). *Marketing health services* (3rd ed.). Chicago, IL: Health Administration Press. ISBN 9781567936780

The Anatomy of Care (2009). Virtual experience immersive learning simulation (VEILS) behavior modification game (online). Will Interactive, in conjunction with the Washington Hospital Center and MedStar Health.

- Students will receive information on how to purchase access to this online program during the first class meeting.

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4B48 Residency
1. Communication Skills		A A A						A A					A		A A A A			
2. Relationship Management	K A															A		
3. Leadership Skills & Behaviors	K K K K		K K A						A		K		K		K A			
4. Organizational Climate & Culture	K				K										K	A		
5. Managing Change	K			K A											K			
6. Healthcare Systems & Organizations	K	K	K	K					A					K	A	A		
7. Healthcare Personnel	K	K								A				K			A	
8. The Community & Environment	K														K			
9. The Legal Environment of HA								A					A					
10. General Management	K K K K A K									K K A K				A	A			
11. Financial Management		K							A						A			
12. Strategic Planning & Marketing										K					A			
13. Information Management			K								A				A			
14. Quality Improvement				K A							A				A			

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students

to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

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COURSE OUTLINE – HA 4305

Health Services Marketing

Fall 2018 Semester

Encino Hall 233, Tuesdays and Thursdays 2:00pm-3:20pm

Instructor: Dr. Paula Stigler Granados

Syllabus Notes:

- The instructor reserves the right to alter this course outline as necessary throughout the semester.
- This syllabus is provided to students in electronic format only (located on the course TRACS site).

Class 1 Tuesday, August 28, 2018 2-3:20pm	<p>Topic: Course Introduction Service Marketing – The Gaps Model of Service Quality</p> <p>Required Readings: none.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none">• Discuss how to do well in HA 4305.• Describe the requirements of the course, to include evaluation methods.• Illustrate the Gaps Model of Service Quality and discuss how it directly relates to health services marketing. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
PART I – History and Concepts	
Class 2 Thursday, August 30, 2018 2-3:20pm	<p>Topic: The Origin and Evolution of Marketing in Healthcare</p> <p>Required Readings: Thomas, Chapter 1.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none">• Discuss the history of marketing.• Describe marketing in healthcare and why healthcare is different from other industries.• Explain why some challenge the ethics of healthcare marketing.• Cite developments in healthcare marketing and why healthcare should be marketed. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 3	<p>Topic: Basic Marketing Concepts</p>

<p>Tuesday, September 04, 2018 2-3:20pm</p>	<p>Required Readings: Thomas, Chapter 2.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss basic marketing concepts and the functions of marketing. • Describe marketing techniques and levels of marketing. • Discuss and give examples of healthcare products and consumers. • List and describe the Four Ps of Marketing. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
<p>Class 4 Thursday, September 06, 2018 2-3:20pm</p>	<p>Topic: Marketing and the Healthcare Organization</p> <p>Required Readings: Thomas, Chapter 3.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Describe several factors affecting the adoption of marketing. • Discuss healthcare organizations and marketing. • Discuss marketing's intent and role. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
<p>PART II – Healthcare Markets</p>	
<p>Class 5 Tuesday, September 11, 2018 2-3:20pm</p>	<p>Topic: The Nature of Healthcare Markets</p> <p>Required Readings: Thomas, Chapter 4.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss defining markets and delineating geographic market areas. • Describe how to profile healthcare markets. • Explain mass markets and micro-markets. • Recognize an effective market and the changing nature of healthcare markets. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
<p>Class 6</p>	<p>Topic: Healthcare Consumers and Consumer Behavior</p> <p>Required Readings: Thomas, Chapter 5.</p>

Thursday, September 13, 2018 2-3:20pm	<p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Describe the healthcare consumer, and how they are both similar and different from other consumers. • Discuss the variety of healthcare consumers, including professional and institutional consumers. • Give examples of consumer behavior and explain consumer decision making. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 7 Tuesday, September 18, 2018 2-3:20pm	<p>Topic: Healthcare Products</p> <p>Required Readings: Thomas, Chapter 6.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Define the product mix. • List common healthcare products. • Discuss and identify several categories of service providers. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 8 Thursday, September 20, 2018 2-3:20pm	<p>Topic: Factors in Health Services Utilization</p> <p>Required Readings: Thomas, Chapter 7.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Define demand. • Discuss factors influencing demand. • Explain how to measure health services utilization. • Explain how to predict the demand for health services. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
PART III – Healthcare Marketing Techniques	
Class 9 Tuesday, September 25, 2018	<p>Topic: Marketing Strategies</p> <p>Required Readings: Thomas, Chapter 8.</p> <p>Learning Objectives:</p> <p>By the end of the class, the student should be able to:</p>

2-3:20pm	<ul style="list-style-type: none"> • Define strategy. • Discuss the strategic planning context and process. • Explain how to develop the strategic plan and how to integrate the Four Ps. • Discuss branding as a strategy. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 10 Thursday, September 27, 2018 2-3:20pm	<p>Topic: Traditional Marketing Techniques</p> <p>Required Readings: Thomas, Chapter 9.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the promotional mix. • Discuss media options, including social marketing techniques. • Define and discuss integrated marketing efforts. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 11 Tuesday, October 02, 2018 2-3:20pm	<p>Topic: Contemporary Marketing Techniques</p> <p>Required Readings: Thomas, Chapter 10.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the new approaches to healthcare marketing. • Discuss consumer engagement. • List and discuss limitations to contemporary marketing techniques. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 12 Thursday, October 04, 2018 2-3:20pm	<p>Topic: Social Media and Healthcare Marketing</p> <p>Required Readings: Thomas, Chapter 11.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss the emergence of social media as a communication mode in healthcare marketing. • List and discuss common types of social media uses in healthcare. • Recognize and explain both the risks and benefits of social media.

	<ul style="list-style-type: none"> Discuss the purpose of monitoring social media and the use of a social media strategy. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 13 Tuesday, October 09, 2018 2-3:20pm	<p>Topic: Global Healthcare Marketing</p> <p>Group Project Handout – International Health Services Marketing (assign group numbers)</p> <p>Class Debate Handout –Medical Tourism (assign for/against teams)</p> <p>Required Readings: Thomas, Chapter 12.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> Discuss trends in international healthcare and marketing research on international healthcare. Define and analyze the pros and cons of medical tourism. Relate the Four Ps to international marketing. Describe international marketing strategies and techniques. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 14 Thursday, October 11, 2018 2-3:20pm	<p style="text-align: center;">Midterm Exam (Thomas chapters 1-12)</p>
PART IV – The Marketing Effort	
Class 15 Tuesday, October 16, 2018 2-3:20pm	<p>Topic: Marketing Management</p> <p>Required Readings: Thomas, Chapter 13.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> Illustrate how to organize the marketing initiative. List the players in the marketing process. List and discuss components of the marketing department. Explain the marketing budget and return on investment. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>

Class 16 Thursday, October 18, 2018 2-3:20pm	<p>Topic: Marketing Research</p> <p>Required Readings: Thomas, Chapter 14.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the scope of marketing research. • Discuss marketing research and healthcare decision making. • List the steps in the marketing research process. • Discuss primary data collection methods. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 17 Tuesday, October 23, 2018 2-3:20pm	<p>Topic: Marketing Planning</p> <p>Required Readings: Thomas, Chapter 15.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the nature of marketing planning. • List and discuss the levels of planning. • Discuss the marketing planning process. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 18 Thursday, October 25, 2018 2-3:20pm	<p>Topic: Marketing Data</p> <p>Required Readings: Thomas, Chapter 16.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Describe the data challenge, data dimensions, and data generation methods. • List and explain sources of data for healthcare marketing. • Discuss health data and the internet. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
PART V – The Future of Healthcare Marketing	
Class 19	<p>Topic: A Look Ahead</p> <p>Required Readings: Thomas, Chapter 17.</p>

<p>Tuesday, October 30, 2018 2-3:20pm</p>	<p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss where healthcare marketing is today. • Discuss where healthcare marketing is going. • List and discuss trends affecting the future of healthcare marketing. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Disney Marketing Concepts Applied to Healthcare Management	
<p>Class 20 Thursday, November 01, 2018 2-3:20pm</p>	<p>Topic: Redefine Your Competition and Focus on What Can't Be Measured Make Courtesy More Important than Efficiency</p> <p>Required Readings: Lee, Forward, Introduction, and Chapters 1 and 2.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • List and describe the three stages of knowledge. • Describe “moving the cheese.” • Discuss Fred Lee’s experiences as a healthcare executive and his relation of that to working at Disney. • Define the new competition in healthcare. • Discuss why what cannot be measured is so important in healthcare. • Explain the use of an elegant ladder, opposed to pillars of excellence. • Discuss and provide examples of why courtesy can be more important than efficiency. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Topic: Regard Patient Satisfaction as Fool's Gold Measure to Improve, Not to Impress	
<p>Class 21 Tuesday, November 06, 2018 2-3:20pm</p>	<p>Required Readings: Lee, Chapters 3 and 4.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Relate patient satisfaction as fool's gold. • Describe how Disney measures and interprets customer satisfaction. • Describe how customers report their satisfaction. • Discuss how asking the right questions will create loyalty among various healthcare stakeholders.

	<ul style="list-style-type: none"> • Discuss why hospital housekeepers hold all the truth. • Cite and describe effective methods for hospitals to obtain feedback. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 22 Thursday, November 08, 2018 2-3:20pm	<p>Topic: Decentralize the Authority to Say Yes Change the Concept of Work from Service to Theatre</p> <p>Required Readings: Lee, Chapters 5 and 6.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss various methods that can be implemented to allow front-line staff members to hold an authority to say, “Yes.” • Describe functional silos and methods to disassemble them effectively. • Discuss the importance of decentralizing service recovery, and when/why to keep some service recovery standardization. • Relate the healthcare worker’s job requirements and daily tasks to a theatre production. • Explain service scripts and their use as an effective management tool. • Discuss methods to evaluate and staff for service excellence. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 23 Tuesday, November 13, 2018 2-3:20pm	<p>Topic: Harness the Motivating Power of Imagination Create a Climate of Dissatisfaction</p> <p>Required Readings: Lee, Chapters 7 and 8.</p> <p>Suchy, K. (2010). A lack of standardization: The basis for the ethical issues surrounding quality and performance reports (Undergraduate Essay). <i>Journal of Healthcare Management</i>, 55(4), 241-251.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • List and define the four levels of motivation. • Discuss how imagination motivates and allow for real, true service delivery scripts to surface. • Describe how to utilize imagination to diffuse anger and also promote teamwork. • Discuss why dissatisfaction is the father of improvement.

	<ul style="list-style-type: none"> • Define “pop psychology” in change leadership. • Cite and discuss Fred Lee’s concepts related to continuous quality improvement (CQI). <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 24 Thursday, November 15, 2018 2-3:20pm	<p>Topic: Cease Using Competitive Monetary Rewards to Motivate People Close the Gap Between Knowing and Doing</p> <p>Required Readings: Lee, Chapters 9 and 10, and Conclusion.</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss why monetary rewards are not recommended by Fred Lee. • Explain why recognition is more valued than competition. • Discuss Deming’s red bead demonstration and discuss how it applies to motivation. • Describe why the ensemble metaphor is much more efficient than using a sports metaphor in healthcare service delivery. • List and discuss the five major traps to closing the gap between knowing and doing. • Explain why asking “how” is a favorite defense against implementation and therefore serves as a simple stall tactic. • Discuss how excellence can be fun, while choosing the right words is always an important task in healthcare service delivery. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Healthcare Marketing Application: Completion of Service Learning Initiative	
Class 25 Tuesday, November 20, 2018 2-3:20pm	TBD
Thursday, November 22, 2018	Thanksgiving Holiday – no class

Class 26 Tuesday, November 27, 2018 2-3:20pm	<p>Topic: Class Multicultural Debate – Medical Tourism</p> <p>Required Readings: Thomas, Chapter 12 (review).</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the advantages/disadvantages of the medical tourism industry from various healthcare stakeholder viewpoints. • Analyze the effectiveness of medical tourism industry in the United States, versus international medical tourism regions. • Determine an overall, individual opinion regarding medical tourism and its associated benefits and implications in health service delivery. <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 27 Thursday, November 29, 2018 2-3:20pm	<p>Topic: National Volunteer Caregiving Association (NVCN) Marketing – Group Project Planning Period</p> <p>Required Readings: Thomas, Part IV, The Marketing Effort Chapters 13-16 (review).</p> <p>Learning Objectives: Apply all Marketing Effort initiatives to the group-level NVCN service learning initiative assignment.</p> <p>Assignments/Deliverables: none.</p>
Class 28 Tuesday, December 04, 2018 2-3:20pm	<p>Topic: National Volunteer Caregiving Association (NVCN) Marketing – Group Project Planning Period</p> <p>Required Readings: Thomas, Part IV, The Marketing Effort Chapters 13-16 (review).</p> <p>Learning Objectives: Apply all Marketing Effort initiatives to the group-level NVCN service learning initiative assignment.</p> <p>Assignments/Deliverables: none.</p>
Class 29 Thursday, December 06, 2018	<p>Topic: National Volunteer Caregiving Association (NVCN) Marketing – Group Project Planning Period</p> <p>Required Readings: Thomas, Part IV, The Marketing Effort Chapters 13-16 (review).</p> <p>Learning Objectives: Apply all Marketing Effort initiatives to the group-level NVCN service learning initiative assignment.</p>

2-3:20pm	Assignments/Deliverables: none.
Tuesday, December 11, 2018	Final Exam Period
2-4:30pm	

Method of Evaluation

Item	% of Total Grade	Letter Grade Scale
Course Administration Assessment	0/-3%%	A = 90-100%
Assessments, Quizzes	30%	B = 80-89%
Midterm Exam	20%	C = 70-79%
Personal Branding Exercise – Elevator Speech	2.5%	D = 65-69%
Personal Branding Exercise – LinkedIn	2.5%	F < 65%
Service Learning Initiative	20%	
Final Exam	25%	
Implicit Marketing: Respect for the Deceased Presentation	0/+3%	
Totals:	100%	

Fall 2018 office hours: Tuesdays and Thursdays, 12:30pm-2pm

Faculty Contact Information

Dr. Paula Stigler Granados PhD, MSPH

Assistant Professor

Texas State University

College of Health Professions

School of Health Administration

email: psgranados@txstate.edu (preferred contact method)

office: Encino Hall 274 (suite 250A, end of the hallway on the left)

virtual office hours/webinar (request via email)

phone: (512) 245-6529

fax: (512) 245-8712

Additional Course Policies

In addition to the Course Syllabus and Outline, students are to review Dr. Stigler Granados' Additional Course Policies – also posted on the course TRACS site.

SYLLABUS

School of Health Administration

COURSE NUMBER HA 4315

COURSE NAME Health Services Problem Solving and Decision Making

TEACHING FACULTY Lawrence V. Fulton, Ph.D. FACHE PStat CStat CSci CAP CSSBB CQE
Office Hours: T/R 8:30-10:00, W 11-2, Room 260 Encino Hall, lf25@txstate.edu

DATE REVIEWED August 2018

COURSE DESCRIPTION

An introduction to methodologies used to seek solutions to health administration problems which affect technical and professional personnel. Designed to place emphasis on techniques most directly applicable to models of administration and management decision making.

COURSE OBJECTIVES

At the completion of the course, the student should be able to:

1. Compare basic models of problem solving, quality improvement, and decision-making.
2. Describe the roles of employees, supervisors, managers, and administrators in the identification, measurement, analysis, and implementation processes related to problem solving and process improvement.
3. Demonstrate skill in measurement methods, data collection, and data display related to performance and problem analysis.
4. Demonstrate skill in the application of tools and techniques related to critical thinking, making quality decisions, communication of results, and facilitation of behavioral change in employees.
5. Verbally and in writing, analyze typical health care problem solutions and case studies. Select appropriate models and techniques and plan for implementation of selected solutions. Evaluate outcomes of selected actions.

REQUIRED TEXTBOOK(S)

Ozcan, Y. (2017). *Analytics and decision support in health care operations management*, 3d ed. New York: Wiley (Joey Bass). ISBN 9781119219811 (pbk.) | ISBN 9781119219835 (pdf) | ISBN 9781119219828 (epub)

NOTE: You must also register for Microsoft Office Excel Basic & Advanced certification here:
<https://www.goskills.com/Course/Excel>. You are required to certify during this course!

SOFTWARE

Microsoft Excel 2016 (PC version is best)

PollEverywhere.com free account only

COURSE COMPETENCIES

BHA Competencies	HAA3308 HC Orgs	HAA3309 Ethics	HAA3315 Hist, Cult, Lang	HAA3324 Supervisory Mgt	HAA3329 HRM	HAA3375 Accounting	HAA3340 HIM	HAA3341 Project Mgt	HAA3344 Quality	HAA3347 Health Law	HAA3376 Finance	HAA3305 Marketing	HAA3315 Problem Solving	HAA3318 Employment Law	HAA3322 Public Health	HAA3325 Strategic Mgt	HAA4141 Comp Review	HAA4848 Residency
1. Communication Skills		A	A	A				A	A				A	A	A	A	A	A
2. Relationship Management	K	A																A
3. Leadership Skills & Behaviors	K	K	K		K	K	A		A	K		K		K	A			
4. Organizational Climate & Culture								K							K			A
5. Managing Change		K					K	A							K			
6. Healthcare Systems & Organizations	K	K		K	K			A					K	A		A		
7. Healthcare Personnel	K		K						A			K					A	
8. The Community & Environment		K												K				
9. The Legal Environment of HA									A				A					
10. General Management		K	K	K	K	A	K		K	K	A	K		A		A		
11. Financial Management				K					A						A			
12. Strategic Planning & Marketing					K							K			A			
13. Information Management											A			A				
14. Quality Improvement							K	A			A			A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating

circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.

4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

Our Mission

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Our Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

- Code of Student Conduct - <http://www.dos.txstate.edu/handbook/rules/cosc.html>
- The Honor Code - <http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>

Dr. Fulton's Specific Behavioral Guidance

1. Come to class prepared. I ask many questions.
2. Practice professional behavior during the class including the following.
 - Arrive on time.
 - Do *not* sleep. I will ask you to leave.
 - Respect each other and your beloved professor. J
 - Use laptops appropriately. *Do not surf the net or check email during class.*
 - Use cellular phones / PDAs / IPADs appropriately. *Do not surf the net or check email during class.*
 - Dress appropriately. You are in a professional school, not on a beach or on the street.
3. Write emails appropriately. Your writing reflects your professionalism. Never begin your emails with anything other than a proper salutation (e.g., Dr. Fulton, Sir, Doc.) I do not respond in a positive manner when addressed as “hey” or without any salutation. Check out netiquette.com if you have any questions about protocol. You are in a *professional* school and should prepare yourself accordingly.

Dr. Fulton's Specific Administrative Guidance

1. I post the syllabus, class announcements, and materials to TRACS.
2. I post lectures to TRACS.
3. I post final course grades on TRACS at the end of the semester. I cannot email grades or discuss them over the phone.
4. Classes may not be videotaped by students, as doing so violates federal law (FERPA).

Course Requirements

1. Homework Assignments: There are three homework assignments in this course, each of which will be posted to TRACS and will be due on **Sunday at 11:59 PM CT**. Homework is to be done *independently* without collaboration, as it will help prepare you for the midterm examination and the exit exam. To be clear, external collaboration of any type is an academic integrity violation and will be treated as such. Should you have issues with problems, reach out to me with your approach and your confusion about the solution set. I will guide you. Each homework will likely take six hours of effort for the well prepared.

2. Attendance: This is a difficult course, and it meets only one time each week. Much of the learning in the course occurs through interchange. Therefore, part of the grade in the course is associated with attendance. Attendance affects your final grade as follows:

<i>Number of classes missed</i>	<i>Associated % deduction from final grade</i>
1 class	-5%
2 classes	-10%
3 classes	-20%
4 classes	-40%
5 classes	-100%

Please note: I subtract attendance points immediately.

3. Examinations: There are four examinations in this course. Each of these examinations is cumulative; however, the focus is on the most current material.

4. Make-up Examinations: I do not provide make-up examinations unless presented with a documented, bona fide emergency.

5. Grade Evaluation: Grades in this course are determined by the percentage of points obtained.

Assignment	Percentage
Homework (3 x 12% each)	36%
Examinations (4 x 16% each)	64%
Total	100%

6. Grading Rubrics: Grading rubrics are posted to TRACS.

7. Late Policy for Homework: No late homework is accepted without prior coordination. The quickest way to lose a letter grade is to be late on homework without talking to me.

8. Grades: I assign grades based on the following table.

From	To	Grade
90%	100%	A
80%	<90%	B
70%	<80%	C
60%	<70%	D
0%	<60%	F

Week	Start Day	Topic	Objectives	Reading	Assignments
1	29-Aug	Intro to Excel	Conduct data analysis in Excel	GoSkills.com Tutorial / Instructor Provided	Complete GoSkills.com Basic & Advanced Excel Tutorial
2	5-Sep	Excel Exam In Class	Demonstrate mastery of Excel	GoSkills.com Tutorial / Instructor Provided	HW 1 Assigned
3	12-Sep	Intro to Analytics	<ul style="list-style-type: none"> 1. Recognize the analytical techniques for decisions about delivering health care of high quality. 2. Describe the historical background and the development of decision techniques. 3. Describe the health care manager's role and responsibilities in decision making. 4. Review the scope of health services and follow recent trends in health care. 5. Describe health services management and distinct characteristics of health services. 6. Describe the data flow in health care organizations and how to organize data for analytics. 7. Review Excel-Based Statistical Techniques (Part 1) 	Chapter 1	
4	19-Sep	Predictive Analytics	<ul style="list-style-type: none"> 1. Describe the need for predictive analytics in health care operations. 2. Review the various approaches to predictive analytics. 3. Differentiate the data-driven and opinion- or judgment-based predictive analytics. 4. Recognize what type of predictive analytics approach should be taken for various health care situations. 5. Develop accuracy checks and controls for predictive analytics. 6. Analyze and use predictive analytics information in operations or in strategic decisions. 	Chapter 2	
5	26-Sep	Take-Home Exam	All Previous	Chapter 1 and 2	

6	3-Oct	Predictive Analytics 2	<ul style="list-style-type: none"> 1. Describe the need for predictive analytics in health care operations. 2. Review the various approaches to predictive analytics. 3. Differentiate the data-driven and opinion- or judgment-based predictive analytics. 4. Recognize what type of predictive analytics approach should be taken for various health care situations. 5. Develop accuracy checks and controls for predictive analytics. 6. Analyze and use predictive analytics information in operations or in strategic decisions.
7	10-Oct	Decision Making	<ul style="list-style-type: none"> 1. Evaluate the decision-making framework in health service organizations. 2. Describe the techniques that apply to decision making under uncertainty. 3. Describe the techniques that apply to decision making under risk. 4. Develop and interpret the expected value of perfect information. 5. Design a decision tree and solve a health care problem. 6. Analyze sensitivity on outcomes and probabilities in analysis. 7. Describe multi-attribute decision making. 8. Understand the issues in clinical decision support. <p>Chapter 2</p> <p>HW 1 Due, Sunday at 11:59 PM CT</p>

			1. Describe workload management systems: the relationship between staffing and scheduling with respect to human resource capacity planning.		
8	17-Oct	Staffing	2. Evaluate patient acuity systems and their relation to staffing and scheduling.	Chapter 7	HW 2 Assigned
			3. Describe the various scheduling options and relationships to human resource operations in various health care organizations.		
			4. Develop levels of utilization and coverage factors for core level staffing in health care facilities.		
9	24-Oct	Scheduling	1. Describe the various shift patterns and cyclical and flexible scheduling alternatives.	Chapter 8	
			2. Review concepts that are important for computerized scheduling.		
			3. Evaluate scheduling alternatives for operating rooms.		
			4. Describe factors that affect efficient utilization of operating rooms.		
10	31-Oct	In-Class Exam	All Previous	Chapters 1-8	
11	7-Nov	Resource Allocation 1	1. Recognize the concept of resource allocation in health care organizations.	Chapter 10	HW 2 Due Sunday at 11:59 PM CT
			2. Describe linear programming methodology and its use for allocation in health care facilities.		
			3. Recognize the difference in applications of maximization and minimization problems.		
			4. Recognize the use of integer linear programming in staff scheduling.		

12	14-Nov	Resource Allocation 2	<ul style="list-style-type: none"> 1. Recognize the concept of resource allocation in health care organizations. 2. Describe linear programming methodology and its use for allocation in health care facilities. 3. Recognize the difference in applications of maximization and minimization problems. 4. Recognize the use of integer linear programming in staff scheduling. 	Chapter 10	HW 3 Assigned
13	21-Nov	Thanksgiving	NA		
14	28-Nov	Project Management	<ul style="list-style-type: none"> 1. Describe the need for project management and its use for administrative and clinical operations. 2. Review the information sources for project management in various health services operations. 3. Evaluate projects with PERT/CPM techniques. 4. Recognize risk in project completion, and develop probabilistic methods. 5. Describe the concept of project compression. 6. Evaluate the cost/benefit of project compression. 7. Understand potential use of project management in clinical settings. 	Chapter 13	HW 3 Due Sunday at 11:59 PM CT
15	5-Dec	In-Class Exam 4		All previous chapters	

SYLLABUS

School of Health Administration

COURSE NUMBER HA 4318

COURSE NAME Employment Law in Healthcare Management

TEACHING FACULTY Joseph Topinka, JD, MBA, MHA, LLM

DATE REVIEWED August 2018

COURSE DESCRIPTION

Examines the legal aspects of healthcare human resource management. Each of the major federal and state enactments impacting human resource management will be studied in depth. Prerequisite: HA 3329

COURSE RATIONALE

Management sometimes finds itself in a sensitive position involving the treatment of employees and how that treatment may result in legal ramifications to management and the organization it represents. This course is designed to acquaint future healthcare managers with the essentials of employment law. It will acquaint them with current federal and state legal requirements that impact the management of human resources in healthcare facilities.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Discuss the principle statutes, regulations, and case law which govern the employment relationship and the public policies underlying the legal structure of the workplace in terms of the rights of employees and corresponding obligations of employer;
2. Identify the social, economic, and political forces that drive the development and enforcement of employment laws in the United States;
3. Research, analyze, and comprehend employment related cases that impact the workplace;
4. Demonstrate the ability to anticipate and recognize issues in the workplace that can lead to legal problems, so that they can be avoided or resolved without costly litigation.

REQUIRED TEXTBOOK(S)

Cihon, P.J., Castagnera, J.O. (2016) *Employment and Labor Law* (9th ed.). Cengage, ISBN 9781305580015.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association, ISBN 978-1-4338-0561-5.

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A A A				A A				A			A A A A				A		
2. Relationship Management	K A																	
3. Leadership Skills & Behaviors	K K K K		K K A		A			K		K		K A						
4. Organizational Climate & Culture	K				K										K		A	
5. Managing Change	K			K A											K			
6. Healthcare Systems & Organizations	K K K	K	K K	K		A						K A			A			
7. Healthcare Personnel	K	K				A					K				A			
8. The Community & Environment	K											K						
9. The Legal Environment of HA						A					A							
10. General Management	K K K K	A K				K K A K						A			A		A	
11. Financial Management		K				A									A			
12. Strategic Planning & Marketing								K							A			
13. Information Management			K						A						A			
14. Quality Improvement			K A						A						A			

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an “I” or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

COURSE OUTLINE

HA 4318 (Fall 2018)

Days: Tuesday and Thursday

Time: 11:00 – 12:20 a.m.

Location: Encino 233

Class	Date	Assignment	Topic	Comment
1	28-Aug		Overview of class and Legal Research	Assignment of draft 1 of case review paper.
2	30-Aug	Chapter 1	Overview of Employment Law	
3	4-Sep	Chapter 2	Employment Contracts and Wrongful Discharge	
4	6-Sep	Chapter 3	Commonly Committed Workplace Torts	
5	11-Sep	Chapter 4	Employee Privacy Rights in the 21st Century;	
6	13-Sep	Chapter 5	International Employment Law and American Immigration Policy	Draft 1 of case review paper due. Worth 10 points.
7	18-Sep	Chapter 6	Title VII and Race Discrimination	
8	20-Sep	Chapter 7	Gender and Family Issues	
9	25-Sep	Chapter 8	Religion and National Origin	
10	27-Sep	Chapter 9	Age	
11	2-Oct	Chapter 10	Disability	
12	4-Oct	Chapter 11	Other Discrimination Laws	
13	9-Oct		Midterm	Draft 2 case review paper due. Worth 20 points.
14	11-Oct		Guest Speaker-Michael L. Holland, Holland and Holland, LLC, Board Certified Labor and Employment Attorney	
15	16-Oct	Chapter 12	Overview of Organized Labor	
16	18-Oct	Chapter 13	Unionization Process	
17	23-Oct	Chapter 14	Unfair Labor Practices	
18	25-Oct	Chapter 15	Collective Bargaining	
19	30-Oct	Chapter 16	Picketing and Strikes	
20	1-Nov	Chapter 17	Enforcement and Administration of Collective Bargaining Agreements	

21	6-Nov	Chapter 18	Rights of Union Members	Final case review paper due. Worth 30 points.
22	8-Nov		Guest Speaker-Officer Otto Glenewinkel, Texas State Police Department	
23	13-Nov	Chapter 19	Public Sector Labor Relations	
24	15-Nov	Chapter 20	Occupational Safety and Health	
25	20-Nov		Movie in the Classroom	
26	27-Nov		Feedback on case review papers and writing class.	
27	29-Nov	Chapter 21	Safety Nets	
28	4-Dec	Chapter 22	Fair Labor Standards Act	
29	6-Dec		Guest Speaker-Jill Vogel, Associate General Counsel, Life Care Health Partners, Board Certified Health Law Attorney	
FINAL EXAM: Tuesday, December 11, 2018, 11:00 a.m.-1:30 p.m.				

COURSE POLICY ON ATTENDANCE AND METHOD OF EVALUATION:

Participation is a part of the overall grade in this class. Your attendance record will influence your grade, as there are weekly discussions that provide meaning for the subject matter. Only university excused absences will be recognized, and assignments due during an excused absence must be submitted prior to the absence. If you must be absent from class, get notes from peers. In-class activities cannot be “made up” if you are absent. Work is not an excused absence; plan accordingly. With that said, the professor recognizes that, as adults, you have other obligations (i.e. family, work) that might prevent you from attending a class. If you must miss class, please e-mail your professor. The understanding of your professor about obligations is based on unique situations – having work/family emergencies on a continuous basis is not acceptable. Classes begin on time; you should not disrupt class by entering late. If you do, you may have to make a presentation to the class at the discretion of the professor. If you must leave during class, please be discreet when you leave/return.

Students should read their assignments before coming to class and know the facts of the cases within those assignments. Students will be graded on their classroom discussion using the rubric below. All students will begin the course with 20 discussion points. Points can be removed or added based on the performance of the student. It is the student’s obligation to ensure he or she maintains the 20 discussion points.

RUBRIC

Score	Description
0	Absent; no input into the discussion ("I agree" is considered no input)
1	Unsatisfactory. Student provides superficial insight with little evidence of

	analysis; contributes no new ideas; does little to advance the discussion; gets off-topic (tangent); may display non-collegial or unprofessional behavior; opinions may be value-ladden or not offer supporting evidence either through readings or other sources
2	Satisfactory. Student provides thoughtful comments to discussion; responses in general are competent but responses could have more reasoning or could be better developed; responses are minimally supported by the readings or other appropriate sources.
3	Excellent. Student addresses issues/questions posed for discussion and advances the discussion. Discussion shows evidence of thoughtfulness and analysis. Opinions are supported and referenced by the readings or other appropriate sources. Responses offer new ideas, connections, or approaches. Comments have greater depth than what is merely gleaned through the readings.
4	Superior. This category is reserved for an occasional time when student demonstrates a superior intellectual and professional engagement of the issue and poses advanced discussion. Responses are fully developed and contain much more information than what is gleaned from assigned readings. Student cites additional articles and justifies all opinions with articles. The full discussion is professional and demonstrates a true mastery of the issue.

Grades will be determined on the following basis:

Discussion	20 points
Test 1	60 points
Test 2	60 points
Case Review	60 points
TOTAL	200 points

Tests. There will be two tests in the course, for a total of 120 points. Prior to both tests, students be afforded a review. Tests will cover reading assignments, class notes, class discussion, in-class activities, hand-outs, and student presentations. All tests will be individual work unless otherwise specified by the professor.

Proposed Format of Class Sessions.

- Introduction of the topic (10 minutes)
- Discussion (50 minutes)
- Professor's Input (20 minutes)

Discussion. Much of this course will be spent in discussion format. Students will be expected to have thoroughly read, at a minimum, the assigned readings. The general expectation is that

student will provide insight substantiated by their readings; the superior student will go beyond the assigned readings (and bring more and different readings to the attention of the class). Please note that classroom discussion cannot be “made up” if a student is absent – thus it is important for students to attend class. Participation is a part of the overall grade in this class. Your attendance record will influence your grade. Attendance will be taken during the first five minutes of class. The instructor recognizes that there may be a time when students are unable to come to class. For that reason, students will be allowed four (4) absences. After four absences, grades will reflect lack of attendance in the following manner:

- 5-6 absences Maximum of 10-point reduction from final grade points
- 7-8 absences Maximum of 20-point reduction from final grade points

Students should read and understand their assignments before coming to class. Individual chapters will most often be discussed in class.

Pop quizzes. To encourage students to read materials and participate in class, the instructor **MAY** give pop quizzes. The pop quizzes will be questions that cover the basic principles from the assigned reading. Students will not be allowed to make up pop quizzes, and points accumulated for these activities will be added to the students’ total discussion points.

Case Review. Students will be asked to write a case review paper. Students should ideally choose a case from the textbook and then analyze it in more details than provided by the textbook. Recommended format should be Issue, Rationale (holding), Application, and Conclusion (IRAC). The professor will also provide an example for students to use in preparing their papers. **Review should be no more than 4-5 pages in length, APA style, double-spaced. First draft is due on September 13 and is worth 10 points. Second draft is due on October 9 and is worth 20 points. Final case review due November 6 and is worth 30 points.**

In-class activities, rules, and other such stuff. Students are expected to attend all classes and to show their professionalism by attending outside events in support of the SOHA. Class attendance sheets will be kept – it is the student’s responsibility to sign these sheets every class period. Work is not an excused absence, so students should plan accordingly. Classes start on time; students should not disrupt class by entering late or leaving early. The length of the class is approximately 1.5 hours – students should not make a habit of leaving the room for restroom breaks. Use of computers for taking notes will be allowed; however, misuse of this privilege will cause the student to lose that privilege. Cell phone use, whether for calls, texting, emails, photography, or recording is prohibited. The policies of Texas State University and the School of Health Administration will apply. It should be noted that the syllabus and assignments may be changed as circumstances require, and students will be notified accordingly. Academic dishonesty will not be tolerated, and suspected incidents of cheating or plagiarism will be reported as possible violations of the Honor Code and may result in a failing grade. Students are expected to conduct themselves in a professional manner at all times in regard to any aspect of the course and in their interactions with faculty, university employees, students, and guest lecturers.

Overall grade scheme

A	180-200	points
B	160-179.9	points
C	140-159.9	points
D	120-139.9	points
F	Below 120	points

FACULTY CONTACT INFORMATION.

Joseph Baar Topinka, JD, MBA, MHA, LLM

Assistant Professor

School of Health Administration

Health Professions Building, Room 266

512-245-9079 (I prefer e-mail. If you cannot contact me, call my mobile phone. I want to make sure I am available for any help but please no calls before 9 a.m. or after 9 p.m. unless absolutely necessary.)

Cell: 253-414-7466

E-mail: j_t311@txstate.edu (josephtopinka@txstate.edu)

Office hours: Tuesday 1:30-5:00 p.m.

Thursday 1:30-5:00 p.m.

Friday By Appointment

(Also available by SKYPE and cell phone. **No texts please.**)

(P.S. If my office door is open and/or I am in, I have office hours.)

SYLLABUS

School of Health Administration

COURSE NUMBER	HA 4322
COURSE NAME	Public Health
TEACHING FACULTY	Paula Stigler Granados, PhD, MSPH
DATE REVIEWED	August 2018

COURSE DESCRIPTION

This course introduces the healthcare manager to public health and its role in preventing illnesses and improving the health of the community. Students will learn about the role of the manager in disease prevention and how to participate and lead community efforts for the wellness of the community.

COURSE RATIONALE

To provide an overview and the basic principles of public health, including the public health system, concepts and tools for measuring health in populations, the relationship between public health and the medical care system, and the role of law and government in public health to entry-level health care managers. By the end of the course, students should demonstrate how public health principles can be applied to the management of healthcare organizations.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Define and discuss the role of public health in the community;
2. Analyze and measure public health in multiple ways;
3. Discuss the biomedical basis of public health;
4. Describe social, behavioral, and environmental factors in public health;
5. Demonstrate how public health principles can be applied to the management of healthcare organizations; and
6. Relate public health to emergency preparedness.

REQUIRED TEXTBOOK(S)

Schneider, M. (2017). *Introduction to Public Health* (5th ed.), Jones and Bartlett Learning. ISBN 9781284089233

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills		A	A	A			A	A				A			A	A	A	
2. Relationship Management	K	A														A		
3. Leadership Skills & Behaviors	K	K	K	K	K	A			A	K		K		K	A			
4. Organizational Climate & Culture	K								K						K		A	
5. Managing Change		K				K	A								K			
6. Healthcare Systems & Organizations	K	K		K	K			A					K	A	A			
7. Healthcare Personnel	K		K						A			K				A		
8. The Community & Environment	K												K					
9. The Legal Environment of HA									A			A						
10. General Management	K	K	K	K	A	K			K	K	A	K		A	A			
11. Financial Management		K							A						A			
12. Strategic Planning & Marketing												1009			A			
13. Information Management													A		A			
14. Quality Improvement									K	A			A		A			

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS. Students at our university recognize that, to ensure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

THE PLEDGE FOR FACULTY AND ADMINISTRATION. Faculty at our university recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place. The statement is as follows:

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our university.

ADDRESSING ACTS OF DISHONESTY. Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you

schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases, faculty will return graded materials to students during the semester. In other cases, faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc.) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university

before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

OURSE OUTLINE – HA 4322

Public Health

Fall 2018 Semester

Encino Hall 233, Tuesdays and Thursdays 9:30am-10:50am

Instructor: Dr. Paula Stigler Granados

Syllabus Notes:

- The instructor reserves the right to alter this course outline as necessary throughout the semester.
- This syllabus is provided to students in electronic format only (located on the course TRACS site).

<p>Class 1 Tuesday, August 28, 2018 9:30-10:50am</p>	<p>Topic: Course Introduction Public Health: Science, Politics and Prevention</p> <p>Required Readings: Chapter 1</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none">• Discuss how to do well in HA 4322• Describe the requirements of the course, to include evaluation methods.• Understand the sciences of public health and how politics plays a role in prevention <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
<p>Class 2 Thursday, August 30, 2018 9:30-10:50am</p>	<p>Topic: Why is Public Health Controversial?</p> <p>Required Readings: Chapter 2</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none">• Understand the economic impacts of public health• Discuss social justice and public health <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
<p>Class 3 Tuesday, September 04, 2018 9:30-10:50am</p>	<p>Topic: Powers and Responsibilities of Government</p> <p>Required Readings: Chapter 3</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none">• TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>

Class 4 Thursday, September 06, 2018 9:30-10:50am	<p>Topic: Epidemiology</p> <p>Required Readings: Chapters 4-6</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 5 Tuesday, September 11, 2018 9:30-10:50am	<p>Topic: Statistics: Making Sense of Uncertainty</p> <p>Required Readings: Chapter 7</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 6 Thursday, September 13, 2018 9:30-10:50am	<p>Topic: The Role of Data in Public Health</p> <p>Required Readings: Chapter 8</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: TOPIC FOR PAPER DUE</p>
Class 7 Tuesday, September 18, 2018 9:30-10:50am	<p>Topic: Infectious Disease</p> <p>Required Readings: Chapter 9 and 10</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 8	<p>Topic: The Biomedical Basis of Chronic Disease</p> <p>Required Readings: Chapter 11</p>

Thursday, September 20, 2018 9:30-10:50am	<p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 9 Tuesday, September 25, 2018 9:30-10:50am	<p>Topic: Genetic Diseases and Other Inborn Errors</p> <p>Required Readings: Chapter 12</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 10 Thursday, September 27, 2018 9:30-10:50am	<p>Topic: Do People Choose Their Own Health?</p> <p>Required Readings: Chapter 13</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 11 Tuesday, October 02, 2018 9:30-10:50am	<p>Topic: How Psychosocial Factors Affect Health Behavior</p> <p>Required Readings: Chapter 14</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 12 Thursday, October 04, 2018 9:30-10:50am	<p>Topic: Public Health Enemy Number One: Tobacco; Topics for Papers Due</p> <p>Required Readings: Chapter 15</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD

	Assignments/Deliverables: applicable TRACS Assessment, as issued.
Class 13 Tuesday, October 09, 2018 9:30-10:50am	Topic: Public Health Enemy Number Two and Growing: Poor Diet and Physical Inactivity Required Readings: Chapter 16 Learning Objectives: By the end of the class, the student should be able to: <ul style="list-style-type: none">• TBD Assignments/Deliverables: applicable TRACS Assessment, as issued.
Class 14 Tuesday, October 16, 2018 9:30-10:50am	Topic: Injuries are Not Accidents Required Readings: Chapter 17 Learning Objectives: By the end of the class, the student should be able to: <ul style="list-style-type: none">• TBD Assignments/Deliverables: applicable TRACS Assessment, as issued.
Class 15 Tuesday, October 16, 2018 9:30-10:50am	Mid Term Exam In-class
Class 16 Thursday, October 18, 2018 9:30-10:50am	Topic: Maternal and Child Health as a Social Problem Required Readings: Chapter 18 Learning Objectives: By the end of the class, the student should be able to: <ul style="list-style-type: none">• TBD Assignments/Deliverables: DRAFT PAPER DUE

Class 17 Tuesday, October 23, 2018 9:30-10:50am	<p>Topic: Mental Health: Public Health Includes Healthy Minds</p> <p>Required Readings: Chapter 19</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 18 Thursday, October 25, 2018 9:30-10:50am	<p>Topic: A Clean Environment: The Basis of Public Health</p> <p>Required Readings: Chapter 20</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 19 Tuesday, October 30, 2018 9:30-10:50am	<p>Topic: Clean Air: Is It Safe to Breath?</p> <p>Required Readings: Chapter 21</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 20 Thursday, November 01, 2018 9:30-10:50am	<p>Topic: Clean Water: A Limited Resource</p> <p>Required Readings: Chapter 22</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 21	<p>Topic: Solid and Hazardous Wastes: What to Do with the Garbage?</p> <p>Required Readings: Chapter 23</p>

Tuesday, November 06, 2018 9:30-10:50am	<p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 22 Thursday, November 08, 2018 9:30-10:50am	<p>Topic: Safe Food and Drugs: An Ongoing Regulatory Battle</p> <p>Required Readings: Chapter 24</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 23 Tuesday, November 13, 2018 9:30-10:50am	<p>Topic: Population: The Ultimate Environmental Health Issue</p> <p>Required Readings: Chapter 25</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 24 Thursday, November 15, 2018 9:30-10:50am	<p>Topic: Is the Medical Care System a Public Health Issue?</p> <p>Required Readings: Chapter 26</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 25	TBD

Tuesday, November 20, 2018 9:30-10:50am	Assignments/Deliverables: FINAL PAPER DUE
Thursday, November 22, 2018	Thanksgiving Holiday – no class
Class 26 Tuesday, November 27, 2018 9:30-10:50am	<p>Topic: Class Multicultural Debate – Medical Tourism</p> <p>Required Readings: Thomas, Chapter 12 (review).</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 27 Thursday, November 29, 2018 9:30-10:50am	<p>Topic: Public Health and the Aging Population</p> <p>Required Readings: Chapter 29</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 28 Tuesday, December 04, 2018 9:30-10:50am	<p>Topic: Emergency Preparedness, Post-9/11</p> <p>Required Readings: Chapter 30</p> <p>Learning Objectives: By the end of the class, the student should be able to:</p> <ul style="list-style-type: none"> • TBD <p>Assignments/Deliverables: applicable TRACS Assessment, as issued.</p>
Class 29	<p>Topic: Review</p> <p>Required Readings: None</p>

Thursday, December 06, 2018 9:30-10:50am	Learning Objectives: N/A Assignments/Deliverables: None
Thursday, December 13, 2018 8am-10:30am	Final Exam Period

Method of Evaluation

Item	% of Total Grade	Letter Grade Scale
Discussion/Participation	10%	A = 90-100%
Assessments, Quizzes	10%	B = 80-89%
Midterm Exam	30%	C = 70-79%
Final	30%	D = 65-69%
Paper	20%	F < 65%
Totals:	100%	

Students should come to class having read their assignments. Students will be graded on their classroom discussion using the following rubric:

Discussion Rubric

Score	Description
0	Absent; no input into the discussion ("I agree" is considered no input)
1	Unsatisfactory. Student provides superficial insight with little evidence of analysis; contributes no new ideas; does little to advance the discussion; gets off-topic (tangent); may display non-collegial or unprofessional behavior
2	Satisfactory. Student provides thoughtful comments to discussion; responses in general are competent but responses could have more reasoning or could be better developed; responses are minimally supported by the readings or other appropriate sources.
3	Excellent. Student addresses issues/questions posed for discussion and advances the discussion. Discussion shows evidence of thoughtfulness and analysis. Opinions are supported and referenced by the readings or other appropriate sources. Responses offer new ideas, connections, or approaches. Comments have greater depth than what is merely gleaned through the readings.
4	Superior. This category is reserved for an occasional time when student demonstrates a superior intellectual and professional engagement of the issue and poses advanced discussion.

	Responses are fully developed and contain much more information than what is gleaned from assigned readings. Student cites additional articles and justifies all opinions with articles. The full discussion is professional and demonstrates a true mastery of the issue.
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Discussion.

Much of this course will be spent in discussion format. Students will be expected to have thoroughly read the assigned readings. The general expectation is that student will provide insight substantiated by their readings. Please note that classroom discussion cannot be “made up” if a student is absent – thus it is important for students to attend class. Participation is a part of the overall grade in this class. Your attendance record will influence your grade. Attendance will be taken during the first five minutes of class. The instructor recognizes that there may be a time when students are unable to come to class. For that reason, students will be allowed four (4) absences. **After four absences, grades will reflect lack of attendance in the following manner:**

5-6 absences 10-point reduction from final grade points

7-8 absences 20-point reduction from final grade points

Fall 2018 office hours: Tuesdays and Thursdays, 12:30pm-2pm

Faculty Contact Information

Dr. Paula Stigler Granados PhD, MSPH

Assistant Professor

Texas State University

College of Health Professions

School of Health Administration

email: psgranados@txstate.edu (preferred contact method)

office: Encino Hall 274 (suite 250A, end of the hallway on the left)

virtual office hours/webinar (request via email)

phone: (512) 245-6529

fax: (512) 245-8712

Additional Course Policies

In addition to the Course Syllabus and Outline, students are to review Dr. Stigler Granados’ Additional Course Policies – also posted on the course TRACS site.

SYLLABUS

School of Health Administration

COURSE NUMBER: HA 4325

COURSE NAME: Healthcare Strategic Management

TEACHING FACULTY: Dr. Zo Ramamonjarivelo, PhD, MBA

DATE REVIEWED: August 2018

COURSE DESCRIPTION

This capstone class integrates accounting, finance, marketing, MIS, and organizational behavior in the creation of sustainable competitive advantage. Health care case studies will be used to illustrate key concepts.

COURSE RATIONALE

This is the capstone course for the Bachelor of Health Administration curriculum; it serves to integrate content of that curriculum. Students enrolled in this course should have completed or be in the process of completing the following courses as prerequisites: HA 3308-Healthcare Organization; HA 3324-Supervisory Management for Healthcare Managers, HA 3329-Human Resources in Healthcare Management, HA 3341-Training and Professional Development in Healthcare, HA 3375-Principles of Accounting for Healthcare Managers, HA 3345, Employment Law in Healthcare Management. Other courses in the curriculum, although not listed, should also have been completed or be in the process of completion coincidental with enrollment in this course. Most students take this course in the last semester of their in-resident course work that leads to the Bachelor of Healthcare Administration. It utilizes most all of the topics which the modern healthcare administrator will face but does not examine these topics in depth.

Expect to work hard in this course. There is much to do and learn, and faculty expectations of you are high as potential healthcare administrators. Class sessions will consist of lecture, students' presentations of current events as part of environmental scanning followed by class discussions and case analyses (group discussions), to supplement reading assignments. Class lecture will reinforce the scheduled topic but will not be a recitation of the book. In addition, please be sure to complete the assigned readings and any other questions prior to class. Always bring your prepared work with you to class.

COURSE OBJECTIVES

Students who successfully complete this course will be able to:

1. Evaluate complex industry and organizational situations from an executive or general management point of view, utilizing a comprehensive strategic framework;
2. Discriminate between leadership and management functions in formulating and securing commitment to organizational strategies and in implementing and evaluating chosen strategies effectively;
3. Organize and rank potential alternatives strategies for pursuing organizational mission, vision, values and goals;
4. Estimate the implications of strategic options, including potential for achieving competitive advantage and effective implementation;
5. Construct and plan for executing strategies successfully within realistic and real-time economic, market, and temporal patterns, and;
6. Produce, support and defend analytically and effectively, and efficiently communicate clear strategic decisions from an executive and governing board leadership perspective.

REQUIRED TEXTBOOK(S)

Moseley III , G.B. (2018). Managing Health Care Business Strategy. (2nd Ed.) . ISBN AUPHA/HAP. ISBN 978-1-284-08110-7.Jones & Bartlett Learning publications.

RECOMMENDED TEXTBOOKS:

Slee, V. N.; Slee, D. A.; and, Schmidt, H. J. (2008). Slee's health care terms (5th Ed.). Boston, MA: Jones and Bartlett Publishers.

Publication manual of the American Psychological Association, (6th Ed.) (2009).Washington, DC: American Psychological Association.

OTHER READINGS AND SOURCES OF INFORMATION:

Chandler, A. **Strategy and Structure**. MIT Press, 1962.

Freeman, R. **Strategic Management: A Stakeholder Perspective**. Pitman, 1984.

Kaplan, R. and Norton, D. **The Strategy Focused Organization**. HBS Press, 2001.

Miles, R. and Snow, C. **Organizational Strategy, Structure, and Process**. Stanford Business Classics., 2003.

Pfeffer, J. and Salancik, G. **The External Control of Organizations: A Resource Dependence Perspective**. Stanford Business Classics, 2003.

Porter, M. **Competitive Strategy**. Free Press, 2004.

Rumelt, R., Schendel, D., and Teece, D. **Fundamental Issues in Strategy**. HBS Press, 1994.

Schendel, D. and Hofer, C. **Strategic Management: A New View of Business Policy and Planning**. Little, Brown, & Company, 1979.

Luke, R.D., Walston, S. L., Plummer, P. M. **Healthcare Strategy: In Pursuit of Competitive Advantage**. Health Administration Press, 2004.

Recommended Academic Journals:

- a. Academy of Management Journal
- b. Strategic Management Journal
- c. Journal of Management
- d. Harvard Business Review
- e. Sloan Management Review
- f. Journal of Health Economics
- g. Lancet
- h. Milbank Quarterly
- i. New England Journal of Medicine
- j. Health Affairs
- k. Journal of Health Care Management

Web Resources:

- a. AARP Research & Policy: www.aarp.org/research
- b. The Dismal Scientist: www.dismal.com
- c. Bureau of Economic Analysis: www.bea.gov
- d. The Commonwealth Fund: www.commonwealthfund.org
- e. Kaiser Family Foundation: www.kff.org
- f. Centers for Medicare and Medicaid: www.cms.hhs.gov
- g. State Health Facts: <http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi>
- h. The Centers for Medicare and Medicaid Services: www.cdc.gov
- i. US Census Bureau: www.census.gov
- j. The Bureau of Labor Statistics: www.bls.gov
- k. Medical Group Management Association: www.mgma.com
- l. The American Hospital Association: www.aha.org
- m. The Bureau of Economic Analysis: <http://www.bea.gov/>
- n. Modern Healthcare: <http://www.modernhealthcare.com/>

Resources available from Texas State Online Library:

- o. Almanac of Business and Industrial Financial Ratios (available at Texas State Library Reference Business Tables, Floor 3)
- p. Hoover's Company Profiles

- q. MarketLine Advantage
- r. Harvard Business Review
- s. New York Times: www.nytimes.com
- t. The Wall Street Journal: www.wsj.com
- u. The Standard and Poor's Industry Survey
<http://www.netadvantage.standardandpoors.com/NASApp/NetAdvantage/index.do>
 (Available from Texas State Online Library)
- v. eStatementStudies

COURSE COMPETENCIES:

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HLM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A					A	A			A	A	A	A	A	A	A
2. Relationship Management	K	A														A		
3. Leadership Skills & Behaviors	K	K	K	K	K	A				A	K	K		K	A			
4. Organizational Climate & Culture		K					K								K		A	
5. Managing Change		K			K	A									K			
6. Healthcare Systems & Organizations	K	K	K	K					A					K	A		A	
7. Healthcare Personnel	K		K						A				K				A	
8. The Community & Environment		K												K				
9. The Legal Environment of HA									A				A					
10. General Management		K	K	K	K	A	K			K	K	A	K	A		A		
11. Financial Management			K							A					A			
12. Strategic Planning & Marketing												K			A			
13. Information Management				K								A			A			
14. Quality Improvement					K	A					A			A				

Assessment Levels:

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correctly uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others.

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action.
- Solves problems independently.
- Utilizes others for expertise and decides when a consultant is required.
- Conducts research in the field.

Expert (E)

- Utilizes experience in applying knowledge in an operational setting.
- Takes independent action.
- Writes and publishes in the field.
- Evaluates and critiques the works of others in the field.

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook-Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

The complete University Honor Code may be found at:

<http://www.txstate.edu/effective/upps/upps-07-10-01.html>, and
<http://www.txstate.edu/honorcouncil/>.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook-Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.
<http://www.txstate.edu/honorcodecouncil/>

Academic Integrity: The following weblink provides some information about Texas States' Academic Integrity: <http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>

Violating the Honor Code: The following weblink give some information regarding some students' actions that violate the Honor Code. <http://www.txstate.edu/honorcodecouncil/> Please visit this webpage whenever you prepare for your exams, quizzes, and write your papers.

Plagiarism: The following weblink provides some information about plagiarism, tips to avoid plagiarism, and citations. Please read it thoroughly before you write a paper to avoid plagiarism. <https://www.onlinecolleges.net/for-students/avoid-plagiarism/>

Use of external web sites as study tools: While there are a large number of web sites, such as coursehero, koofers, papercamp, studymode, antiessay, quizzed, prestoexperts, studyblue, getstudyroom, that students use to share educational resources and information or purchase papers/essays, students should not share educational resources provided by the instructor on those websites or purchase readymade papers/essays. However, students are encouraged to use TRACS as a tool to share resource materials.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSH office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a

course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases, faculty will return graded materials to students during the semester. In other cases, faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc.) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course

after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an "I" or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an ***Incomplete Report*** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction:

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintains currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty has the following expectations.

Knowledge

1. Students will be prepared for each class meeting which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class on time.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational Sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

CLASS SCHEDULE-MONDAYS 2:00PM-4:50PM

Date	Session	Contents	Current event analysis
8/27	1	<p>Introduction and Orientation to the Course</p> <p>Required Readings :Moseley Chap. 1</p> <ul style="list-style-type: none"> • Class Introductions • Syllabus review • Textbook& Readings • Class Policies • 6th APA style & Turn-It In • Scheduling of current events • Make 7 teams (5 students per team)- create your own team <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define strategy • Show the purpose for strategic management of health services organizations. • Discuss various types of organizational planning and how they are different from strategic planning. <p>Assignment due 9/10</p> <ul style="list-style-type: none"> • Choose a real health care organization for your capstone project 	
9/3		No class-Labor Day	
9/10	2	<p>Audit of Organizational Assets & Environment – Internal environment analysis.</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • The name of the health care organization that each team wants to study (email the instructor). • Students' current events PPTs • Quiz 1 : Moseley Chaps 1 &2 due this day at 2:00pm. <p>Required Readings: Moseley Chap. 2</p> <p>Mintzberg, H. (1993). The pitfalls of strategic planning. California Management Review, 36(1), 32- 46.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Appraise the internal situation of health care organizations • Assess the financial situation of health care organizations. • Define competitive advantage. • Distinguish between competencies, Core competencies, and distinctive competencies. 	

Date	Session	Contents	Current event analysis
		<ul style="list-style-type: none"> • Evaluate the tangible and intangible resources of an organization. • Analyze the value chain of an organization. • Determine the strength and weaknesses of an organization. <p>Team assignment 1 due September 24 – Paper 1 Conduct the internal analysis of your health care organization (capstone project).</p>	
9/17	3	<p>External Environmental Assessment: macro environment and market analysis</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Students current events PPTs • Quiz 2: Moseley Chaps 3 &4 due this day at 2:00pm. <p>Required Readings: Mosley Chaps. 3 & 4</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Scan and analyze the macro-environment • Scan and analyze the service area market and customers. • Determine the criteria to segment the market • Determine the target market • Determine the threats and opportunities from the macro-environment. <p>Class activity: teams work on project</p>	
9/24	4	<p>External assessment: Industry analysis</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Students current events PPTs • Team work assignment 1 (paper 1) due this day • Quiz 3: Moseley Chap 5 due this day at 2:00pm <p>Readings: Moseley Chap 5</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Conduct an industry analysis • Scan and analyze the industry and competitors • Conduct the Five Forces Model of competitive landscape • Analyze competitors • Determine the threats and opportunities in the industry • Evaluate the attractiveness of the industry <p>Team assignment 2 (paper 2) due October 22</p>	

Date	Session	Contents	Current event analysis
		Conduct the macro-environment, market, and industry analyses of your healthcare organization.	
10/01	5	<p>Directional Strategies: Mission, vision, goals, objectives, values – Corporate level strategy</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Students current events PPTs • Quiz 4 : Moseley Chaps 6 &7 due this day at 2:00pm <p>Readings: Moseley Chaps 6 and 7</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Evaluate the mission and vision statements of several health care organizations. • Differentiate between strategic goals and objectives • Formulate directional strategies <p>Class activity: Teams work on project</p>	
10/08	6	<p>Formulating Strategic business units and functional area strategies</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Students current events PPTS • Quiz 5: Moseley Chap 8 due this day at 2:00pm • Case study <p>Readings: Moseley Chap 8</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Evaluate the mission and vision statements of several health care organizations. • Differentiate between strategic goals and objectives. • Formulate directional strategies. 	
10/15	7	<p>Strategic Planning Options: Internal Expansion; external expansions: strategic alliances, mergers and acquisitions.</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Students current events PPTs. • Quiz 6: Moseley Chap 11,12, 13 due this day at 2:00pm <p>Reading: Moseley Chaps 11, 12, 13</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Discuss several aspects of internal expansion strategies. • Determine favorable conditions for internal expansion strategies. 	

Date	Session	Contents	Current event analysis
		<ul style="list-style-type: none"> Determine favorable conditions for external expansion strategies. Differentiate between strategic alliances, joint ventures, mergers and acquisitions. Differentiate between internal and external expansion strategies. 	
10/22	8	<p>Strategic planning options: downsizing, divestiture, bankruptcy</p> <p>Deliverables:</p> <ul style="list-style-type: none"> Students current events PPTs Teamwork assignment 2 due this day Quiz 7: Moseley Chap 14 due this day at 2:00pm <p>Reading: Moseley Chap 14</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Determine conditions that lead to downsizing strategies. Differentiate between divestiture, liquidation, and exit strategies. Differentiate between Chapter 7 and Chapter 11 bankruptcies. <p>Class activity: Teams work on project</p> <p>Team assignment 3: final project (revised paper 1, revised paper 2, based on the results of your internal and external analyses, propose three strategic options for your organization) due December 3</p>	
10/29	9	No class: students prepare for exit exam (November 2)	
11/5	10	<p>Functional areas in strategic planning: Finance and marketing (or guest speaker)</p> <p>Deliverables:</p> <ul style="list-style-type: none"> Students current events PPTs Quiz 8: Moseley Chaps 15&16 due this day at 2:00pm <p>Readings: Moseley chaps 15 and 16</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Discuss the activities performed by a typical Finance Department. Describe the common mistakes in strategic financial management. 	

Date	Session	Contents	Current event analysis
		<ul style="list-style-type: none"> Determine the role of marketing in implementing a strategic plan. <p>Class activity: Teams work on project</p>	
11/12	11	<p>Strategy implementation, monitoring and fine-tuning strategy (or guest speaker)</p> <p>Deliverables:</p> <ul style="list-style-type: none"> Students current events PPTS Quiz 9: Moseley Chaps 9&10 due this day at 2:00pm <p>Readings: Moseley Chaps 9 &10 Kaplan, R.S & Norton, D.P. (1996). Using the balanced scorecard as a strategic management system. Harvard Business review, Jan-Feb 1996.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Identify supportive resources and competencies. Distinguish structures organizational structures. Link strategy to operations using the balanced scorecard. Discuss the importance of strategic monitoring. Determine the strategic parameters to be monitored. <p>Class activity: Teams work on project</p>	
11/19	12	<p>Human resources and legal implications of strategic planning (or guest speaker)</p> <p>Deliverables:</p> <ul style="list-style-type: none"> Students current events PPTS Quiz 10: Moseley Chaps 17&18 due this day at 2:00pm <p>Readings: Moseley chaps 17 &18</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Compare the traditional role and emerging role of HR department. Demonstrate the impact of HR activities on organizational performance. Prepare a strategic plan for HR Department. <p>Class activity: Teams work on project</p>	

Date	Session	Contents	Current event analysis
11/26	13	<p>Strategy support factors: organization design, culture, and change management (or guest speaker)</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Students current events PPTS • Case study • Quiz 11: Moseley Chaps 19&20 due this day at 2:00pm <p>Readings: Moseley Chaps 19 &20</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Discuss the interplay between organizational structure and strategy. • Adjust organizational structure to fit strategic decision. • Choose the best structure and culture for a proposed strategy. • Distinguish the different roles played in organizational change process. 	
12/3	14	<p>Capstone project (final paper) due this day (all papers from all teams due this day)</p> <p>Team presentations</p>	
12/10	15	Team presentations	

Course Assignments and Requirements

Current event analyses

At the beginning of each class meeting, three students will (individually) present and analyze current events related to health care. Each PPT presentation will last 10 minutes followed by 5 minutes of questions and discussion. Students will summarize the topic, conduct additional research on the topic/issue. Using systems thinking, students will explore the potential effect of the topic/issue on health care organizations and/or the health care environment. **Each presentation is worth 100 points.**

Readings and quizzes

It is the responsibility of the students to read the assigned readings, case studies, and complete the quiz on the assigned readings before coming to class. Each quiz is worth 50 points. The instructor will not make a presentation of the book chapters and assigned readings. The lectures delivered by the instructor consist of additional contents to the book chapters and class discussion. Therefore, it is important that students come to class prepared. **The instructor will post the quiz for the following class meeting on Wednesday afternoons by 6pm.**

Throughout the semester, there are 11 quizzes (worth 50 points each).

Capstone project

The capstone project consists of the development of a strategic plan of a real health care organization; it is a team project. It is a compilation three papers. The first paper consists of the organizational analysis of the real health care organization (internal environment). The second consists of the macro-environment, market, and industry analyses. The third paper (completed project) consists of the compilation of the revised papers 1 and 2 and the proposed strategic plan of the health care organization, using systems thinking.

Papers 1 & 2 are worth 100 points each and the third paper (completed project) is worth 100 points. Capstone project presentation is worth 100 points.

An outline of the whole strategic plan development process along with the rubric will be posted on TRACS.

Class Attendance and participation:

This course is part of a professional program preparing you for a career in health administration. As a student in this program, the faculty expects you to attend class. In addition, attendance is an essential part of achieving success in this course and is a University requirement. **Class attendance is worth 20 points. I will remove 3 points from your attendance and class participation grade each time you miss class meeting without valid documentation.** Valid documentations consist of **original documents**, such as "**formally signed doctor's note**".

I will call the roll at the beginning of every class. I will remove 2 points from your class attendance and class participation grade each time you are late.

If you have excessive absence and tardiness and end up having class attendance and participation grade equal to “zero”, the removal of additional 3 points for each absence and 2 points for each tardiness will be applied to your final grade.

Grades

Assignment	Points	Weights	Type of Assignment
Current event analysis	100	10%	Individual
Paper 1	100	15%	Team
Paper 2	100	15%	Team
Paper 3 (completed project)	100	30%	Team
Capstone project presentation	100	15%	Team
Quizzes	550	10%	Individual
Class attendance	20	5%	Individual

The grades for quizzes and class attendance will be translated to be out of 100 points before using the weights.

The grading scale is presented below:

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

NOTE: There is no rounding in this course.

Late Work

It is unprofessional to turn in late work or to be absent from class in order to finish an assignment. In the case of course papers, the professor must receive each paper by the beginning of class on the due date. I will not accept late work, so manage your time wisely, and work effective with your team. Late work will not be graded.

Student Decorum

You are seeking a degree from a professional school and that means that you must meet a higher standard of decorum. Certain behaviors (see *Faculty Expectations for BHA Students*) are expected.

What kinds of behaviors are disrespectful and disruptive? Examples of these behaviors include texting in class, taking phone calls during class time, surfing the net while in class, frequently leaving class while it is in session, talking to your classmates when the instructor or students make a presentation, and using unprofessional language including cursing. **Therefore, you are required to put your cell phones in your bags at the beginning of each class; I do not want to see your cell phones on the table; the use of lap-top should be strictly for note taking.** If I catch you using your lap-top for something else than taking notes for HA3315, you will no longer be allowed to use your lap-to for the rest of the semester. In addition, eating during class is not professional; so please do not bring food into the classroom. If you get hungry, be sure to pack a snack to get you through the class and eat it before class starts.

The instructor has the authority to request a student who is engaged in a disrespectful and disruptive behavior to leave the classroom. If the student refuses to leave the classroom, the instructor will call "Security Service" to take the student out of the classroom. If this happens, that student is subject to disciplinary actions.

Out of respect for their profession, students should dress appropriately for classes. Ask your professor if you do not know the definition of appropriate class attire. For additional information, refer to University and Departmental policies regarding disruptive behavior.

Note: Recording a professor's class without his/her permission violates privacy and is disrespectful. Therefore, I do not allow smart phones, laptops, iPads, and other recording devices to be used during class.

Application of the Texas State Honor Code

1. This class complies with the Texas State Honor Code. Violations of the Honor Code include, but are not limited to cheating, plagiarism, collusion, and abuse of resource materials (see the Student Handbook and/ or PPS7.10.01 for definitions). Any student who violates the Honor Code is subject to disciplinary action including one or more of the following academic penalties deemed appropriate by the professor.
 - A requirement to perform additional academic work not required of other students in the course.
 - A reduction to any level of grade in the course, or in the examination, or in other academic work affected by the Honor Code.
 - A requirement to withdraw from the course with a grade of "F" or a "W".

Students have the right to appeal all charges of violating the Honor Code (See Student Handbook- Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

Academic Dishonesty Policy

2. I have a **ZERO tolerance policy** for cheating or plagiarism. **Plagiarism** is the use of any information that is not your original thought without giving appropriate credit to the author

using APA formatting. **Plagiarism** also involves the use of any assignment previously submitted for another course or any previous offering of this course.

3. What about students who cheat? Students often cheat because they value points over learning. Therefore, they do whatever they perceive as needed to get points without doing the actual work that takes to earn a grade. This attitude can carry over into the professional setting when they graduate and contribute to carelessness, fraud, and abuse. Therefore:
 - a. Any student found **cheating** on a Diagnostic quiz will receive a ZERO for that Diagnostic and cannot retake the Diagnostic.
 - b. Any student found **cheating** on an assignment will receive a ZERO on that assignment. Cheating includes copying another student's work and pasting in as your own. Know the difference between collaboration and cheating.
 - c. Any student found **cheating** on the mid-term or final exam will receive **a zero for the exam**.
 - d. Any student found **cheating or plagiarizing** on more than one occasion will receive a failing grade of "0" in the course and I will recommend dismissal from his/her degree program.
 - e. In addition, I reserve the right to report any student found **cheating or plagiarizing** to the University for violation of the Honor Code.

The professor reserves the right to make changes or corrections to the syllabus at any time. If I make any major change or correction, students will receive a revised copy of the syllabus and notification on the TRACS site.

FACULTY CONTACT INFORMATION

Dr. Zo Ramamonjiarivelo
Associate Professor
School of Health Administration
Health Professions Building, **Room 256**
Texas State University—San Marcos
601 University Drive
San Marcos, Texas 78666
Phone number: 512-245-3497
Email Address:zhr3@txtstate.edu (preferred)

OFFICE HOURS

Mondays: 12:30pm-1:30pm
Tuesdays: 11:30am-1:30pm
Wednesdays: 12:30pm-3:30pm

SYLLABUS

School of Health Administration

COURSE NUMBER HA 4848

COURSE NAME Healthcare Administrative Residency

TEACHING FACULTY Joseph Baar Topinka, JD, MBA, MHA, LLM

DATE REVIEWED August 2018

COURSE DESCRIPTION

Designed for students who have limited or no previous background in healthcare management/administration. Includes rotation through selected major departments, culminating in a major project. Prerequisites: Final semester of study.

COURSE OBJECTIVES

Upon completion of this course, the student should be able to:

1. assess needs of the organization and with the preceptor select a major management oriented project that will be beneficial to both the resident and the organization;
2. integrate and synthesize program curriculum in an experiential disciplinary setting;
3. prepare a written proposal which will serve as the guideline for the respective semester's field placement experience and incorporate the selected project;
4. plan, implement, and evaluate the major project;
5. effectively organize and implement the other activities specified in the proposal and document those activities and project activities in weekly progress reports;
6. continually control (evaluate) the activities in order to ensure successful achievement of the proposal; and
7. prepare an acceptable Final Report at the conclusion of the experience which thoroughly and accurately describes the field placement experience, the problems encountered, and an assessment of the overall quality of the experience.

REQUIRED TEXTBOOK(S)

Residency Manual (posted to TRACS by Internship/Residency Coordinator)

COURSE COMPETENCIES

BHA Competencies	HA3308 HC Orgs	HA3309 Ethics	HA3315 Hist, Cult, Lang	HA3324 Supervisory Mgt	HA3329 HRM	HA3375 Accounting	HA3340 HIM	HA3341 Project Mgt	HA3344 Quality	HA3347 Health Law	HA3376 Finance	HA4305 Marketing	HA4315 Problem Solving	HA4318 Employment Law	HA4322 Public Health	HA4325 Strategic Mgt	HA4141 Comp Review	HA4848 Residency
1. Communication Skills	A	A	A		A	A				A			A	A	A	A	A	
2. Relationship Management	K	A													A			
3. Leadership Skills & Behaviors	K	K	K	K	K	K	A		A	K			K		K	A		
4. Organizational Climate & Culture	K								K						K		A	
5. Managing Change	K					K	A								K			
6. Healthcare Systems & Organizations	K	K	K	K	K	K			A					K	A	A		
7. Healthcare Personnel	K		K						A				K			A		
8. The Community & Environment		K												K				
9. The Legal Environment of HA									A					A				
10. General Management			K	K	K	K	A	K		K	K	A	K		A	A		
11. Financial Management				K					A						A			
12. Strategic Planning & Marketing										K					A			
13. Information Management					K							A			A			
14. Quality Improvement						K	A				A			A				

Assessment Levels

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes actuate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

UNIVERSITY HONOR CODE

The Honor Code for Texas State University can be found in the Student Handbook and is explained in detail by UPPS 07.10.01. It reads as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Students have the right to appeal all charges of violating the Honor Code (see Student Handbook--Academic Procedures and Policy and/or PPS 7.10.01) for the appeals process.

TEXAS STATE UNIVERSITY POLICY FOR STUDENTS WITH A DISABILITY

If you are a student with a disability who will require an accommodation (s) to participate in this course, please contact the instructor as soon as possible. Students with a disability and will be using an accommodation(s), will be asked to provide documentation from the Office of Disability Services (ODS) in the form of the ODS Accommodation Letter. Failure to contact the instructor in a timely manner may delay the use of needed accommodation(s).

SCHOOL OF HEALTH ADMINISTRATION POLICY FOR STUDENTS USING ACADEMIC TESTING FOR STUDENTS WITH DISABILITIES (ATSD)

After ODS approves your disability and testing accommodation, you have the option of taking your in-class tests/quizzes with accommodation(s) in the Academic Testing for Students with Disabilities (ATSD) office or taking tests/quizzes without accommodation(s) in the classroom. If you choose to take your tests/quizzes in the ATSD office, you must schedule your tests/quizzes at the same time as the class is taking the tests/quizzes (or seek an exception from the instructor). If you choose to take your tests/quizzes with the class, you do so without the use of your approved accommodations. If you schedule a test/quiz with ATSD and later decide to take the test with the class, you should notify both the ATSD office and your instructor of the change.

SCHOOL POLICY ON REPEATING HA COURSES

All HA undergraduate majors must maintain a minimum major (HA) GPA of 2.25 with no grade below "C". Students are allowed to repeat each HA course once, and only once, in order to improve their major (HA) GPA or their grade in a particular course. Students having repeated a course and who have still not achieved the minimum grade of "C" will not be allowed to continue as an HA major.

SCHOOL POLICY ON EXIT EXAMS

All HA undergraduate majors are required to take and pass an exit exam upon completion of their HA coursework. Students are encouraged to keep all books, notes, and assignments in order to prepare for the exams.

FACULTY RETENTION OF STUDENT MATERIALS

Faculty are required to keep grade books (showing what students made on each assignment in the course and what the student made in the course) for two years dated from the end of the semester (PPS 4.01, ¶32). In some cases faculty will return graded materials to students during the semester. In other cases faculty will retain graded materials (final exams, multiple choice tests, etc.) but will allow students access to the graded materials during the semester and for eight weeks dated from the end of the semester.

STUDENT DEPORTMENT IN CLASS

As specified in University Policy & Procedure 4.02, the School of Health Administration expects students to treat faculty, staff, and other students in a courteous and civil manner at all times and expects students to refrain from disruptive behavior during class. Examples of disruptive student behavior during class include, but are not limited to, "repeatedly leaving and entering class including coming to class late and leaving class early; speaking without being recognized by the instructor; using cell phones [including texting] or other electronic devices during class without authorization; and reading or working on other non-course specific materials during class; using computer or other technology in class on activities not related to the class" (Paragraph 10). If students behave in a disruptive manner, faculty [including graduate assistants] are authorized to request that such students desist and/or request that such students leave the classroom (Paragraph 5).

EXTENUATING CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL

Occasionally students may experience extenuating circumstances beyond their control (extended illness, death in the family, etc) that may affect their academic performance. There are academic policies designed to remedy these situations. Before pursuing any of these remedies, students should always consult with their faculty and/or program directors to fully understand the impact of these remedies.

Automatic "W"s—students may drop a course during the first 60% of the semester (while faculty may announce the automatic "W" deadline in their course outline or in class, it is the student's responsibility to know the deadline—students are never permitted to drop a course after the automatic "W" deadline). Students who drop a course by the automatic "W" deadline will receive a "W" in the course.

Withdrawing from the university—students may withdraw from the university (go to zero hours). The withdrawal deadline is two weeks prior to final examinations and it is the student's responsibility to know the deadline—students are never permitted to withdraw from the university after the withdrawing from the university deadline. Students who withdraw from the university before the automatic "W" deadline will receive a "W" in each enrolled course; students who withdraw from the university after the automatic "W" deadline will receive a "W" if passing at the time of the withdrawal from the university or will receive an "F" if failing at the time of the withdrawal from the university.

Requesting an “I” or Incomplete from the instructor—students may request an incomplete from the instructor if a substantial portion of the course has been completed and the extenuating circumstance prohibits the student from completing the course. In such cases the instructor will ask for documentation of the extenuating circumstances and if in agreement, the instructor will complete, and the student will sign, an **Incomplete Report** specifying what needs to be completed by the student and a deadline for completion. Incompletes will never be awarded after the student completes the course.

OUR MISSION

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

OUR SHARED VALUES

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

FACULTY EXPECTATIONS FOR BHA STUDENTS

Introduction

A goal of the School of Health Administration at Texas State University San Marcos is to prepare you for entry-level positions in a wide variety of health care settings (see the School of Health Administration website). In order to meet this goal, the faculty offer learning opportunities that enable you to acquire the appropriate profession-related knowledge, attitudes, and skills. As part of their partnership in your learning, the faculty maintain currency in their fields through research and continuing education. If the goal is to be met, you must also share in the learning process by being a learning partner. As evidence of your commitment to the partnership, the faculty have the following expectations.

Knowledge

1. Students will be prepared for each class which includes reading and comprehending the assignments. Preparation involves an average of three hours of outside preparation for every one hour of class time.
2. Students will enhance their ability to gain knowledge by taking appropriate notes during class sessions.
3. Students will demonstrate their commitment to gaining the essential knowledge in their fields by asking questions in class and in groups.
4. Students will actively participate in both class and group activities.

Attitudes

1. Students will demonstrate a positive attitude toward their profession by attending class.
2. Students who work while in the BHA program of study will demonstrate respect for their profession by making class attendance a priority. Work commitments will not be a legitimate excuse for missing class.
3. Students will demonstrate a positive attitude toward of their profession by being punctual for every class, meeting, and field placement activity.
4. Students will demonstrate a positive attitude towards their profession by remaining attentive in class.
5. Students will demonstrate respect for their profession through their attire and class demeanor.
6. Students will demonstrate respect for their profession through their actions towards their professors and their classmates.
7. Students will demonstrate respect for their profession by adhering to the ACHE code of ethics.
8. Students will demonstrate respect for their profession by attending educational sessions sponsored by professional organizations including the Health Leadership Coalition.
9. Students will demonstrate respect for their profession by their service to their community which includes the university, school, program, and city of residence.

Skills

1. Students will demonstrate their learning partnership by providing written work that is grammatically correct, concisely written, and complies with the appropriate style guidelines.
2. Students will demonstrate their learning partnership by communicating effectively with faculty. This includes being prepared for meetings and creating effective written and verbal communication (i.e., e-mails, voice mails).
3. Students will demonstrate their learning partnership by completing all practice problems and increasing their computational skills.
4. Students will demonstrate their learning partnership by adequately preparing for all class presentations.
5. Students will demonstrate their learning partnership by working effectively in groups.
6. Students will demonstrate their learning partnership by being proficient in computer skills.

Course Number	Course Name	When in curriculum	Required or Elective?	Credits	CONTENT COVERED IN COURSE																		
					The US Healthcare System	Population / Community Health	Cultural Competence / Diversity	Organizational Development / Theory	Management of Healthcare Organizations	Operations Assessment and Improvement	Management of HRM and Health Professionals	Info systems management & assessment	Healthcare Law	Governance	Health policy	Leadership	Statistical Analysis and Applications to Decision M	Healthcare Economics	Post-Acute Care	Healthcare Marketing	Financial Analysis & Management	Ethics in Business and Clinical Decision Making	Strategy formulation and implementation
HA3308	Healthcare Organizations	Pre-Req	All required	3	X			X						X	X								
HA3309	Ethics in the Health Professions	Semester 1	All required	3	X			X							X	X		X				X	
HA3315	Healthcare Administration History, Culture, and Language	Semester 1	All required	3	X	X	X								X								
HA3324	Supervisory Management for Healthcare Managers	Semester 1	All required	3			X	X		X				X		X							
HA3329	Human Resource Management in Healthcare Management	Semester 1	All required	3			X	X		X				X		X							
HA3375	Principles of Accounting for Healthcare Managers	Semester 1	All required	3																		X	
HA3340	Management of Health Information Systems	Semester 2	All required	3					X					X									
HA3341	Healthcare Project Management	Semester 2	All required	3					X								X						
HA3344	Patient Care Management & Quality Improvement	Semester 2	All required	3												X		X	X				X
HA3347	Essentials of Healthcare Law	Semester 2	All required	3											X	X	X						
HA3376	Financial Management for Healthcare Managers	Semester 2	All required	3														X					X
HA4305	Healthcare Services Marketing	Semester 3	All required	3																			X
HA4315	Health Services Problem Solving & Decision Making	Semester 3	All required	3						X								X					
HA4318	Employment Law in Healthcare	Semester 3	All required	3												X							
HA4322	Public Health	Semester 3	All required	3	X																		
HA4325	Healthcare Strategic Management	Semester 3	All required	3				X							X	X	X						X
HA4141	Healthcare Comprehensive Exam and Review	Semester 3	All required	1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
HA4848	Healthcare Administrative Residency	Semester 4	All required	8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

AFFILIATION AGREEMENT

This agreement dated XXXXXXXXX is between TEXAS STATE UNIVERSITY (TEXAS STATE), acting through its College of Health Professions, and XXXXXXXXXX (Facility). In this agreement all clinical training, fellowships, internships, preceptorships or field experiences will be referred to as "clinical education experiences." In consideration of the mutual promises herein contained, the parties agree as follows:

1. TERM OF AGREEMENT

1.01 Term: This agreement is for a term of five (5) years and shall commence on XXXXXXXX and continue until XXXXXXXX.

1.02 Early Termination: Either party may terminate this agreement by giving the other party one year's written notice. If either party terminates this agreement before the expiration date shown in the preceding paragraph, the Facility will not be required to provide any clinical education experiences for students who enroll in a health profession major after the date of the notice of termination. However, if early termination does occur the Facility agrees to permit students already assigned for clinical education experiences at the Facility to fully complete the clinical education experience.

2. DUTIES OF THE FACILITY

2.01 Use of Facilities: In order that students may obtain practical clinical education experiences as a part of their educational studies at TEXAS STATE, the Facility will permit students enrolled in the College of Health Professions at TEXAS STATE to use its facilities, equipment, library, and supplies, within the guidelines and restrictions established by the Facility. The Facility retains the right to accept or reject any proposed student at any time without cause.

2.02 Duties and Activities: The parties' representatives will work together to determine the specific clinical education experience that TEXAS STATE students will perform. The parties may add additional health profession programs to the agreement by revising Addendum A.

2.03 Equipment Provided by Facility: The Facility will provide and maintain (or cause to be provided and maintained, if appropriate) such facilities, equipment and supplies, as it deems necessary for the students' performance of their clinical education experience activities under this agreement.

2.04 Safety Equipment Provided by the Facility: The Facility, as it deems necessary and proper, shall make available the necessary safety equipment and supplies. The Facility shall also provide orientation for the students to the Facility.

2.05 Student Health Needs: The Facility is not required to provide health services to TEXAS STATE students or faculty members who supervise their clinical education experiences under this agreement except in emergency situations. The student or faculty member requiring emergency care is responsible for paying the costs associated with providing such care.

2.06 No Employer-Employee Relationship: The TEXAS STATE students subject to this agreement will perform their clinical education activities as part of their academic requirements in the College of Health Professions at TEXAS STATE. Consequently, no compensation or payment of any kind is due such students by the Facility and there is no employer-employee relationship between the Facility and the student during the clinical education experience. Conversely, the Facility will not charge such students or TEXAS STATE any fee or other amount for the use of its facilities, equipment, library or supplies under this agreement.

2.07 Educational Support: The Facility has the option to support the clinical education activities of TEXAS STATE students through a financial stipend or other types of subsidies for housing, parking, or meal costs. Such support is for the purpose of supporting the clinical education and will not constitute an employer-employee relationship between the Facility and the student.

2.08 Student Supervision: The TEXAS STATE students completing clinical education experiences in the Facility shall be subject to supervision by the Facility's staff at all times. The supervision will follow the appropriate professional guidelines and jurisdictional regulations established for the health care profession for which the student has been assigned.

3. DUTIES OF TEXAS STATE

3.01 Supervision: TEXAS STATE will be responsible for assignment, evaluation, counseling and guidance of students assigned to the Facility. Each Department or Program within the College of Health Professions will provide a faculty or staff member to supervise the clinical education experiences for its students and as appropriate for that profession. The Schools, Departments and Programs, as well as a faculty representative for each are identified in Addendum A.

3.02 Salaries of Instructors: The salaries and expenses of regular TEXAS STATE faculty members will be paid by TEXAS STATE and there will be no employer-employee relationship between the Facility and TEXAS STATE faculty members.

3.03 Joint Appointments: The parties agree that employees of the Facility may hold joint appointment serving as unpaid members of TEXAS STATE faculty. Likewise, employees of TEXAS STATE may hold unpaid positions with the Facility, as permitted by Facility's policies and appropriate By-Laws. Consent of the primary employer is required prior to finalizing the joint appointment.

3.04 Consultant Services: TEXAS STATE faculty members may, at their option, and to the extent that it does not interfere with their duties at TEXAS STATE, provide in-service education and serve on committees of the Facility, without charge to the Facility, when requested by the Facility. The Facility may, at its own discretion, provide payment for consultative services.

3.05 Schedules: TEXAS STATE will provide the Facility with the appropriate schedules indicating the time period during which the students are expected to perform their clinical education experience activities at the Facility.

3.06 Students' Records: TEXAS STATE will maintain student records to meet accepted educational and professional accreditation standards.

3.07 Student Assignment: In cooperation with the Facility, TEXAS STATE will arrange for student assignments at the Facility to complete clinical education experiences required by the health care profession.

3.08 Policies and Procedures: TEXAS STATE will require students to abide by all policies and procedures of the College of Health Professions, the School, Department or Program for which they are completing the clinical education experience, and the Facility. The basic education for compliance with HIPAA will be the responsibility of the School, Department or Program and will be completed prior to the student's assignment to the Facility.

3.09 Professional Liability Insurance: TEXAS STATE provides professional liability insurance under a blanket policy in the minimum amount of \$1,000,000 per claim/\$5,000,000 in the aggregate to all students enrolled in a College of Health Professions major participating in clinical education experiences. This blanket policy will also cover TEXAS STATE faculty members who provide academic or clinical teaching under this agreement. TEXAS STATE will furnish a copy of this policy to the Facility upon request.

3.10 Immunization Requirements: TEXAS STATE will require all students participating in clinical education experiences involving patient contact or exposure to patient specimens to submit a health report to their appropriate department or program chair. A Licensed Health Care Provider must complete the health report, which will indicate completion of immunizations for mumps, measles, rubella, tetanus, diphtheria, pertussis, meningitis, a chest x-ray or TB test (PPD/QFT), varicella, the Hepatitis B vaccine series (Addendum B), and proof of annual Flu Shot/H1N1, or if required by Facility, Addendum C for nursing students. TEXAS STATE's department or program will maintain these records and furnish them to the Facility upon request. The program may be requested to provide a Health Certificate completed by a licensed health care provider (Addendum D) by the Facility.

3.11 Infection Control Training: TEXAS STATE agrees to provide those students who may be involved in patient care with comprehensive infection control training, including bloodborne pathogens, prior to rotation at the Facility.

3.12 Criminal Background Check: As of September 1, 2005, Texas State will inform students that the Facility may require criminal background checks for all students, at the student's expense.

3.13 Drug Testing: As of September 1, 2014, TEXAS STATE will inform students that the Facility may require drug testing for all students, at the student's expense.

3.14 Employment Verification: As of September 1, 2014, TEXAS STATE will inform students that the Facility may require employment verification for all students, at the student's expense.

4. INDEMNITY

4.01 Injury to Students: To the extent permitted by Texas law, TEXAS STATE shall hold the Facility, its officers, agents, representatives and employees harmless from liability resulting from injury or illness to students except for claims resulting from tortious conduct or gross negligence of the Facility, its officers, agents, representatives, or employees, or any person or entity not subject to TEXAS STATE's supervision or control. Notwithstanding any provision of this contract, nothing herein shall be construed as a waiver by TEXAS STATE of its constitutional, statutory or common law rights, privileges, immunities or defenses.

5. CASE RECORDS AND HISTORIES

5.01 Property of Facility: All case records, case histories and regular files concerning patients at the Facility or parties consulted; interviewed or cared for by the TEXAS STATE students pursuant to this agreement shall belong to and remain the property of the Facility.

5.02 Confidentiality: All TEXAS STATE students and faculty members will agree to maintain the confidentiality of client's records to which they might have access, in accordance with the Facility's policies.

6. MISCELLANEOUS

6.01 Non-Discrimination: No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program and activity sponsored or conducted by TEXAS STATE on any basis prohibited by applicable law, including, but not limited to, race, color, age, national origin, religion, sex, or disability.

Additionally, in their execution of this agreement, all contractors, subcontractors, their respective employees, and others acting by or through them shall comply with all federal and state policies and laws prohibiting discrimination, harassment, and sexual misconduct. Any breach of this covenant may result in termination of this agreement.

6.02 Texas Law to Apply: This Agreement shall be interpreted, construed, and governed according to the laws of the State of Texas.

6.03 Only Agreement: This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understanding or written or oral agreements between parties respecting the within subject matter.

EXECUTED on the day and year first above written.

Facility Name
Address
City, State, Zip

Ruth B. Welborn, Ph.D.
Dean, College of Health Professions
Texas State University

Type or Print Name

Date

Date

School of Health Administration
Undergraduate Student Field Placement Handbook



**School of Health Administration
Texas State University
601 University Drive
San Marcos, Texas 78666**

Revised August 2018

Send suggested changes to Joseph Baar Topinka
Joseph.Topinka@txstate.edu

Guidelines for Undergraduate field placements

Overview

The administrative internship is a full-time, organization-based field placement providing the student with exposure to healthcare administration and experience working on assigned projects. The student will be on-site for at least 40 hours per week. All course requirements are described in the course syllabus. The field placement begins on the first class day of the semester and concludes at the end of the last class day of the semester. The content of the field placement will differ from one student to another depending upon the individual needs of the student and the characteristics of the host organization.

Purpose

The purpose of the graduate field placement is to integrate the student's academic preparation with participation in and observation of actual management practice in a health or healthcare organization. The student will participate by interacting with senior level executives, departmental managers, and staff under the philosophy of explore, examine, and attend.

Explore all departments and sections within the organization,
Explore other organizations within the organizational family,
Explore other organization types to broaden knowledge,
Examine the full range of health administration and management, and
Attend a variety of staff, senior, and executive meetings and activities.

Students are to observe health management in action and participate in assigned projects under the guidance of a preceptor from the host organization. Supporting the student and preceptor is the academic mentor, a Texas State University faculty member responsible to oversee the academic and administrative elements of the field placement.

Objectives

Upon completing the field placement, the student should be able to do the following

1. Demonstrate professionalism, the ability to make decisions through rational methods, and communications skills – both written and oral.
2. Describe how the field placement activities integrate with knowledge acquired in the classroom.
3. Explain the roles and responsibilities of the various administrative positions, departmental functions, and various services provided by the host organization.
4. Identify formal and informal communication processes and aspects of the host organization.
5. Describe the organizational and legal structure of the host organization.
6. Describe the leadership styles and predominant cultures of the host organization.
7. Describe services provided by the host organization.
8. Describe change management, quality assessment, and the practice of ethics within the host organization.

Additionally, the student will complete a major project mutually agreed upon by the student and preceptor. The student will submit a project proposal to Professor Topinka earlier in the residency. The project will demonstrate that the student has a working understanding of project management in support of any particular organizational unit or program of the host organization.

Placement Process

1. The coordinator will distribute **field placement applications** to HA 4141 students before the first class meeting.
2. Students will submit the **field placement applications** to Professor Topinka at the designated time on TRACS.
3. Professor Topinka will match students with sites that align as closely as possible with the student's needs as identified on the field placement application.
4. Professor Topinka will contact the preceptor at the matched site to ensure that the preceptor can accept a student for the semester in question. The student will then contact the preceptor or preceptor's office to schedule an interview.
5. After the interview, Professor Topinka will check with both the site and the student to ensure compatibility. If not compatible, the coordinator will notify the site and match the student to another site.
6. If the student fails to complete pre-internship academic requirements, such as the exit exam, Professor Topinka will notify the preceptor and student that the field placement will not start until further notice.

Field Placement at Place of Employment

Students may request to complete their field placements at their place of employment as long as the field placement hours, physical location, and assignments are beyond what is expected in their job description and in the course of their regular duties. Additionally, the field placement will be under the direction of a preceptor other than their employment supervisor or other manager reporting to that supervisor. The student is responsible to discuss this request with Professor Topinka prior to submitting a **field placement application**. The student must clearly understand that a key priority of the School of Health Administration and the Program is to provide a well-rounded field placement experience.

Liability Insurance, Health Form, and Criminal Background Check

The university pays for liability insurance. The student must submit a completed health form prior to beginning the field placement. There will be no exceptions to this policy and students not in compliance will not be allowed to start the field placement. All students are required to **complete a criminal background check**. Some field placement sites may require a drug screen. In these cases, students will complete the necessary screen as directed. The student will be responsible for all associated costs.

Student Conduct

Students in field placements must conduct themselves in a professional manner and be responsible for understanding and complying with the policies of the host organization. Students must understand that they are in a learning role and that no line or staff authority may be assumed, even if assigned by the preceptor. Students are expected to be fully involved in those projects assigned by the preceptor.

If on-site problems occur, the preceptor has every right to ask that the student be removed. Should that occur, Professor Topinka will help the student understand the reason for the removal and develop personal and professional lessons from it. A grade of Fail may be issued. If a grade of Fail is issued, the student must repeat the placement process and register for HA 4848 in a subsequent semester. If a grade of fail is not issued, and if sufficient time remains in the semester, an alternative field placement site may be arranged.

The Professor of Practice's Supervision

While day-to-day supervision of the student is the responsibility of the preceptor, academic supervision of the student and oversight of university administrative requirements is the responsibility of Professor Topinka. Professor Topinka is the Texas State University faculty member responsible to oversee the academic and administrative elements of the field placement. He is responsible for all academic aspects of the field placement: receiving and evaluating weekly reports, receiving and approving the project proposal, receiving and evaluating the project, coordinating end of semester evaluations and forms, and issuing the final grade.

The Preceptor

Preceptors are essential to the success of the School of Health Administration field placement program. Their role is critical to the education of our graduate students.

The preceptor is the chief executive officer or other executive leader or senior manager who provides overall supervision of the student during the field placement. The preceptor may delegate the student's day-to-day supervision and scheduling to another manager or staff person of sufficient seniority and authority to provide a senior-leader experience for the student.

Preceptors are teachers and counselors for our students and we ask them to meet weekly or bi-weekly with students. Preceptors also set the tone for other leaders and managers who will meet with students during the field placement. Preceptors are asked to include students in a wide variety of meetings, activities, and projects, to include meetings of senior, executive, and governing committees and bodies.

The preceptor will help develop, review, and approve the student's schedule for rotations and projects. It is the responsibility of the student to initiate the schedule, unless the preceptor has already done so. The student should plan to attend as many of the organization's functions as possible (routine meetings, project planning and implementation events, special activities, etc.). While the student's home base in the organization will typically be a specific department or office, access to the entire organization and its functions is vital to encourage and facilitate an organization-wide schedule of rotations.

The student will provide feedback about the field placement site at the end of the experience. Areas of feedback will include initial orientation, accessibility to meetings, clarity of assigned projects, helpfulness of preceptor and other leaders, and opportunities to improve along the range of our Program's competencies. See Program competencies later in this handbook.

Professor Topinka will maintain regular contact with the preceptors as related to the placement process and as related to the conduct of the internship.

Financial compensation is not a requirement of the field placement, and students have agreed to complete a field placement without financial compensation. Any decision by a preceptor to offer financial compensation begins with a request by the student. Professor Topinka will involve himself in this matter or maintain records of past decisions. See question 7 in the Frequently Asked Questions section of this handbook.

Special thanks to our preceptors! You are the heart and soul of our field placement program and are vital to the success of our students.

Major Project

Students in field placements will complete and submit a paper describing a major project undertaken during the field placement. The project topic typically meets an organizational need and is agreed upon by the preceptor and the student. The project proposal is approved by Professor Topinka. While each student's project is unique, the proposal must sufficiently describe the problem, process to address the problem, data or other findings, conclusions, and recommendations. The paper format will adhere to the current edition of the APA Style Guide. A format for the project paper will be provided on TRACS.

Major Project Proposal

Students will submit their major project proposal to the preceptor and Professor Topinka by the date listed in TRACS. A format for the project proposal will be provided on TRACS. This academic paper will include at least the following information:

- A description of the organization in which the field placement is taking place.
- A description of the student's objectives (outcomes) for the field placement.
- A description of the project to be performed during the placement.
- A description of the student's objectives (outcomes) for the project focusing on how the project relates to knowledge gained from didactic coursework.

Progress Reports

Each student will submit a weekly progress report to Professor Topinka through TRACS. In these academic reports, the student will describe learning activities of the previous week and lessons learned from those activities. The student will demonstrate an integration of the learning activities with the Program curriculum. The reports should follow a day-by-day format for the description of learning activities. The lessons learned may be listed day-by-day or in a consolidated fashion. The report will be two to four pages in length and be both descriptive and analytical. The weekly report will be emailed as an attachment by noon each Monday. The student and faculty will maintain complete confidentiality of the reports and organizational information therein. A format for the report will be provided on TRACS.

Preceptor Feedback to Student

Professor Topinka will ask preceptors to perform an exit evaluation of the student using a format that is provided on TRACS. This opportunity is part of the student's professional development.

The preceptor feedback will ask for the student's areas of strength and areas for improvement as well as the student's competency level. See Program competencies.

Student Feedback to Preceptor

Professor Topinka will require students to provide site-specific feedback in their final project paper. The final report will describe the project as well as provide feedback to Professor Topinka.

Grade

Students in field placements are graded on a credit (pass) or no credit (fail) basis. Students must complete all requirements to receive a passing grade. The grade is made by the academic mentor based upon completion of requirements stated in the syllabus and this handbook, and input from the preceptor.

Program Competencies

The field placement provides an opportunity for the student to develop along the entire range of professional competencies as adopted for graduate students by the School of Health Administration. The student should strive to develop from the knowledge level of competency to the expert level.

Knowledge: The student cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events and sequences; and correctly uses subject area vocabulary. Additionally, the student discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; and explains area to others.

Application: The student determines and applies appropriate knowledge, makes decisions and takes actions; solves problems independently; utilizes others for expertise and decides when consultation is required; and conducts research in the field.

Expert: The student utilizes experience in applying knowledge in an operational setting; takes independent action; writes and publishes in the field; and evaluates and critiques works of others in the field.

BHA Competencies

Communications & Relationship Management

1. Communication Skills
2. Relationship Management

Leadership

3. Leadership Skills & Communication
4. Organizational Climate & Culture
5. Managing Change

Knowledge of the HC Environment

6. Healthcare Systems & Organizations
7. Healthcare Personnel
8. The Community & Environment
9. The Legal Environment of HA

Business Knowledge & Skills

10. General Management
11. Financial Management
12. Strategic Planning & Marketing
13. Information Management
14. Quality Improvement

Frequently Asked Questions About the field placement

1. What is the purpose of the field placement?

The purpose of the field placement is to assist you in integrating and applying your didactic learning to an actual healthcare setting. The field placement is a one-semester, full-time (40 hours a week) experience.

2. Who must complete a field placement?

All BHA students must complete a field placement in order to graduate.

3. Why is a field placement necessary?

Good educational practice mandates a blended didactic and experiential learning experience. The field placement provides integration and opportunities for application of lessons developed in the classroom.

4. How am I placed in a field placement?

Professor Topinka is the only one authorized to contact a preceptor regarding a placement. You may network among healthcare executives, but you are not permitted to initiate a discussion about field placements. The process is initiated and completed during HA 4141. The step-by-step process is described earlier in this handbook.

5. What is an ideal placement?

An ideal placement is an organization that reflects the interests of the student (as expressed in the application), has numerous learning opportunities (not just one department), has been shown to be an excellent site as confirmed by past students, and has a good preceptor with an interest in teaching.

6. What is an ideal preceptor?

An ideal preceptor is a senior executive with a graduate degree, board certified in a health-related specialty, who is willing to commit a reasonable amount of time to mentor you with a helpful attitude. The preceptor provides a good orientation, access to meetings and other leaders in the organization, clarity of assigned projects, and opportunities to improve your communications and professional skills. We want the preceptor to allow you to explore, examine, and attend throughout the organization.

7. Is a field placement ever compensated and, if compensated, how is the amount determined?

The field placement is not a compensated opportunity, it is a university course. Professor Topinka does not ask about or maintain records of past site-specific compensation practices. Professor Topinka will not make assignments based on that factor. Any discussions about compensation occur between the student and preceptor. [The most critical factor in placement is finding a site that provides an excellent educational experience.](#) Any requirements related to compensation cannot interfere with course objectives.

8. What is my role during the field placement?

Your role is that of a student, observing health management in action and participating in assigned projects under the guidance of a preceptor from the host organization. You will participate by interacting with senior level executives, departmental managers, and staff under the philosophy of explore, examine, and attend. Approach each department rotation with a learning attitude and spirit of cooperation.

Explore all departments and sections within the organization,
Explore other organizations within the organizational family,
Explore other organization types to broaden knowledge,
Examine the full range of health administration and management, and
Attend senior leader meetings at the organizational level.

9. How much should I engage in discussions at executive, governing, and staff meetings?

Do not make suggestions for improvement in any areas, unless asked. You are not a consultant to the institution, but a student. This is important to remember.

10. What will make me a good student in the field placement?

Preceptors are looking for students who are energetic, highly interested, willing to expend every effort to succeed, eager to accept or find project assignments, and maintain a very positive attitude. Preceptors expect you to maintain professionalism in your appearance and in your communications. In addition, this is a formal part of your curriculum, so you are there to learn in an experiential setting. Take advantage of this unique opportunity and explore, examine, and attend as much as you can during the placement.

11. What are the academic mentor's requirements for reports and projects (and the deadlines)?

- A. You must turn in weekly reports that describe your activities the previous week. The focus is on what you did and what you learned from what you did. In your reports, integrate your weekly activities with what you learned in the classroom.
- B. You must turn in a proposal for a project. This will be a project that is agreed upon by you and your preceptor. The academic mentor's role is to approve the proposal.
- C. You must turn in a final paper describing the project.
- D. All due dates are listed on TRACS.

12. Who will evaluate me and based on what criteria?

The preceptor will provide you with feedback using a report provided on TRACS. Professor Topinka issues the final grade (Credit or Non-Credit) based on completion of the requirements of the field placement.

13. When do I apply for graduation?

A successful internship semester means you graduate at the end of the internship semester. Therefore, you should apply for graduation in accordance with the University's policies and deadlines established for the semester of your internship.

14. What are the key dates for the field placement?

Specific calendar dates will be listed on TRACS.

15. What essential documents must be submitted at the deadlines specified on the syllabus outline for HA 4141 so that I will be able to register for HA 4848?

The following documents are required and will be submitted through TRACS:

- A. Field placement application
- B. Health form

- C. Completion of certified background check**
- D. Resume and cover letter with professional photo**
- E. Resident Placement Form (submitted after the site-interview)**

16. When is it appropriate for me to commence a job search? Should I communicate this to my preceptor? When is it appropriate for me to talk with my preceptor about the possibility of employment in the organization?

You should constantly be scanning the future job opportunities. You may commence a job search anytime but understand you must stay at your field placement full-time (40 hours a week) through the end of the semester. It is appropriate for you to wait until the halfway mark of the semester before talking with your preceptor about the possibility of employment in the organization. In doing so, you may indicate you are starting a job search and ask if there would any possibility of employment at the site. If not, you may ask if the preceptor is willing to serve as a reference for you.

17. What are some of the things I should keep in mind regarding professionalism and common courtesies?

Your professionalism will be on display every day. Dress conservatively, with men wearing suits or blazers and slacks and women wearing suits. You may relax that standard upon seeing how the executive staff commonly dress. At social functions, remember that you represent your preceptor, the organization, the University, and the School of Health Administration.

18. What is meant by proprietary information and why is confidentiality so important?

Proprietary information is any information the organization wants to keep secret for business, competitive, or other reasons. It is essential that you maintain complete confidentiality with all proprietary information whether you feel it would provide the recipient a competitive advantage or not. In fact, you must keep complete confidentiality with all internal information and matters you learn. That means you will never share information concerning the field placement organization with anyone other than the academic mentor, as a part of your weekly report or final paper. Professor Topinka is held to the same strict standard. On another note of confidentiality, this time interpersonal confidentially, it is never appropriate to share one person's confidential comments with anyone else in the organization. The trust you lose when violating the rule of confidentiality is almost never regained.

19. What should I do to prepare for an interview?

It is important to learn as much as you can about the institution so that you will be able to demonstrate your interest in the organization and understanding of its mission. You should also learn about the preceptor or other person conducting the interview, so you can talk about shared interests or values. In both cases, this research will ease your concerns, help you be more confident, and allow you to ask appropriate questions of your own. It is also important to review and practice the interviewing skills taught in seminar HA 4141 and in other reading. The more you practice the more at ease you will be. Being at ease allows you to be yourself.

20. Are criminal background checks and drug screens required?

The School of Health Administration utilizes a third party to conduct routine background checks on all students planning to participate in the administrative internship. You will be given instructions in HA 4141 on how to apply for a background check. Your specific field placement site may require additional drug screens. You should speak with Professor Topinka if you anticipate that a background check or drug screen will result in a report showing a criminal offense or positive drug result. Our goal is not to prevent you from a field placement, but to work with you relative to a potential problem.

21. How could I get myself in trouble with my preceptor? What could get me removed from the field placement?

Major offenses such as misuse of funds, unprofessional relationships, sharing of proprietary information, disclosure of confidential information, and showing up consistently late may well result in your preceptor directing your departure from the field placement. While avoiding these and similar activities makes common sense, occasional student offenses have previously occurred (being asleep at one's desk, spreading rumors, or otherwise being disruptive to the business on site). Inform Professor Topinka immediately if you perceive that an action on your part may become a problem.

22. What happens if I do not complete the field placement?

The field placement is a required course in the MHA degree plan. There is no mechanism for ending the field placement early for any reason. There are no exceptions. Accepting a job that requires you to start before the semester's last class day is not a valid reason to end the field placement early. If you do not successfully achieve the course requirements you will be given a grade of Fail.

23. What happens if there is an issue that results in me not being able to complete the field placement?

This rarely occurs, but if it does, the first step is for Professor Topinka, working with the preceptor, to investigate and fully understand the reason(s) for the situation. Based on that understanding, Professor Topinka and the preceptor (if appropriate) will work with you to determine the best way to proceed. The plan may include you receiving a grade of incomplete and continuing your field placement in a subsequent semester and at a different organization.

24. How can I appropriately show gratitude to my preceptor at the beginning and end of the internship?

After your interview, we recommend you send a personal, hand-written note to your preceptor, expressing your appreciation for the interview. At the end of your field experience you should also write a personal, hand-written note to your preceptor. It is also appropriate to present a professional gift, such as a nominally priced professional book, to your preceptor.

Default Question Block

Student Name

Date

Field Placement Organization

Semester & Year of Field Placement (Use this format: XX / YYYY) (For XX use FA for fall, SP for spring, SU for summer)

Program Competencies: Use the scale below to assess your attainment level of these Program Competencies.

Knowledge:

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events and sequences; correctly uses subject area vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions

based on facts; has full command of area terms, concepts and principles; explains area to others.

Application:

- Determines and applies appropriate knowledge, makes decisions and takes action
- Solves problems independently
- Utilizes others for expertise and decides when consultation is required
- Conducts research in the field

Expert:

- Utilizes experience in applying knowledge in operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques works of others in the field

Assess your level of competency as you graduate from the Program. This self-assessment will not impact the field placement grade or standing in the Program.

	Knowledge	Application	Expert
Relationship Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills & Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operational Climate & Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal & Professional Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development & Lifelong Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributions to the Community and Profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Knowledge	Application	Expert
Healthcare Systems and Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Patient's Perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Community & Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Dynamics and Governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Planning & Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality Improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click to write the question text

	Poor	Fair	Good	Excellent
1. The staff provided me with an orientation to the field placement site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The staff provided resources to accomplish projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The staff was accepting and helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The Preceptor provided a clear description of my role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The Preceptor assigned projects that were consistent with my abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Excellent
6. The Preceptor allowed me to attend important meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My daily activities were challenging and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My duties were those upon which we had agreed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I was afforded opportunities to attend meetings/conferences outside the site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The site provided opportunities to develop my communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The site provided opportunities to develop my interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The site provided me opportunities to allow me to be creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The site assigned projects related to my academic discipline and/or my career goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The Academic Mentor was supportive and maintained communications with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What advice would you give to another student being placed at this site?

What was your overall impression of the field experience at your site?

Do you have other comments or concerns?

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Semester	Student Rating	Student Strengths	Areas of improvement	Above Average	Average	Below Norm
BHA Residency Spring 2018	1 Average	Very pleasant personality Political Savvy, Team building, Strong critical decision making skill, and	Taking ownership of projects/task and working independently, time management- scheduling appointments to minimize time away from work, become more assertive, workflow of meetings, i.e., if you were a meeting meeting schedule from 11:00- 11:30 and another scheduled from 11:30- 12:00	80	7	0
	2 Above Average	Reliability Student has been an exemplary administrative intern. Student has added value to every project she has participated in. Student is professional, personable, persuasive and will do well in any role within	Academics to real-world practice	92%	8%	0%
	3 Above Average	healthcare.	None Speak up- dive in, wish we had been able to work together for a longer period of time!			
	4 Above Average	Organized, Listens well, speaks well in public, engaged, and observant Leadership abilities, self-starter, works well independently, and a remarkable team player, excellent computer literacy, seek direction when unclear about assignments and has worked well with the	Needs to communicate more effectively with preceptor.			
	5 Above Average	intergenerational staff in the department. Great technical skills, acclimated quickly to the healthcare	Has had little exposure with leadership but the skill will come easily with more opportunities			
	6 Above Average	environment. Takes initiative, professionally driven, ability to speak with top leadership right off the bat- this never happens; clear appropriate communication style' compassionate about doing the right thing/	None at this time			
	7 Above Average	ethical thing. Leadership, reliable, implementing change and supporting others.	None Student needs to show more imitative and eagerness to learn. I would have liked Christ to come to the administrator and/or myself with things he would like to have learned			
	8 Above Average	Great work ethics and follows directions well Resident was dependable and reliable. Did a great job with the patients at registration and had a great attitude. Student was flexible if we needed him.	Would benefit from working on being assertive and confident.			
	9 Average	Has excelled at designing flyers and marketing collateral. Creative and artistic with her work. Student is comfortable with speaking with	Keep talking and presenting in public. Just to focus on the HR knowledge, which will come with time			
	10 Above Average	patients and is compassionate with their families Knowledge of Imaging, dives in and keeps going, organized, fellows	None			
	11 Above Average	directions well, creative thinker, and learns quickly Has an overall good "sense" or "gut" to her, no doubt that she'll do	Self-confidence regarding public speaking would be the main area of improvement			
	12 Above Average	good learning, needs very little follow-up and great personality	None Has little exposure with leadership, but the skill will come easily			
	13 Above Average	Calm, articulate, organized and professional in attitude and attire Eagerness to learn and understand as much as possible, thoughtful insight, constant positivity and superb interpersonal communication	Needs to work on critical thinking skills and detailed analysis			
	14 Above Average	skills	Limited lack of experience which she will gain throughout employment			
	15 Above Average	Positive attitude, always willing to help where needed Great technical skills, acclimated quickly to the healthcare	Public speaking			
	16 Above Average	environment.				
	17 Above Average	works very well with others and has a clear desire to learn Interpersonal skills and ability to lead others, time management skills, desire to learn and gain experiences, ability to reach out to leadership				
	18 Above Average	staff				
	19 Above Average	student attention to detail, always professional, and leadership abilities				

	Driven to succeed, professional, reliable, a quick learner, proficient	Efficient and this can at times lead to critical errors. I saw improvement in errors with time and additional knowledge of the systems
20 Above Average	working in multiple systems, and very pleasant to work with Situational awareness is a strength. Has a good "read" / understanding	Assertiveness is the one area that student needs to work on.
21 Above Average	of the dynamics in any given situation.	Be more proactive, be more detail orientated, more proficient in IT and computer language
22 Above Average	pleasant to work with	None
23 Above Average	Excellent at job and adapted early Student is organized disciplined and action oriented. He managed	None
24 Above Average	multiple projects on various terms and worked independently. Great customer service skills, flexibility and attitude. Student is always	Has a lot of potential and his skill set will grow with experience
25 Above Average	willing to lend a helping hand and is willing to take on new challenges.	Network and continue to get out of comfort zone
26 Above Average	Very talented. Great knowledge and willingness to learn. Always has a positive attitude and is willing to take on new projects.	Need to pay more attention to detail and learning organizations
27 Above Average	Has an eagerness to learn	Experience will serve well
28 Above Average	Detailed orientated, willing to ask questions and has a great attitude	-
29 -	-	-
30 Above Average	Student met expectations given	None
31 Above Average	She listens, speaks well, does not ask what is next and creates	None
	Takes the initiative to do every task assigned to her with no hesitation.	There hasn't been anything student was able to do
32 Above Average	She can take instruction and complete immediately.	None
33 Above Average	Very positive person. Wasn't afraid to tackle any task.	Going to be a great leader one day. Experience will help expand her knowledge on hospital specific topics.
	An asset on our team. Friendly, very professional, and works well on	None
34 Above Average	her own with little direction	Staying off social media while work and leaving home at home
35 Above Average	Goal oriented, focused and was able to complete assigned task Quick learner, attentive, willing to take on new projects without being	Slow down to improve work accuracy and learn from constructive criticism
36 Above Average	asked	N/A
37 Above Average	Hardworking, dependable, and great work ethic	N/A
38 Above Average	Manages times, takes initiative, follows through	N/A
39 Above Average	Great attitude and a wonderful willingness to work.	N/A
40 Above Average	Has a great attitude and work ethic Wonderful part of the marketing team. Great communication skills and	Getting more familiar with Microsoft excel and outlook
41 Above Average	responds to feedback very well.	
	Bright hard working young woman with great potential. Works well	
1 Above Average	independently on projects	Gained experiences and could use more
2 Above Average	Detailed, organized and ambitious Works well with all co-workers, works well in team environment, shows	Practice project management Don't let personal situations carry over to work environment
3 Average	potential as a strong employee Well balanced and driven professionally. Very pleasant and understood	Doesn't have many areas to improve.
4 Above Average	complex issues	-
5 -	-	Focus on quality of work versus quantity
6 -	Managed projects well and has great personality	-
7 -	-	
8 Average	Positive attitude, willingness to help, ask to clarify questions to understand the why behind processes Rachel is well organized, professional and willing to accept new	Communication and professionalism
9 Above Average	challenges	None

HA4848 Fall 2018

Professional in interactions, appearance, calm demeanor, very organized timely responses, focused , friendly, always willing to assist
10 Above Average initiative when opportunity arose and is self aware
Asks question to better understand assignment, use of compass to access pt. information, and good use of excel
11 Average Outstanding administrative tendencies. Engaged in earning the operations of each department he shadowed.
12 Above Average

Maintains a positive attitude and is always available to help. Student was a key player in the development of many organizational

1 Above Average documents that support dancer program accreditation
Very strong interpersonal skills and is able to build professional relationships quickly. Throughout her internship student was very
2 Above Average eager to learn and always volunteered to take on new tasks/projects.
Student is polite, professional and demonstrated a drive to learn and grow. Student proved to have strong teamwork skills working with various levels of staff and management. Student often sought opportunities to help and take on assignments. A specific example was helping to compile and organize a recent quality survey that he then
3 Above Average reported to managers.
4 N/A N/A

Shy and uncomfortable in public speaking
Be comfortable that as fresh eyes what you say has value
Develop a foundation of knowledge of applying healthcare concepts to analysis of data and application

N/A

Additional professional experience will serve student well and allow her to develop her skills

Continue to learn healthcare operations.
Continue to take on new roles and gain experience

N/A

Student did a great job following direction however, I would like to have seen more assertiveness from him, maybe coming up with new ways to find efficiency and create resources or spreadsheets, etc. Otherwise student did a great job and I think found some invaluable lessons and experiences that will shape him in his career in healthcare.

HA 4848 Spring 2019

Willingness to learn and was eager to jump in and face new challenges and roles as were delegated to him. He did a great job working with employees and asking questions.
5 Average

1 Above Average Understanding and supporting culture. Great with teamwork
2 Average -
3 Above Average -
4 - Professionalism, timelines and ability to articulate written and oral
5 Above Average communication
6 Above Average Hardworking and willingness to learn
7 Above Average Interpersonal communication and working in teams
8 -
9 Above Average Project ideas and work ethic. Creativity and innovative with work
10 Above Average Work ethic, positive and creative
11 Above Average Managing deadline, work ethic and eagerness to learn
12 Above Average Motivated and exhibits a large interest to learn
Indecent, self-driven, efficient with work, attendance was on point and
13 Above Average communication was great
Team player and employs wisdom with his interpersonal relationships on the job. Has a flare for leadership and demonstrates an energetic
14 Above Average enthusiasm for problem solving.
15 Average Personable and works well with others

Needed experience to better establish role
Difficulty with communication
-
-
Continue to grow in healthcare professional career
Assertiveness and critical analysis skills
Assertiveness
-
Communication skills
Reaction to negative stimulus
Talking over others
Continue to learn and seek opportunities
-
-
Needs to listen to instructions better and asking questions when he doesn't understand
More assertive and engaging toward his work and goals

16 Above Average Empathetic, sees the vim picture, and imitative to be successful	Time management
17 Average Evaluation of data and is able to apply them to daily operations	Needs to work on conversation and assertiveness skills
18 Above Average Enthusiasm, eager to learn and motivation	Solving business problems and make sure instincts are spot on
19 Above Average Versatile with each department worked for	-
20 Above Average Open to everyone she met and had good networking skills	More assertive and engaging toward his work and goals
21 Above Average Prompt, reliable, ethical, and maintained quality of work	Needs to speak up with confidence
22 Above Average Punctual	work on taking critic
23 Above Average Communication, integration with other, friendly and work ethic Bright and was able to learn task as well as immediately perform jobs	-
24 Above Average that contributed to physician and end-user satisfaction Top undergraduate interns. Ambitious, willing to take on new projects,	Assertiveness
25 Above Average willing to learn, completes all projects at professional standards	Use of scotch tape (running joke)
26 Above Average Self-motivated and able to execute steps to complete projects	None
27 Average Takes feedback well and always willing to help	Professionalism
28 Above Average Presents her self well with great leadership and communication skills	Learn more about the revenue cycle
29 - Able to work independently, willing to take on new challenges and a	-
30 Above Average great team player	Team management and communication
31 - -	-
32 - -	-
33 Above Average Very proactive, high energy, motivated, and positive influence on staff	Open communication with all team members
1 Above Average Quick learner Excellent overall, ability to think ahead and outside the box, great follow through hand customer service skills, and able to jump into	Confident in presentations
2 Above Average projects and work independently	none
3 - -	-
4 - Willingly too on projects and assignments with a positive attitude. She asked many questions better to learn about the organization, projects	-
5 Above Average and clinical metrics	Continued experience will better serve student
6 - Will to succeed, intelligent, took on assigned projects able to focus in cube area and presents well	-
7 Average cube area and presents well	Great at completing projects but needs to work on communication skills
8 Above Average Reliable, shows initiative, hard working and has a great attitude	Attentive to details
9 Above Average Time management, personable and team work is unshakable and demonstrates maturity and poise for current	Don't be afraid to ask for work or questions
10 Above Average experience level. Great attitude and is engaged in her work, she is energetic and	Focus on where she wants to start
11 Above Average confirms timeline	Double check work
12 Above Average Very patient and quick to learn.	Speak mind more often and realize opinion is valued
13 Above Average Professionalism, work ethic, and initiative	Managing people

Overall Results

Descriptive Statistics / Univariate Graphs / Crosstabs

BHA & MHA Alumni Survey, 2019

Overall Results

Bottom Line up Front: The programs are on track but require some performance improvement as do all programs.

```
#####Read and Pre-Clean the Data#####
library(psych) #to describe
library(reticulate) #to use Python in R as well
```

```
## Warning: package 'reticulate' was built under R version 3.5.1
```

```
mydata=read.csv("C:/Users/lfult/OneDrive - Texas State University/BHA2/alumnisurvey.csv")
#str(mydata)
#####
```

Descriptive Statistics / Univariate Graphs / Crosstabs

Descriptive analysis is broken down by BHA (n=91), MHA (n=50), BHA/MHA (n=11). For those who earned both the BHA and MHA, their responses are included in all three categories for completeness.

```
#####Descriptives 1#####
describe(mydata[,3:17])
```

```
## Warning in FUN(newX[, i], ...): no non-missing arguments to min; returning
## Inf
```

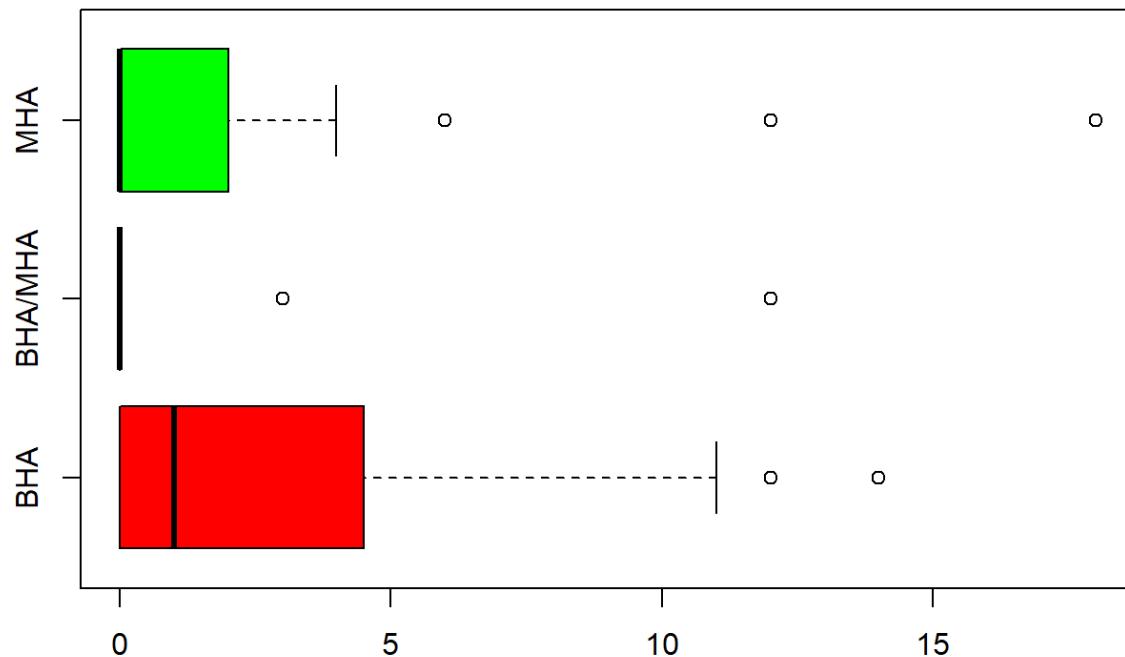
```
## Warning in FUN(newX[, i], ...): no non-missing arguments to max; returning
## -Inf
```

	vars	n	mean	sd	median	trimmed	mad	min
## Progress	1	142	94.11	17.99	100.0	99.58	0.00	24
## Duration..in.seconds.	2	142	1913.75	9673.91	519.5	603.14	278.73	82
## Finished	3	142	NaN	NA	NA	NaN	NA	Inf
## RecordedDate*	4	142	64.68	36.13	63.0	64.73	44.48	1
## First*	5	142	65.42	35.87	67.5	65.98	45.96	1
## Last*	6	142	68.86	39.42	68.5	68.82	50.41	1
## TexasStateName*	7	142	10.02	13.82	1.0	7.76	0.00	1
## Address*	8	142	60.96	40.41	60.5	60.50	52.63	1
## City*	9	142	35.60	24.89	34.5	34.89	37.06	1
## State*	10	142	20.04	6.10	21.0	21.52	4.45	1
## Zip*	11	142	59.82	33.51	61.5	60.54	42.25	1
## Email*	12	142	67.57	41.02	67.5	67.50	52.63	1
## Business*	13	142	54.36	38.09	54.5	53.53	51.15	1
## Title*	14	142	48.16	36.08	46.5	46.79	49.67	1
## BusAddress*	15	142	35.32	32.81	28.5	32.51	40.77	1
			max	range	skew	kurtosis	se	
## Progress		100	76	-3.00	7.70	1.51		
## Duration..in.seconds.		91439	91357	8.22	67.69	811.82		
## Finished			-Inf	-Inf	NA	NA	NA	
## RecordedDate*		128	127	0.02	-1.17	3.03		
## First*		123	122	-0.10	-1.23	3.01		
## Last*		137	136	0.01	-1.22	3.31		
## TexasStateName*		40	39	1.12	-0.48	1.16		
## Address*		131	130	0.05	-1.27	3.39		
## City*		80	79	0.16	-1.38	2.09		
## State*		25	24	-1.97	2.83	0.51		
## Zip*		116	115	-0.17	-1.17	2.81		
## Email*		138	137	0.01	-1.24	3.44		
## Business*		121	120	0.09	-1.31	3.20		
## Title*		113	112	0.15	-1.33	3.03		
## BusAddress*		99	98	0.43	-1.26	2.75		

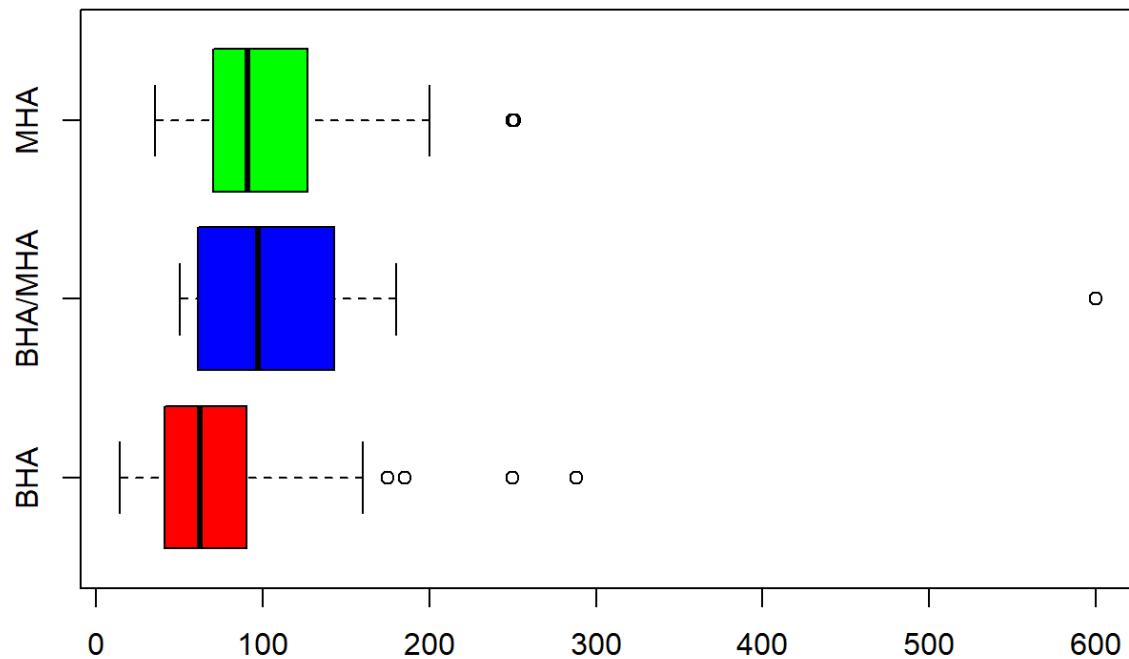
```
par(mfrow=c(1,1))
```

```
boxplot(mydata$Q32.MonthstoEmployment~mydata$Degree, horizontal=TRUE, col=c("red", "blue", "green"), main="Time to Employment by Degree")
```

Time to Employment by Degree

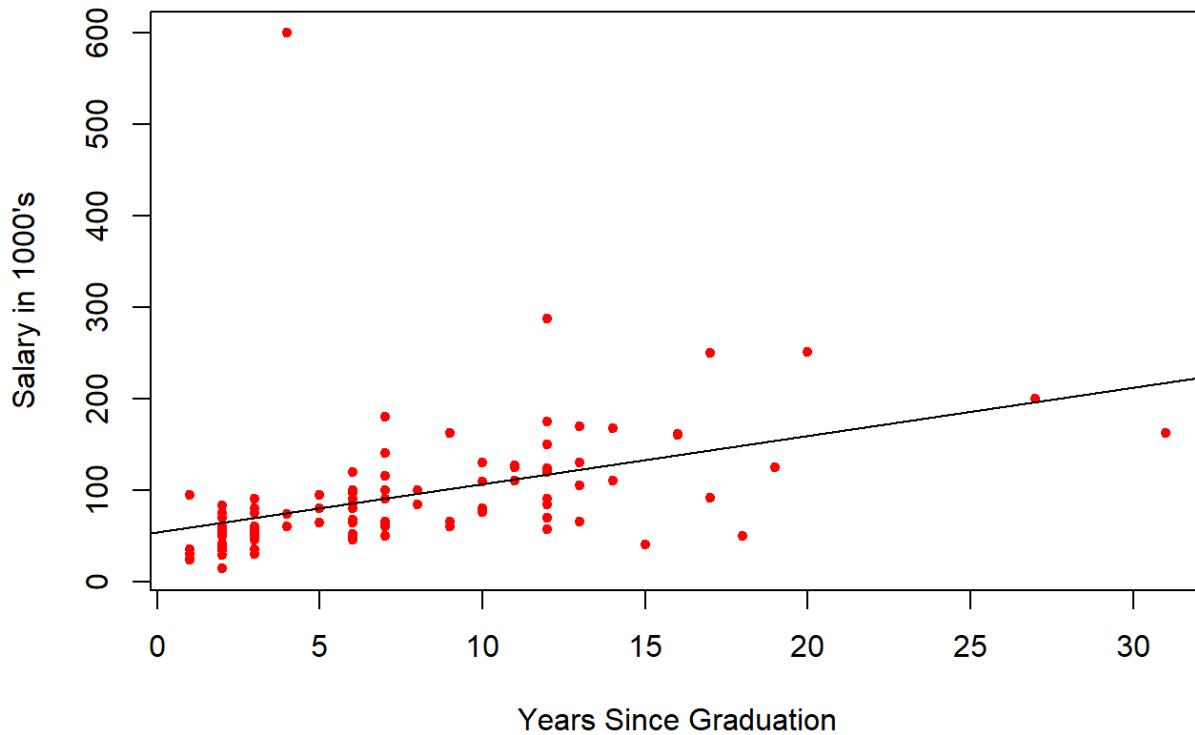


```
boxplot(mydata$Q33.AnnualSalary1000s~mydata$Degree, horizontal=TRUE, col=c("red","blue","green"), main="Salary in 1000's by Degree")
```

Salary in 1000's by Degree

```
plot(mydata$Q33.AnnualSalary1000s~mydata$YearsSinceGrad, ylab="Salary in 1000's", xlab="Years Since Graduation", col="red", pch=20)

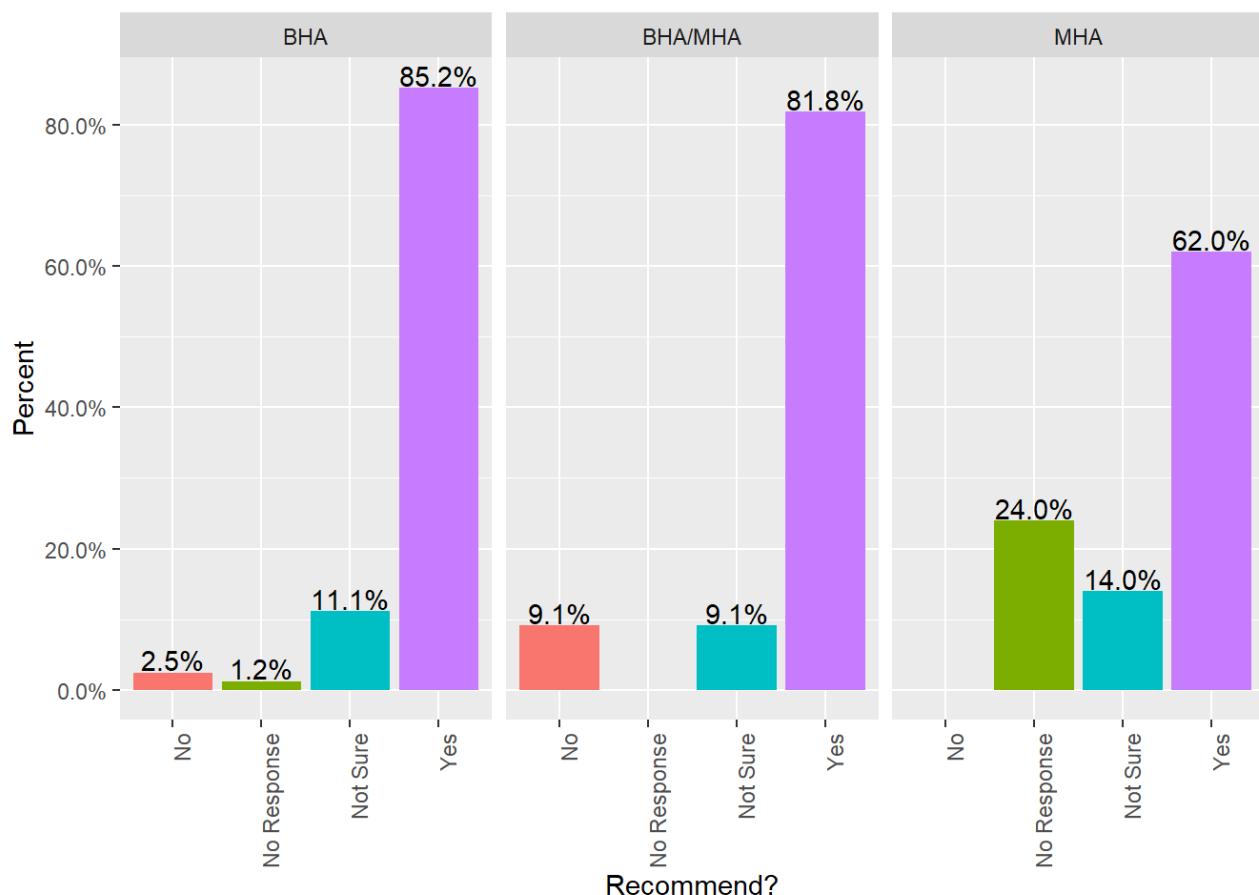
abline(lm(mydata$Q33.AnnualSalary1000s~mydata$YearsSinceGrad), col="black")
```



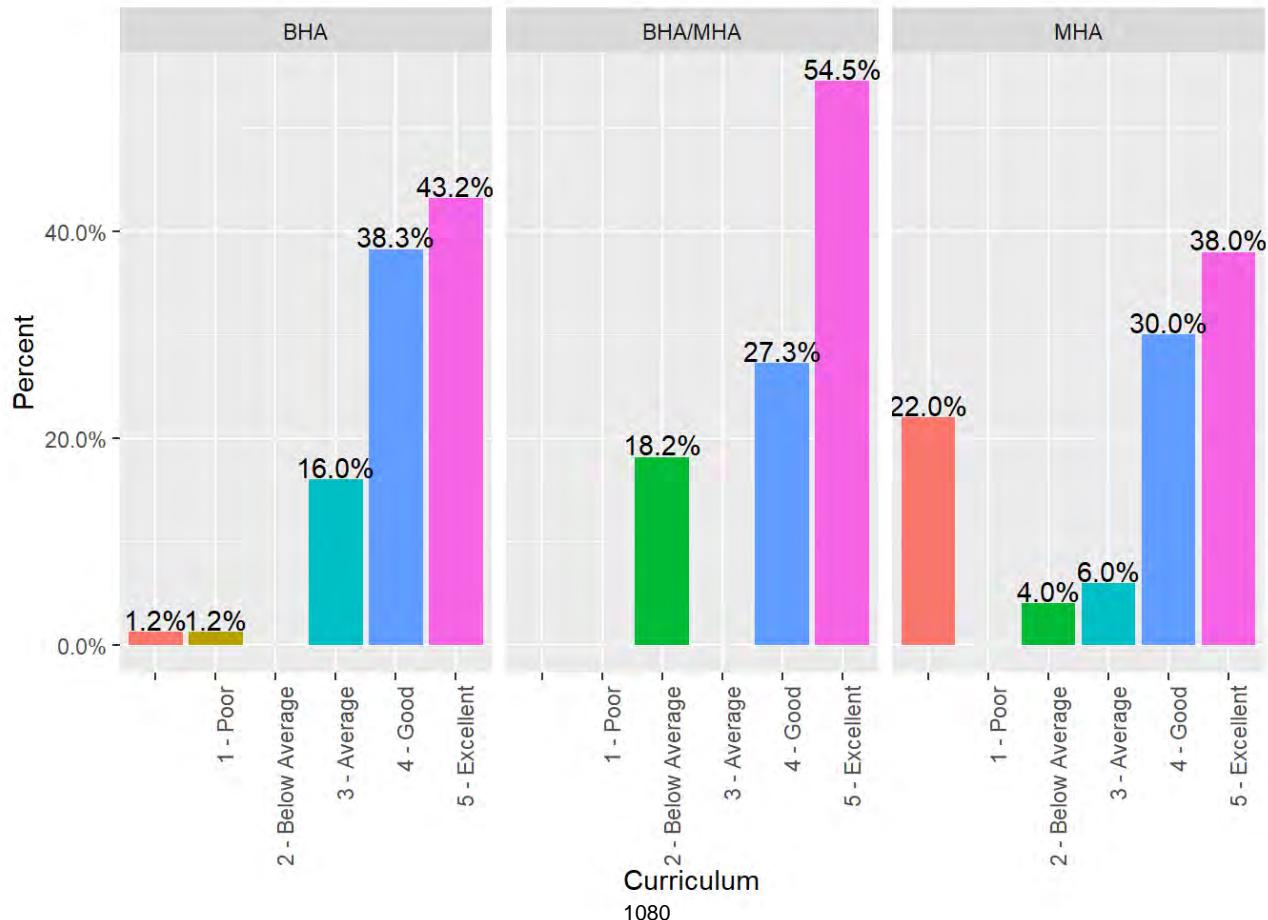
```
mygraph=function(x,lab){

ggplot(mydata, aes(x=x, group=Degree))+
geom_bar(aes(y = ..prop.., fill = factor(..x..)), stat="count") +
geom_text(aes( label = scales::percent(..prop..),
y= ..prop.. ), stat= "count", vjust=-.1)+
facet_wrap(~Degree)+
scale_y_continuous(labels = scales::percent)+
ylab("Percent")+
xlab(lab)+
theme(axis.text.x = element_text(angle = 90, hjust = 1))+
guides(fill=FALSE)
}

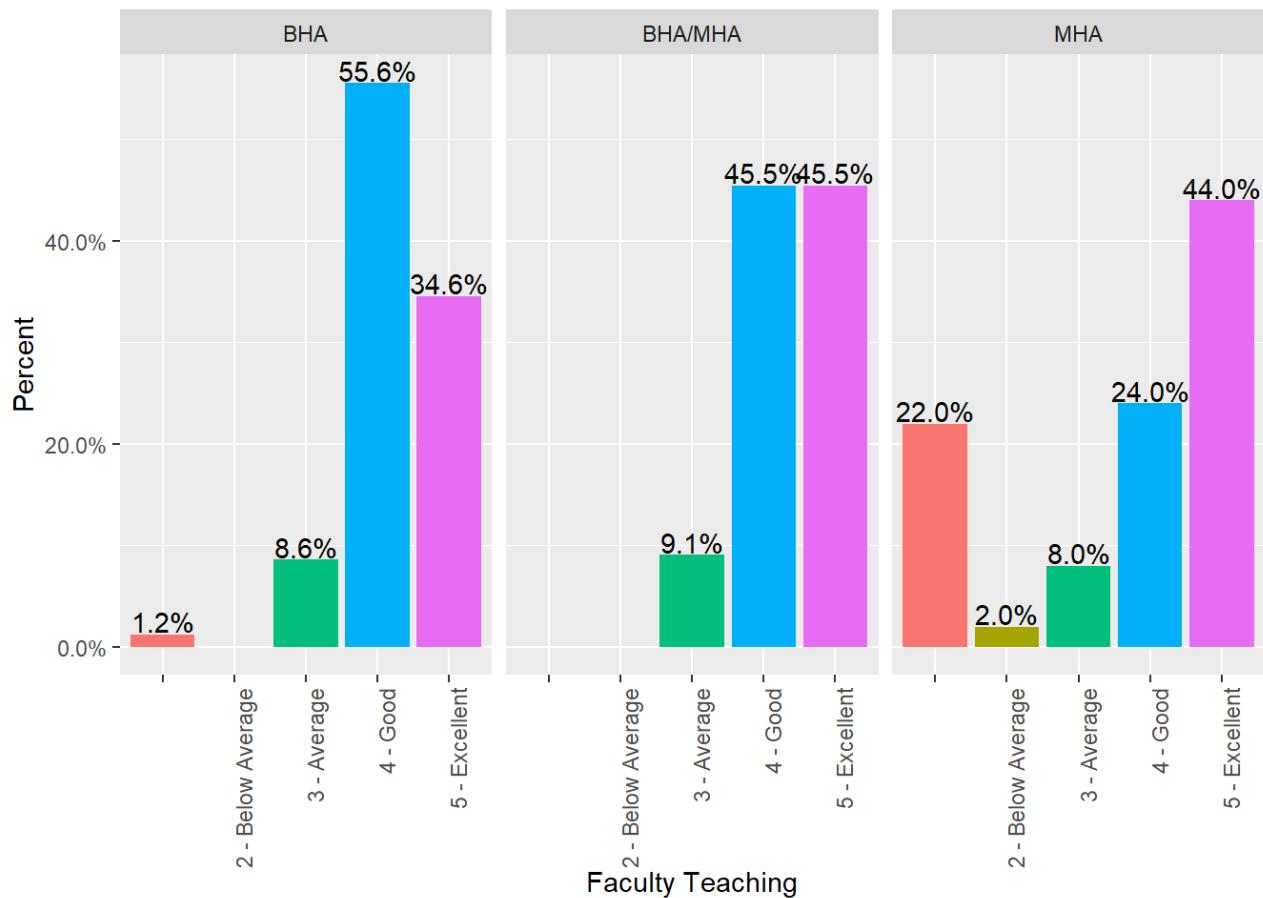
mygraph(mydata$Q26.Recommend, "Recommend?")
```



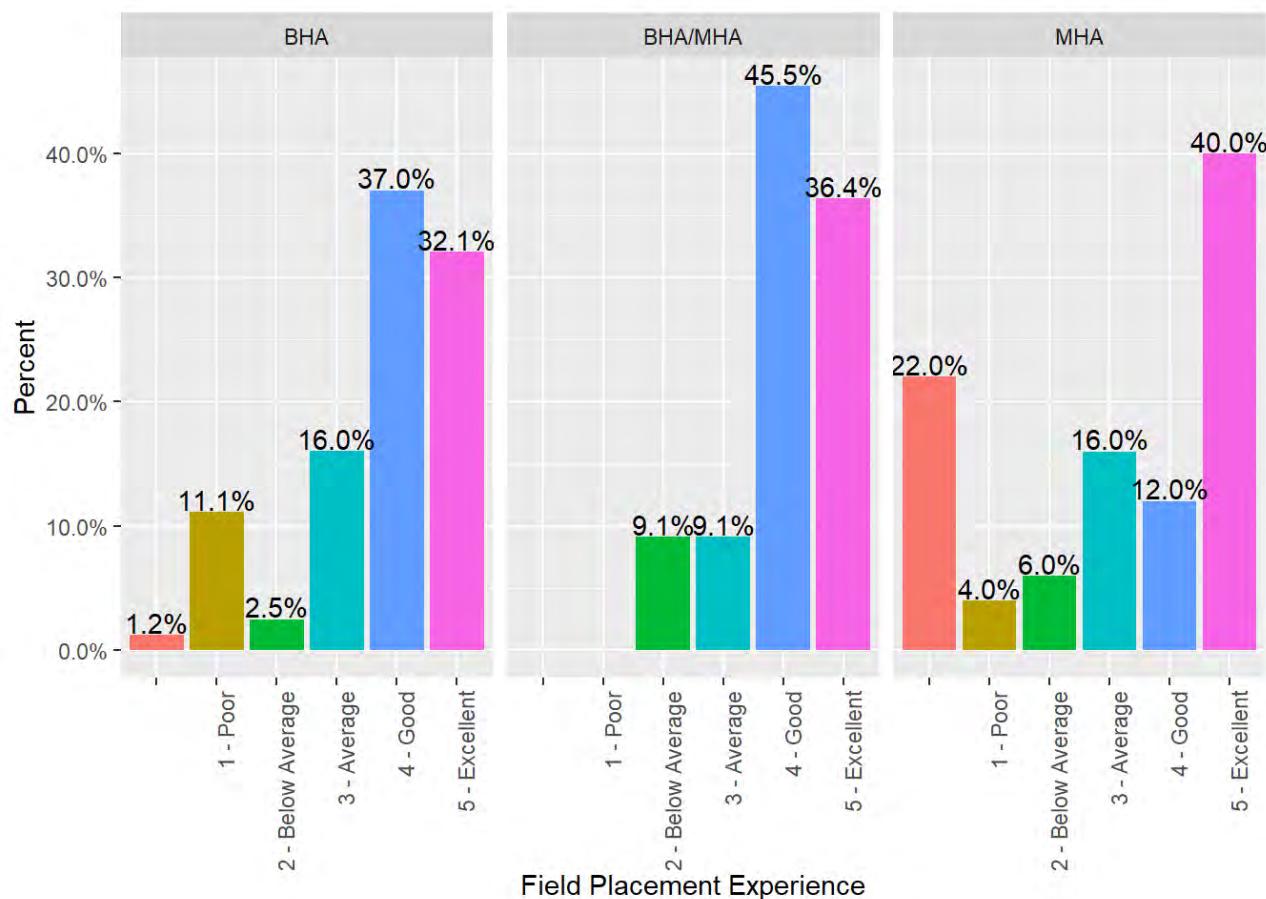
```
mygraph(mydata$Q16.1.Curriculum, "Curriculum")
```



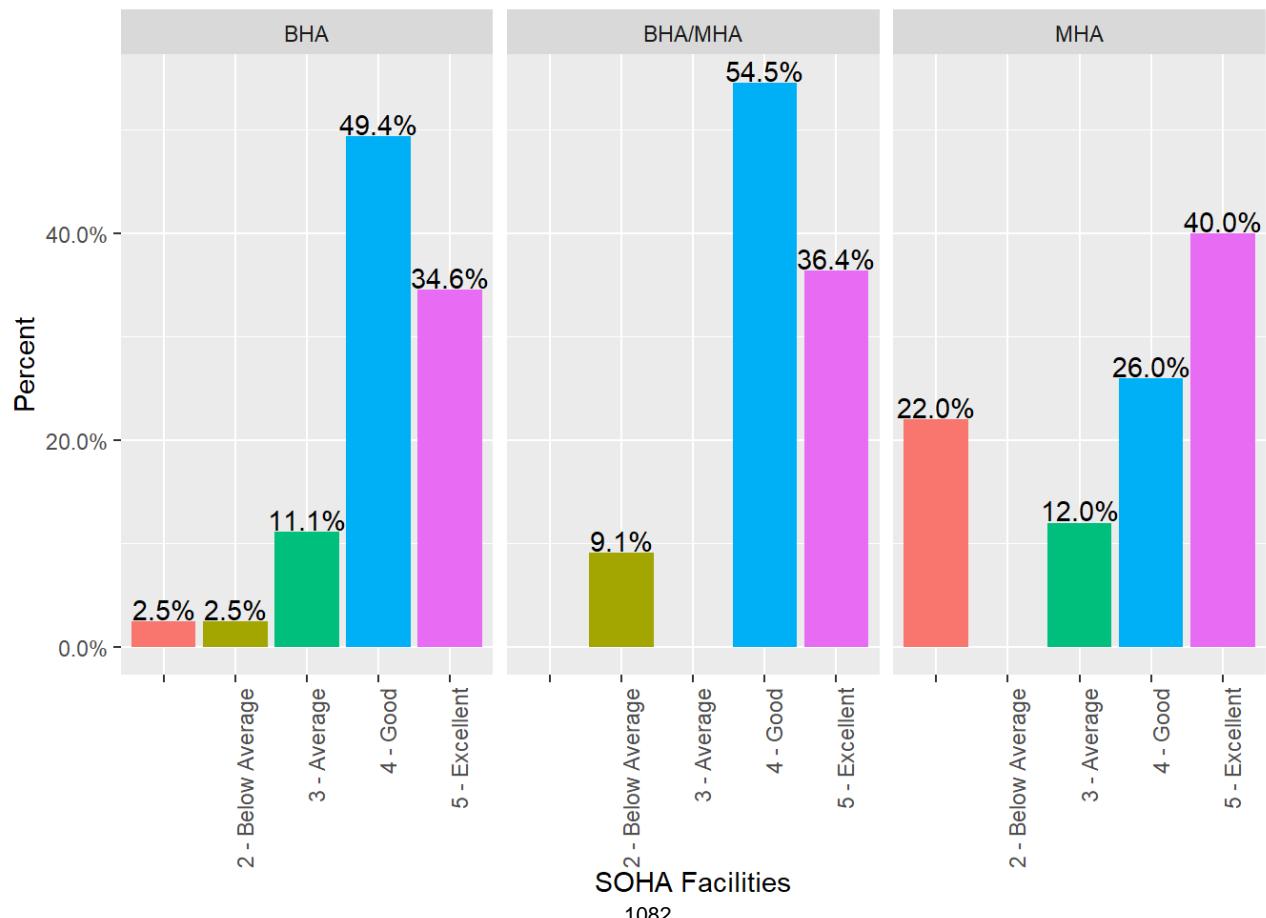
```
mygraph(mydata$Q16.2.FacultyTeaching, "Faculty Teaching")
```



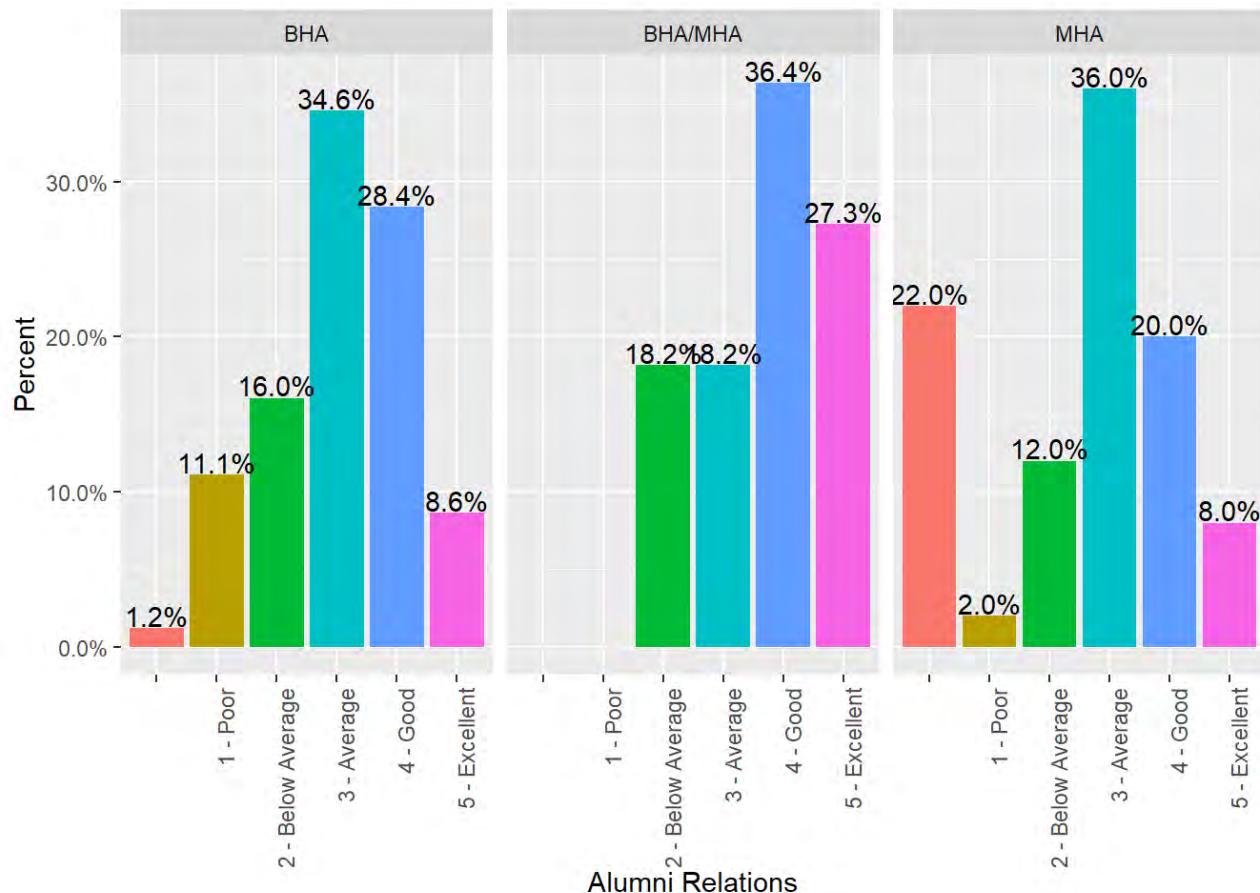
```
mygraph(mydata$Q16.3FieldPlacementExperience, "Field Placement Experience")
```



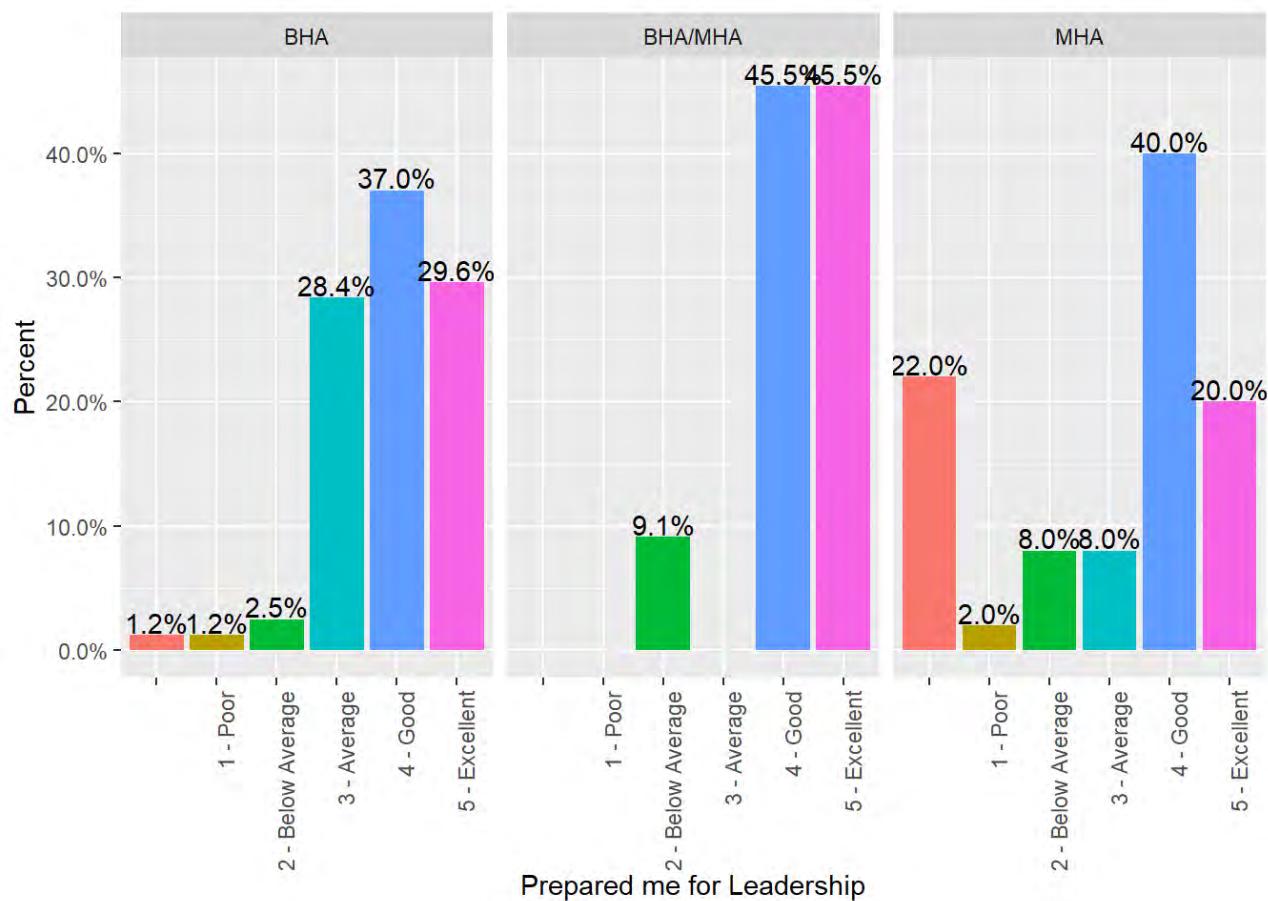
```
mygraph(mydata$Q16.4.SOHAfacilities, "SOHA Facilities")
```



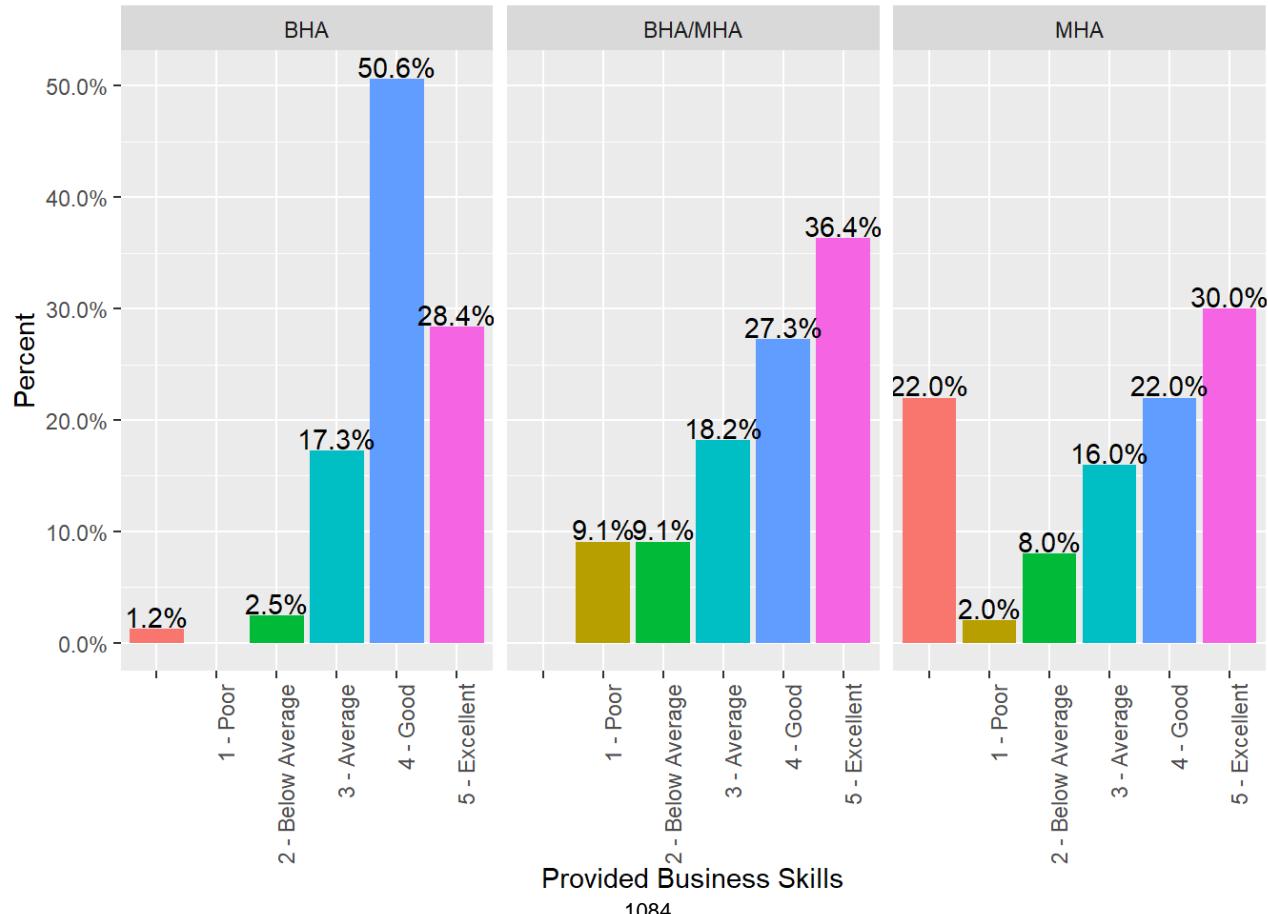
```
mygraph(mydata$Q16.5.AlumniRelations, "Alumni Relations")
```



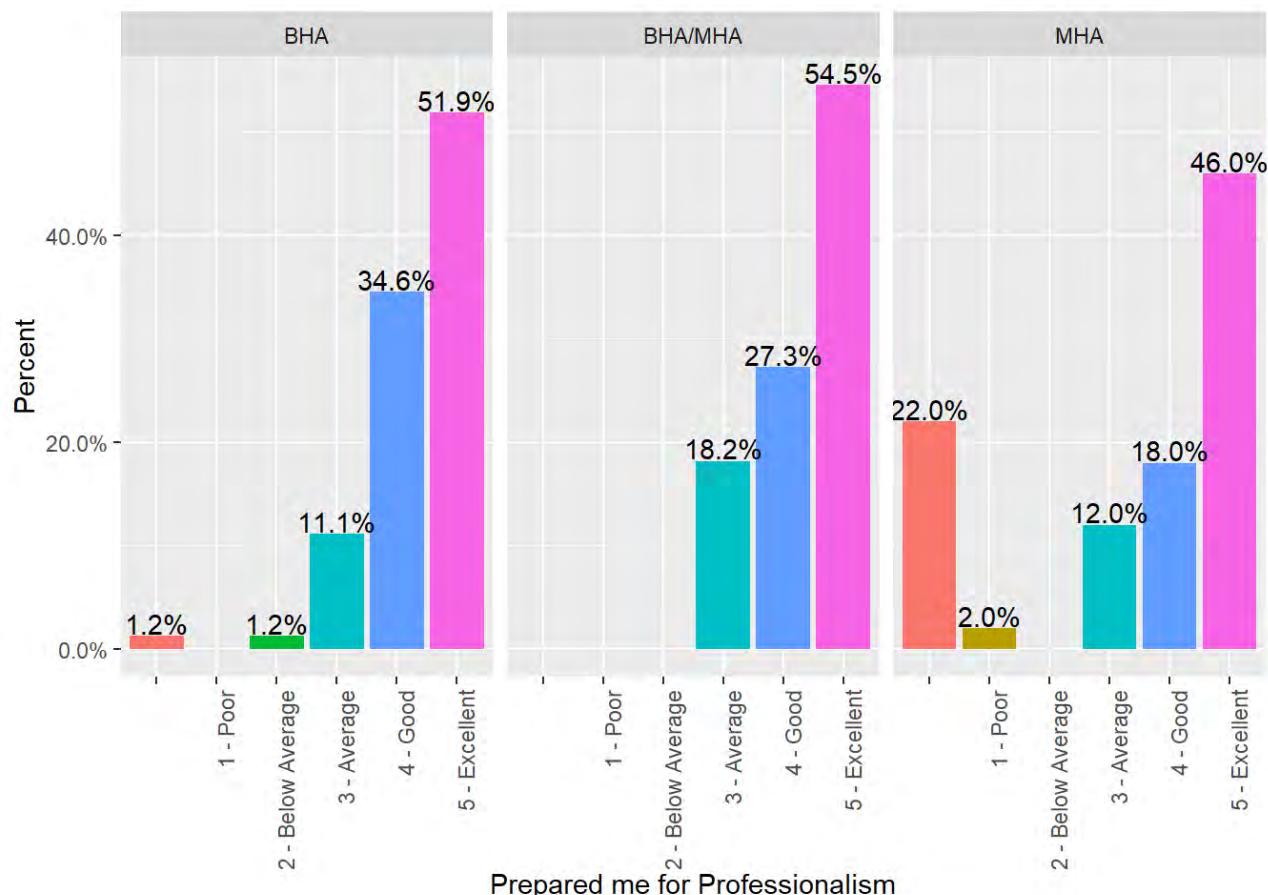
```
mygraph(mydata$Q18.1.Leadership, "Prepared me for Leadership")
```



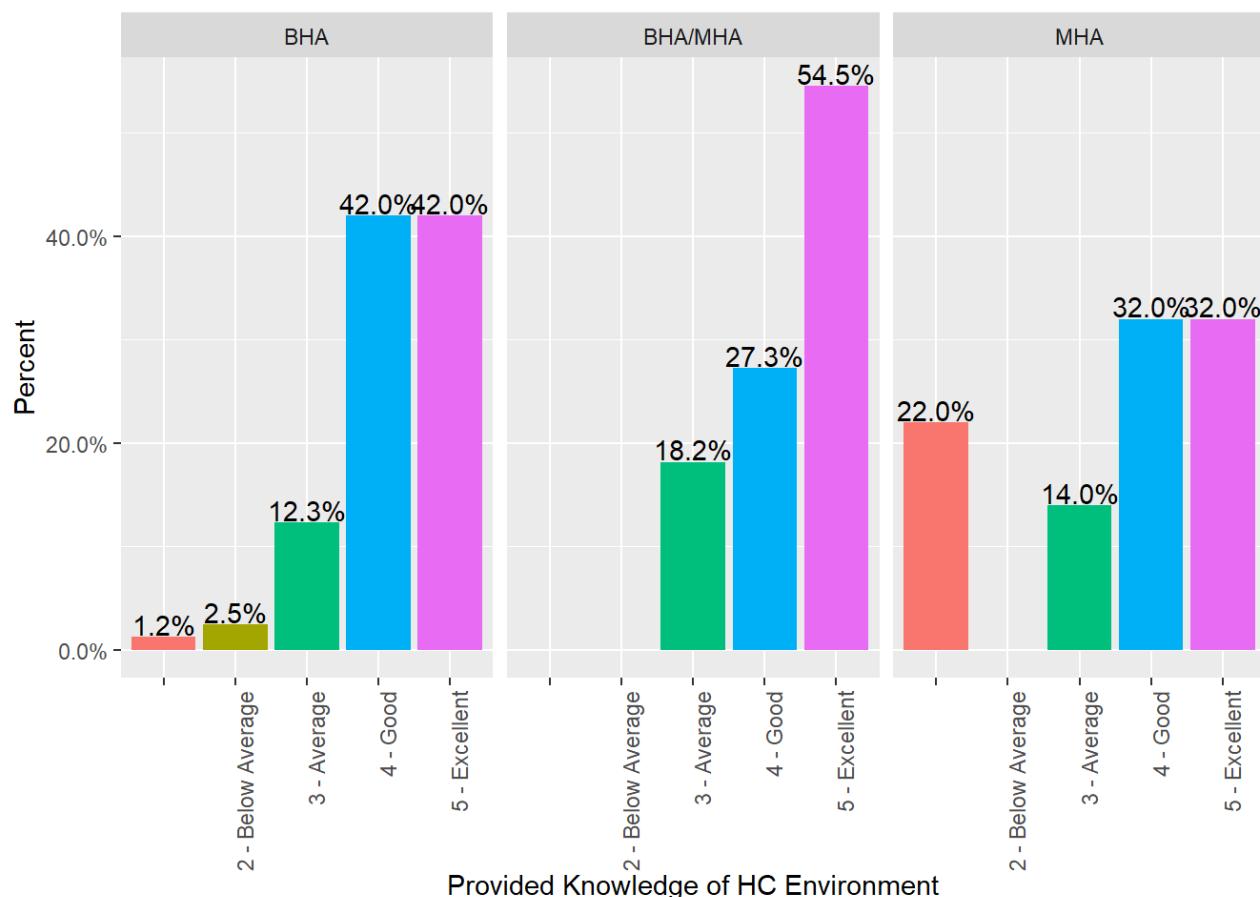
```
mygraph(mydata$Q18.2.BusinessSkills, "Provided Business Skills")
```



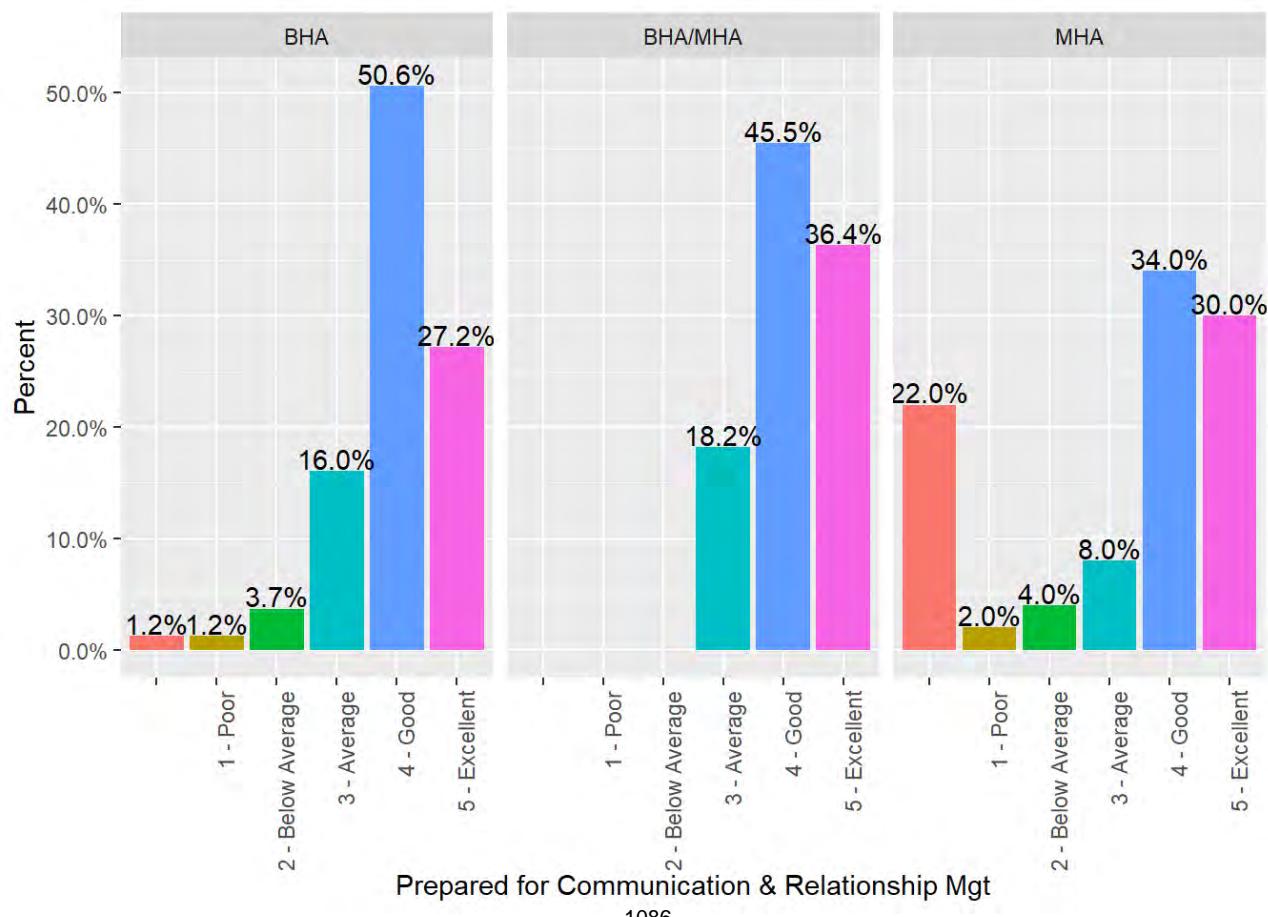
```
mygraph(mydata$Q18.3.Professionalism, "Prepared me for Professionalism")
```



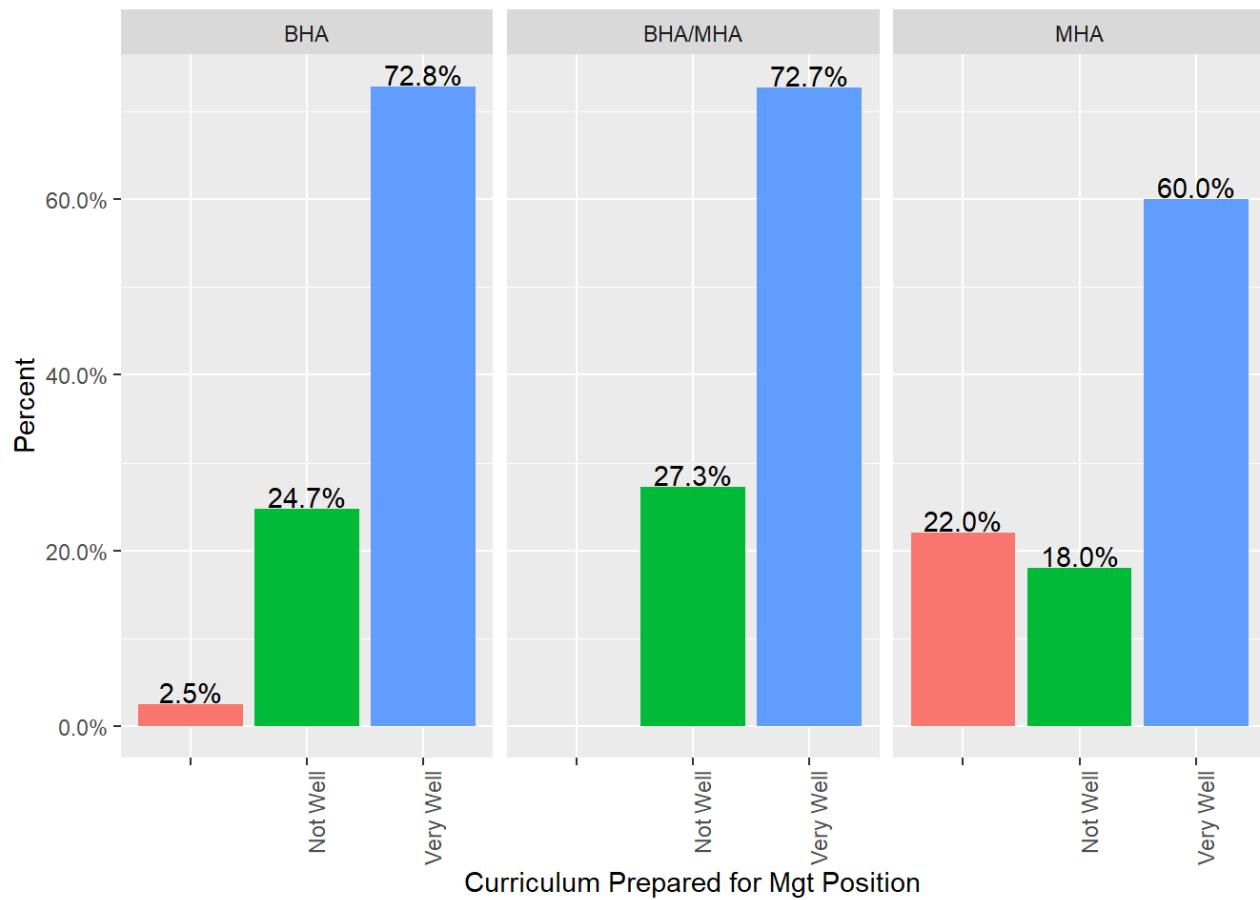
```
mygraph(mydata$Q18.4.KnowledgeofHCEnvironment, "Provided Knowledge of HC Environment")
```



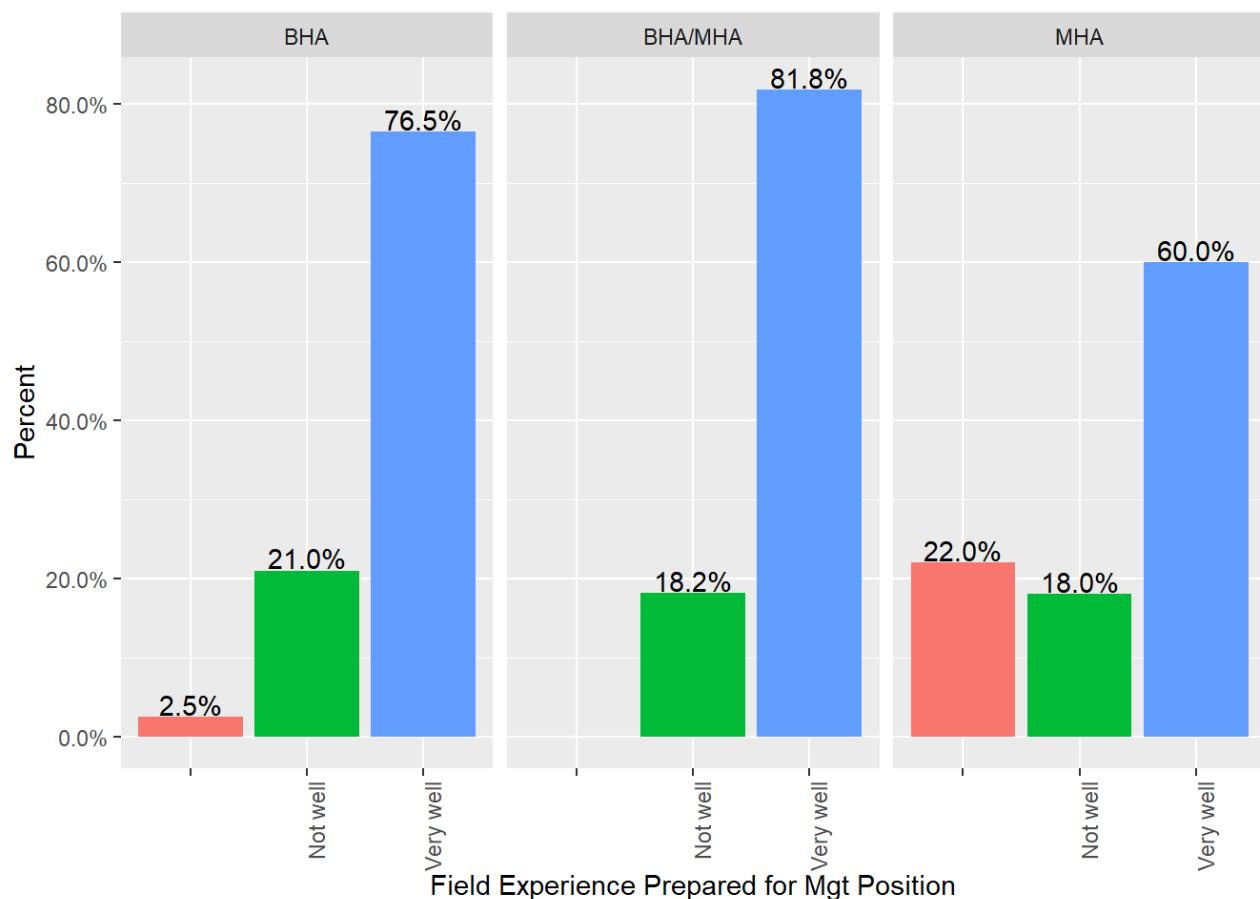
```
mygraph(mydata$Q18.5.CRM, "Prepared for Communication & Relationship Mgt")
```



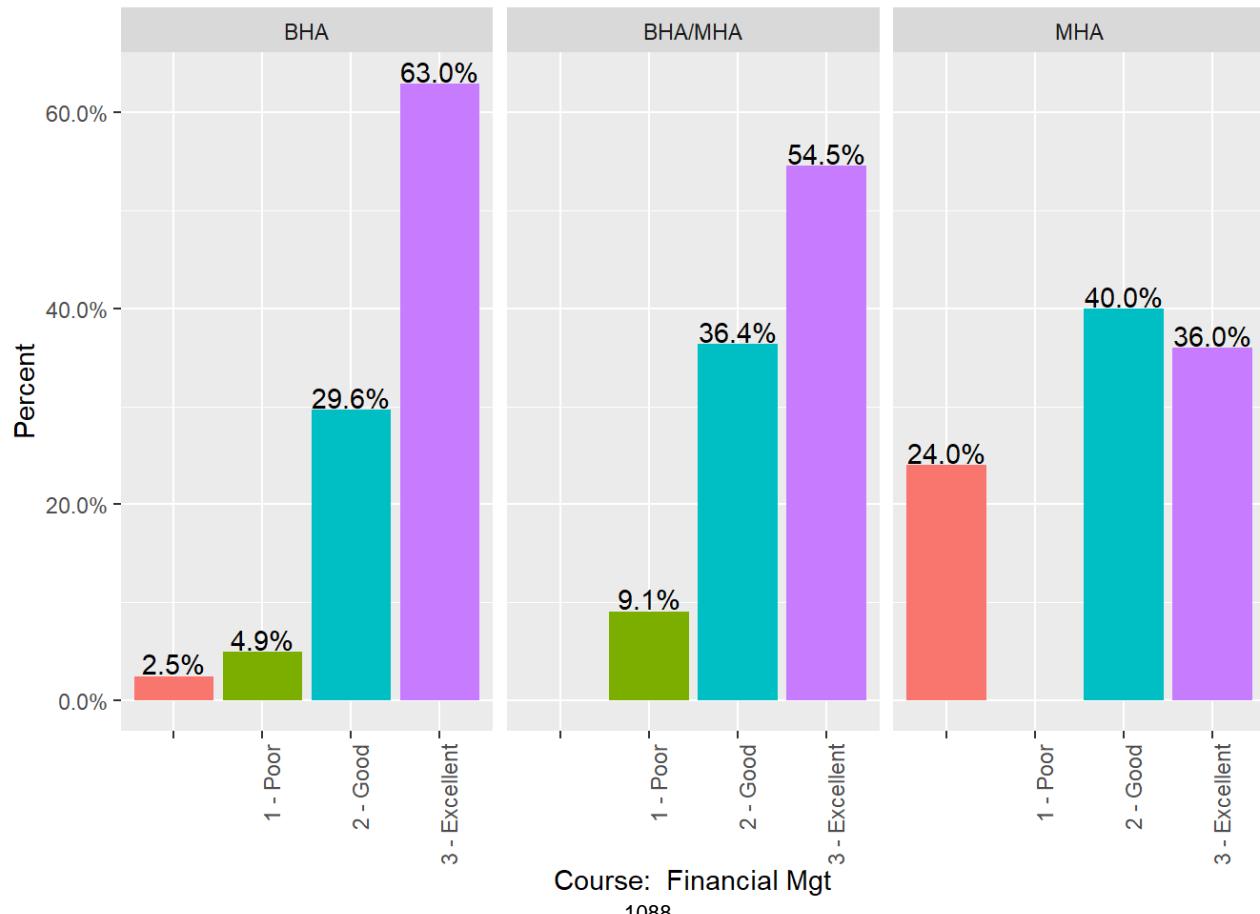
```
mygraph(mydata$Q19.PrepforMgtPosition, "Curriculum Prepared for Mgt Position")
```



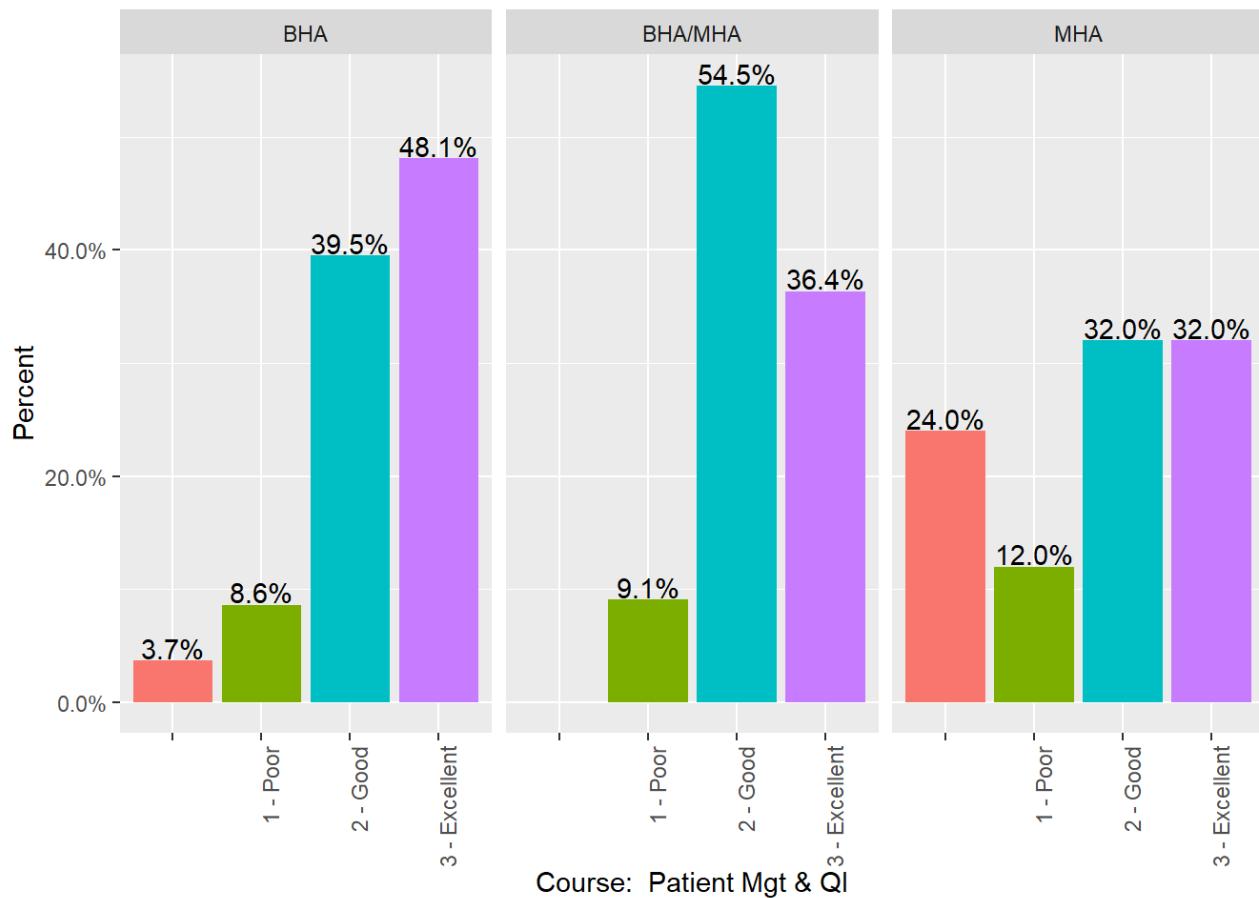
```
mygraph(mydata$Q20.FieldExpPrepforMgt, "Field Experience Prepared for Mgt Position")
```



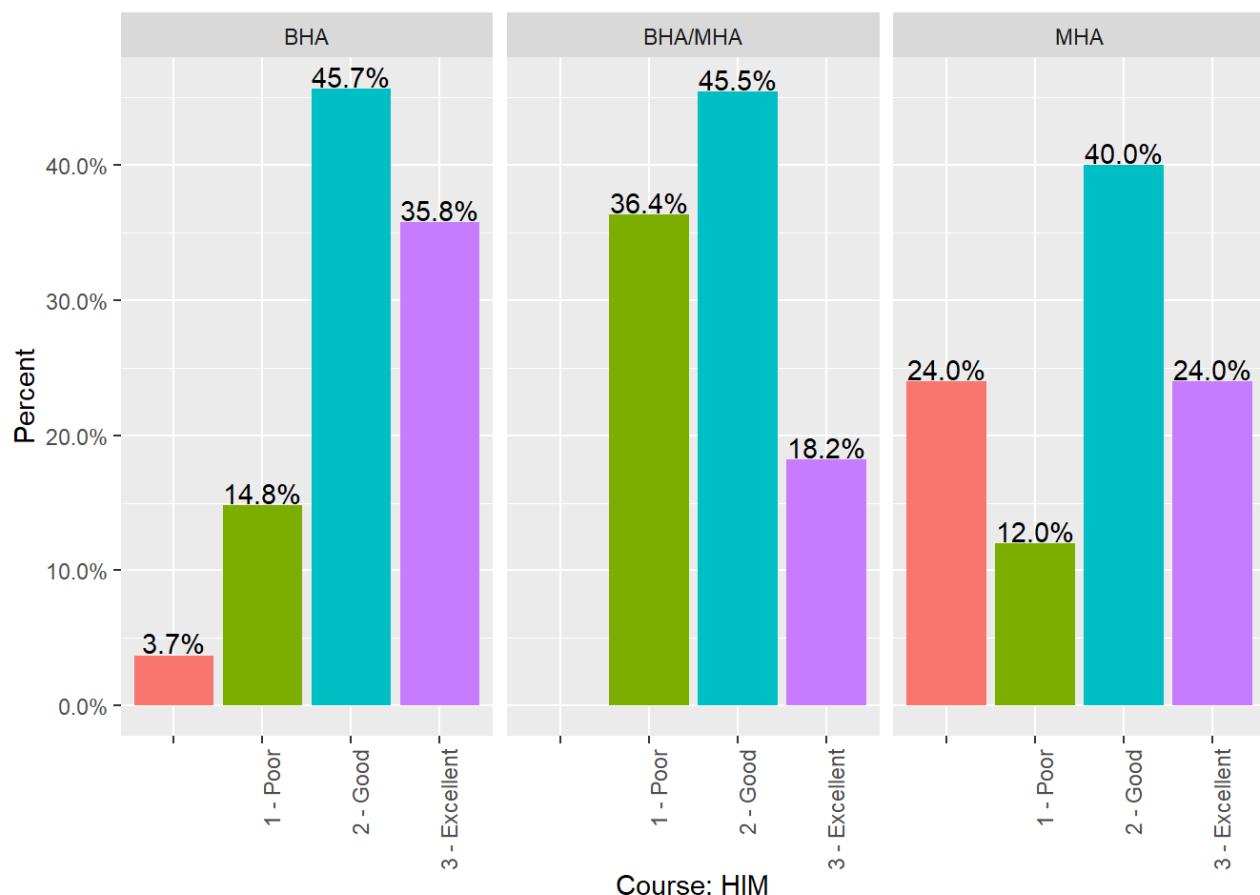
```
mygraph(mydata$Q22.1.FinMgt, "Course: Financial Mgt")
```



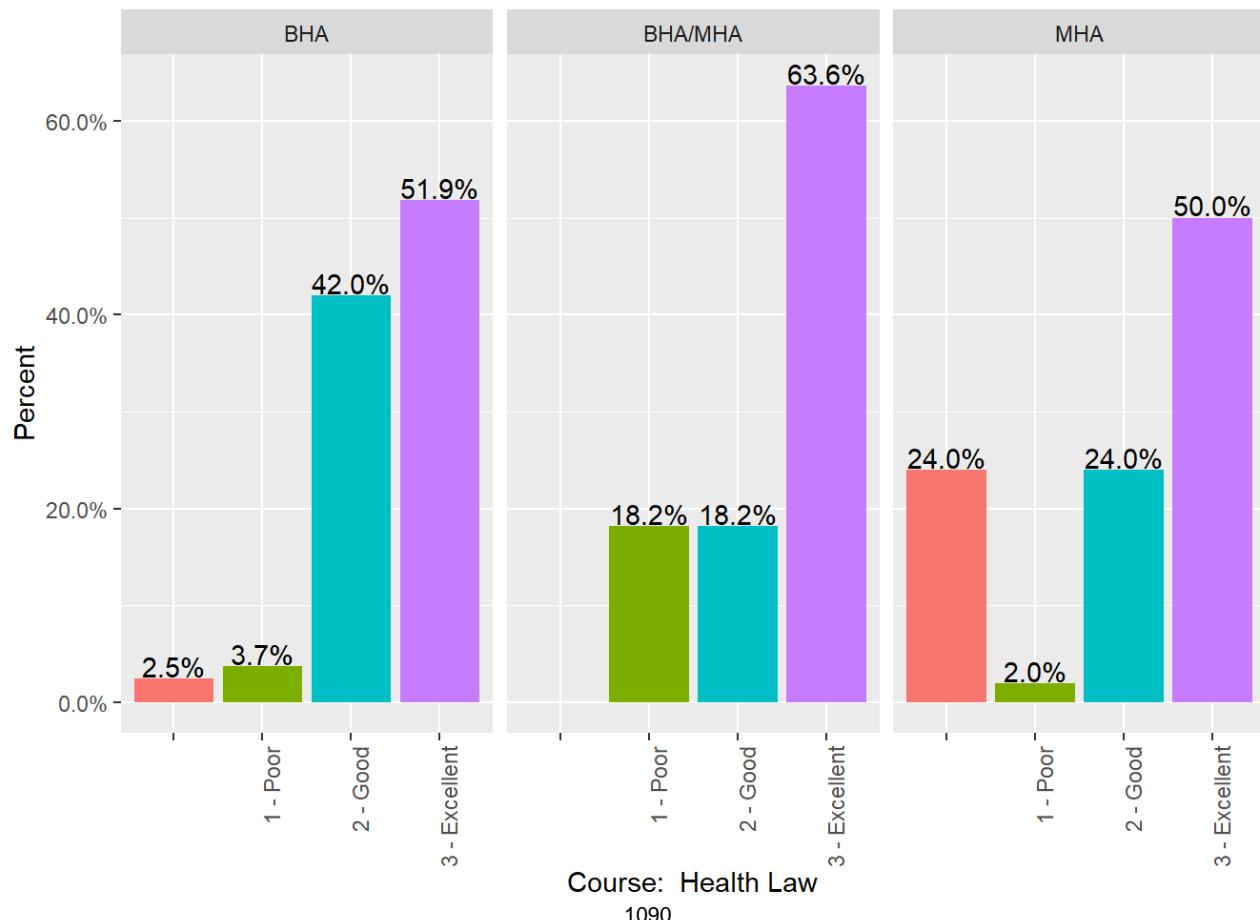
```
mygraph(mydata$Q22.2.PatMgtQI, "Course: Patient Mgt & QI")
```



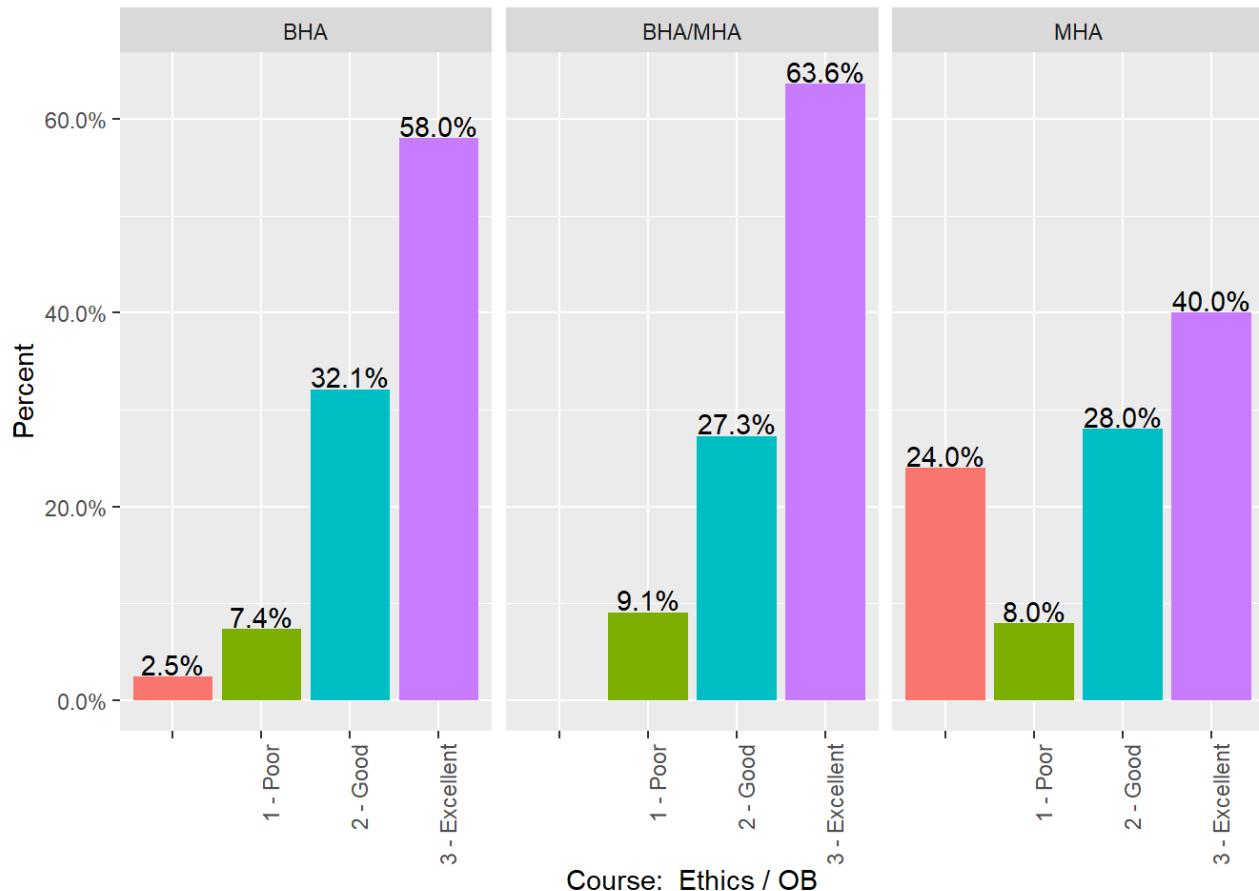
```
mygraph(mydata$Q22.3.HIMCourse, "Course: HIM")
```



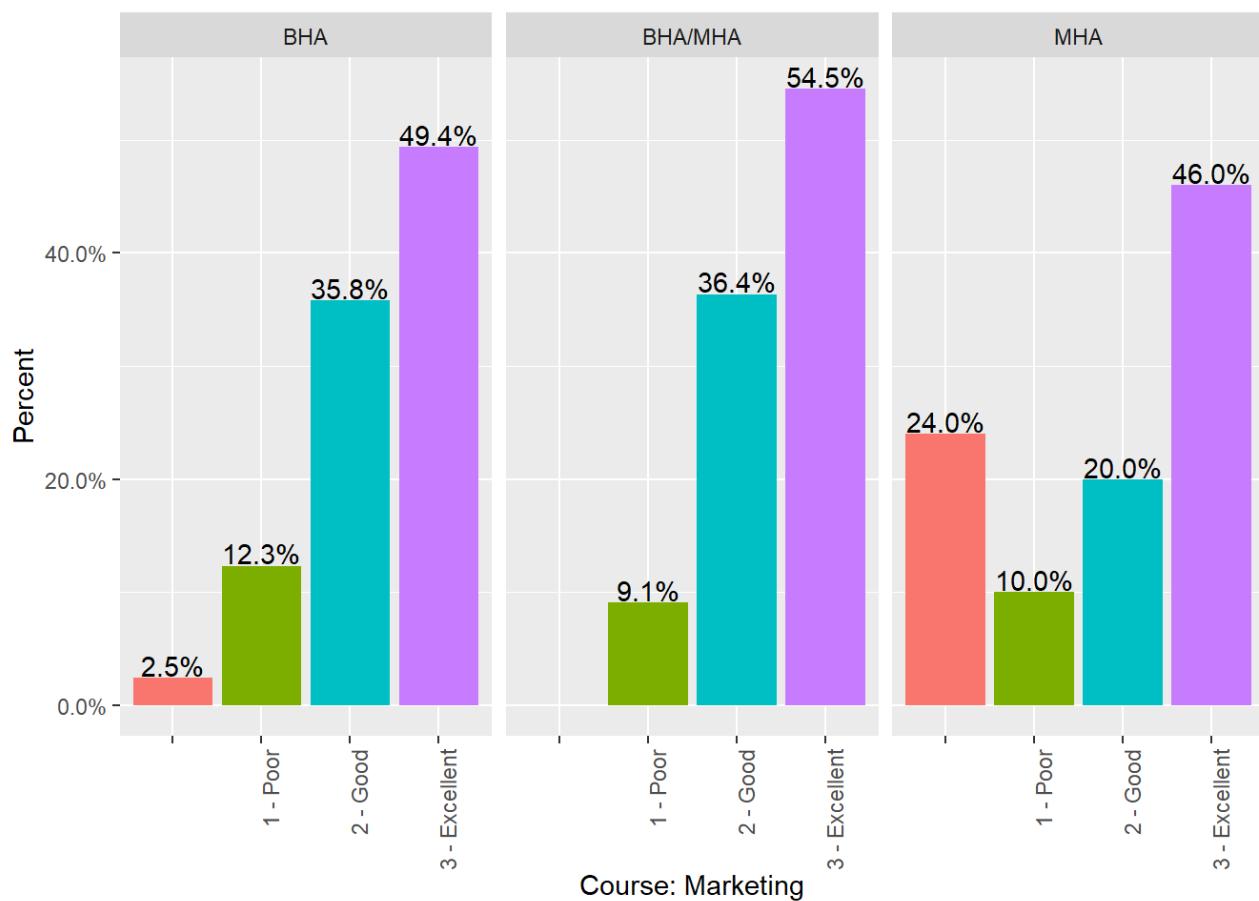
```
mygraph(mydata$Q22.4.HealthLaw, "Course: Health Law")
```



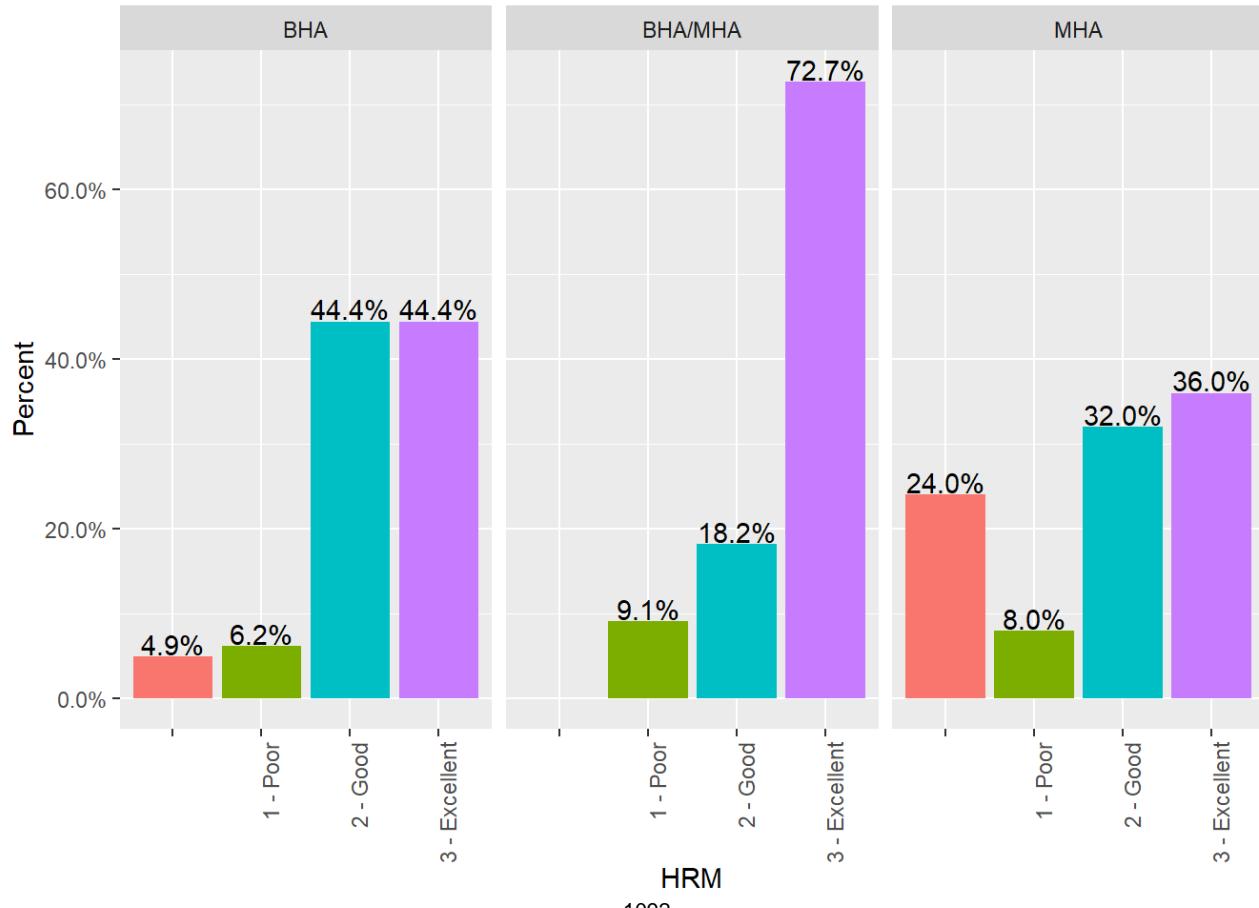
```
mygraph(mydata$Q22.5.EthicsOB, "Course: Ethics / OB")
```



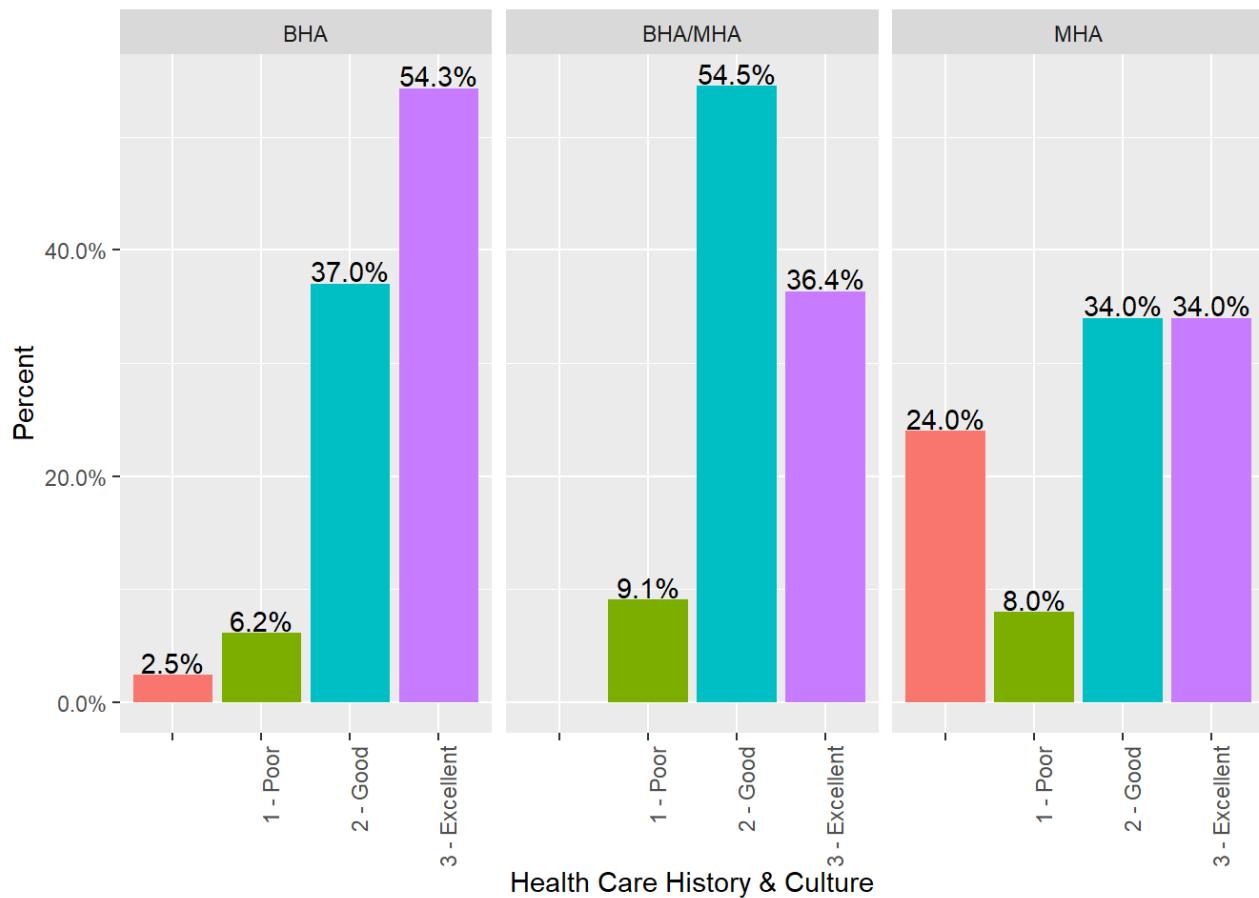
```
mygraph(mydata$Q22.6.Marketing, "Course: Marketing")
```



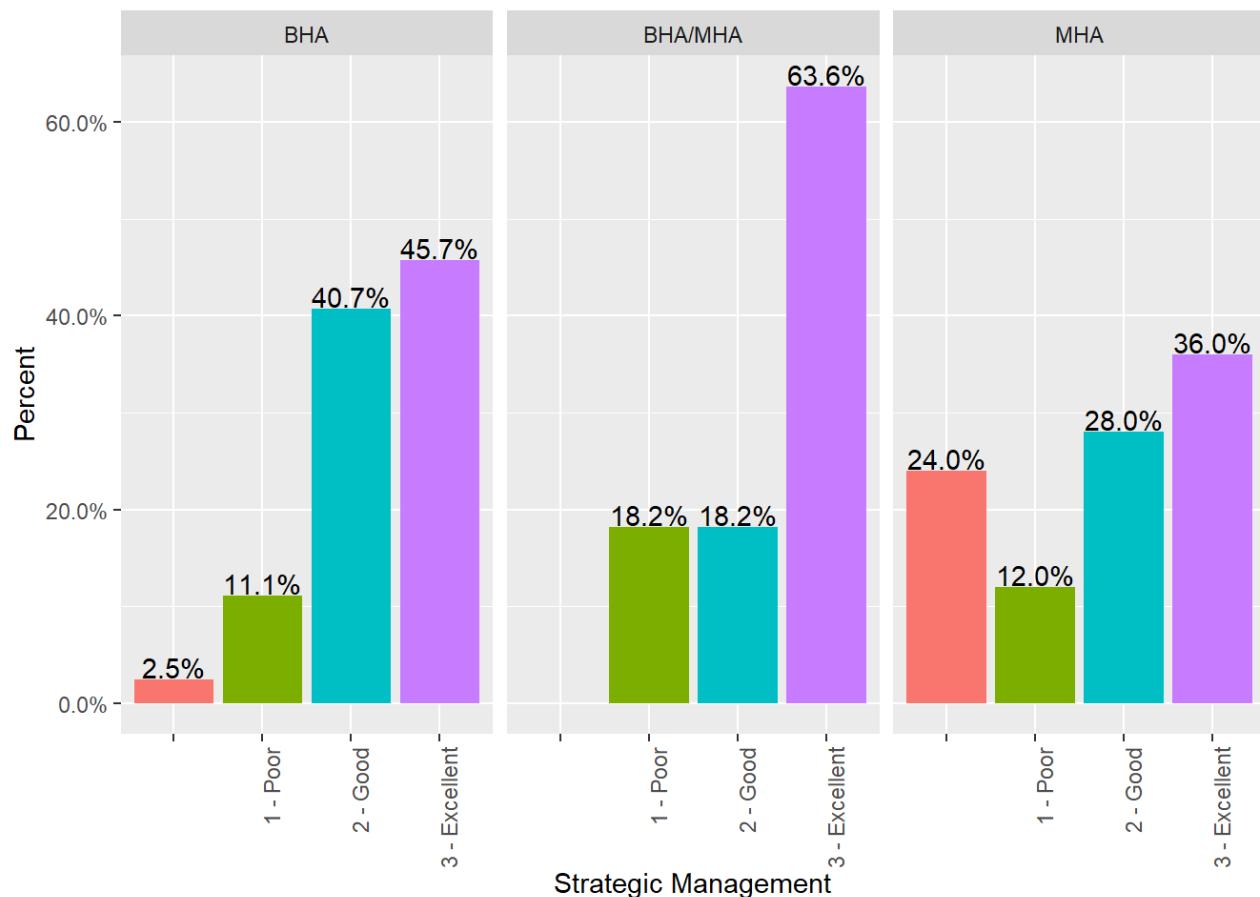
```
mygraph(mydata$Q22.7.HRM, "HRM")
```



```
mygraph(mydata$Q22.8.HCCulture, "Health Care History & Culture")
```



```
mygraph(mydata$Q22.9.StratMgt, "Strategic Management")
```



```
#####
#####
```

	2014	2015-2016	2018-2019	Grand Total	Action Plan
Values (Likert 1-5)					
Count of Year	10.00	114.00	98.00	222.00	N/A
Average of Q16.1.Curriculum	3.90	4.35	4.29	4.30	On Track
Average of Q16.2.FacultyTeaching	3.80	4.19	4.33	4.24	On Track
Average of Q16.3FieldPlacementExperience	4.60	3.99	3.91	3.98	On Track
Average of Q16.4.SOHAFacilities	4.10	4.18	4.22	4.19	Steady
Average of Q16.5.AlumniRelations	4.10	3.37	3.13	3.29	We have evaluated this. The younger graduates are skewing the mean.
Average of Q18.1.Leadership		4.01	3.97	3.99	On Track
Average of Q18.2.BusinessSkills		4.01	4.01	4.01	On Track
Average of Q18.3.Professionalism		4.32	4.34	4.33	On Track
Average of Q18.4.KnowledgeofHCEnvironment		4.13	4.24	4.18	On Track
Average of Q18.5.CRM		3.89	4.02	3.96	On Track
Values (Binary)					
Average of Q19.PrepforMgtPosition (Binary)	1.00	0.71	0.76	0.75	On Track
Average of Q20.FieldExpPrepforMgt (Binary)	0.80	0.79	0.76	0.77	On Track
Values (Likert 1-3)					
Average of Q22.1.FinMgt		2.54	2.53	2.54	On Track
Average of Q22.2.PatMgtQI		2.36	2.42	2.39	On Track
Average of Q22.3.HIMCourse		2.08	2.18	2.13	On Track
Average of Q22.4.HealthLaw		2.49	2.51	2.50	On Track
Average of Q22.5.EthicsOB		2.46	2.45	2.45	On Track
Average of Q22.6.Marketing		2.22	2.36	2.29	On Track
Average of Q22.7.HRM		2.42	2.49	2.45	On Track
Average of Q22.8.HCCulture		2.14	2.36	2.25	On Track
Average of Q22.9.StratMgt		2.39	2.26	2.33	On Track
Values (Performance)					
Sum of Q12.ProfAward	3.00	21.00	9.00	33.00	National recognition, on track
Sum of Q13.Preceptor	0.00	18.00	14.00	32.00	Alumni service
Sum of Q15.AdvisoryBoardCommittee	1.00	14.00	8.00	23.00	Alumni service
Average of Q33.AnnualSalary1000s			87.62	87.62	\$87,620 average annual salary of BHA grads
Average of Q32.MonthstoEmployment			2.42	2.42	2.42 average months to employment; 1 month is the median.

Peregrine Overall Results

Descriptive Statistics / Univariate Graphs / Crosstabs

Correlations

Inference

Peregrine Exit Exam Preliminary Analysis, Fall 2018

Peregrine Overall Results

Bottom Line Up Front: Students performed reasonably well, with our worst student benchmarking at the 58% and our best student benchmarking at the 98%. In the first section, I pull in the data (having added gender manually).

```
#####Read and Pre-Clean the Data#####
library(psych) #to describe
```

```
## Warning: package 'psych' was built under R version 3.5.3
```

```
library(reticulate) #to use Python in R as well
```

```
## Warning: package 'reticulate' was built under R version 3.5.3
```

```
mydata=read.csv("C:/Users/lf25/OneDrive - Texas State University/BHA2/Peregrine Analysis/fall2018posttest.csv")
mydata[,1:2]=NULL
str(mydata)
```

```
## 'data.frame': 33 obs. of 17 variables:
## $ Gender : Factor w/ 2 levels "F","M": 1 2 1 1 1 1 1 1 1 1 ...
## $ Ethnicity : Factor w/ 4 levels "A","B","C","H": 3 2 4 4 4 4 3 3 3 2 ...
## $ Fin : int 60 50 60 60 50 80 70 40 70 60 ...
## $ Mgt : int 70 60 50 70 70 80 100 70 100 70 ...
## $ Pers : int 70 80 70 50 60 70 80 80 80 70 ...
## $ SysOrg : int 80 50 90 60 70 50 40 60 80 60 ...
## $ IM : int 40 60 40 60 60 90 50 50 50 50 ...
## $ Ldrship : int 60 80 70 60 70 50 60 90 60 90 ...
## $ ChangeMgt : int 40 40 70 80 60 60 90 60 40 90 ...
## $ ClimCult : int 80 80 80 80 100 70 70 90 90 70 ...
## $ QI : int 60 50 50 60 60 60 60 80 80 50 ...
## $ Strat_Mark: int 70 70 70 70 80 60 40 60 70 90 ...
## $ Comm_Envir: int 60 80 70 60 60 70 80 80 50 70 ...
## $ Legal : int 70 70 60 80 70 70 90 80 70 70 ...
## $ Score : num 63.3 64.2 65 65.8 67.5 ...
## $ Duration : num 66.7 71.2 57.8 74 53.9 ...
## $ Percent : int 58 61 64 67 72 72 77 79 79 79 ...
```

```
#####
#####
```

Descriptive Statistics / Univariate Graphs / Crosstabs

N=33 students took the exit examination, and 33% (11) of the students who took it were male. The racial / ethnic breakdown (non-Census) follows: 20 Caucasian, 5 African American non Hispanic, 5 Hispanic, 3 Asian.

I manually coded the variable “Minority Group” with non-Census Bureau categories of {C = caucasian / non-Hispanic, B = African American or Associated Minority Group / non-Hispanic, A = Asian / Other, H = Hispanic regardless of C or B Primary Classification}. I used this coding scheme to reflect that we are a Hispanic-serving institution. Eventually, I will categorize by race and ethnicity separately using Census coding.

Overall, the students performed well based on both scores and national percentile comparisons. Our worst student was in the 58th percentile, while our best student was in the 98th percentile. You can see this descriptive statistics below.

The “average” student earned a 73.76% ($sd=5.43\%$) with a mean percentile of 84.85% ($sd=10.99\%$). That “average” student took 55.53 minutes ($sd=12.07$ minutes) to complete the 120-question examination, and earned the lowest mean score of 65.45 ($sd=16.97\%$) in Information Management and the highest mean score of 80.30 ($sd=12.37\%$) in HC Personnel. Fifty percent of the students were in the 90% or above.

Our “low-hanging fruit” will be in the areas of Change Management (highest variation, long left tail) and IM (long left tail). Looking at the histograms, the distribution for Finance and Quality is nearly uniform, which may reflect the difficulty of the content / instructors (three different individuals for quality).

```
#####
##### Descriptives 1#####
describe(mydata[,3:17])
```

	vars	n	mean	sd	median	trimmed	mad	min	max	range
## Fin	1	33	70.00	14.36	70	70.00	14.83	40.00	100.00	60.00
## Mgt	2	33	77.88	12.69	80	77.78	14.83	50.00	100.00	50.00
## Pers	3	33	80.30	12.37	80	80.74	14.83	50.00	100.00	50.00
## SysOrg	4	33	70.91	13.78	70	71.48	14.83	40.00	100.00	60.00
## IM	5	33	65.45	16.97	60	64.44	14.83	40.00	100.00	60.00
## Ldrship	6	33	76.97	14.25	80	77.78	14.83	50.00	100.00	50.00
## ChangeMgt	7	33	73.94	18.53	80	75.56	14.83	30.00	100.00	70.00
## ClimCult	8	33	80.00	10.90	80	80.00	14.83	60.00	100.00	40.00
## QI	9	33	70.30	14.89	70	70.74	14.83	40.00	90.00	50.00
## Strat_Mark	10	33	73.03	14.89	70	73.33	14.83	40.00	100.00	60.00
## Comm_Envir	11	33	70.00	11.73	70	70.00	14.83	50.00	90.00	40.00
## Legal	12	33	76.36	11.13	80	76.30	14.83	60.00	100.00	40.00
## Score	13	33	73.76	5.43	75	73.89	6.17	63.33	85.83	22.50
## Duration	14	33	55.53	12.07	56	55.21	12.41	34.37	82.93	48.56
## Percent	15	33	84.85	10.99	90	86.22	7.41	58.00	98.00	40.00
			skew	kurtosis	se					
## Fin		-0.12	-0.82	2.50						
## Mgt		-0.06	-0.76	2.21						
## Pers		-0.34	-0.32	2.15						
## SysOrg		-0.37	-0.09	2.40						
## IM		0.48	-0.62	2.95						
## Ldrship		-0.42	-0.92	2.48						
## ChangeMgt		-0.79	-0.44	3.23						
## ClimCult		0.00	-0.64	1.90						
## QI		-0.16	-1.22	2.59						
## Strat_Mark		-0.18	-0.72	2.59						
## Comm_Envir		-0.11	-0.95	2.04						
## Legal		0.06	-1.02	1.94						
## Score		-0.13	-0.75	0.94						
## Duration		0.15	-0.77	2.10						
## Percent		-0.93	-0.26	1.91						

```
par(mai=c(.3,.3,.3,.3))
par(mfrow=c(5,4))

table(mydata$Gender)
```

```
##
## F   M
## 22 11
```

```
table(mydata$Ethnicity)
```

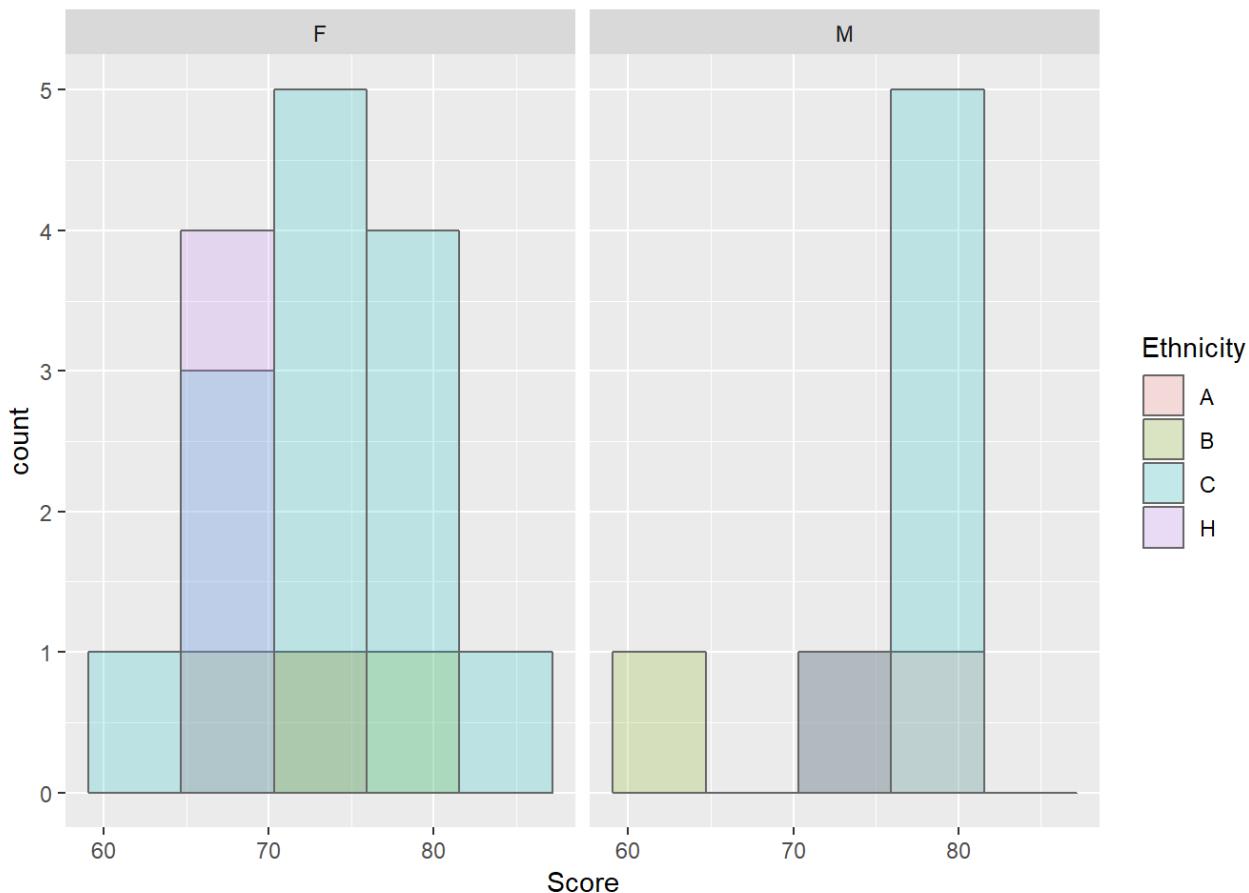
```
##  
##   A   B   C   H  
##   3   5  20   5
```

```
library(ggplot2)
```

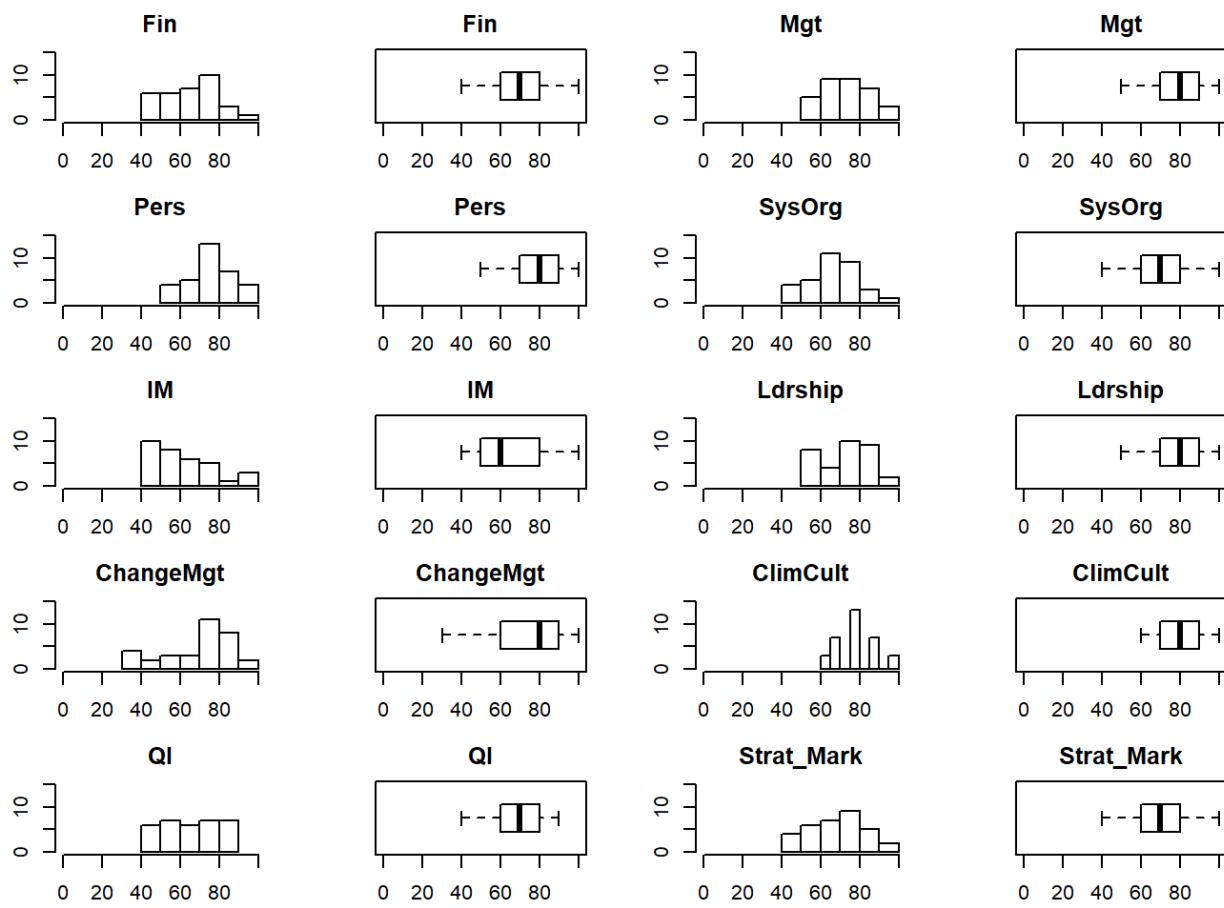
```
##  
## Attaching package: 'ggplot2'
```

```
## The following objects are masked from 'package:psych':  
##  
##     %+%, alpha
```

```
gf=ggplot(mydata, aes(x=Score, fill=Ethnicity))+  
  geom_histogram(position="identity", colour="grey40", alpha=0.2, bins =5)+facet_grid(.~Gender)  
gf
```



```
for (i in 3:ncol(mydata)){  
  hist(mydata[,i], ylim=c(0,15), xlim=c(0,100), xlab=NULL, ylab=NULL, main=colnames(mydata)[i])  
  boxplot(mydata[,i], horizontal=TRUE, xlab=NULL, ylim=c(0,100), ylab=NULL, main=colnames(mydata)[i])}
```



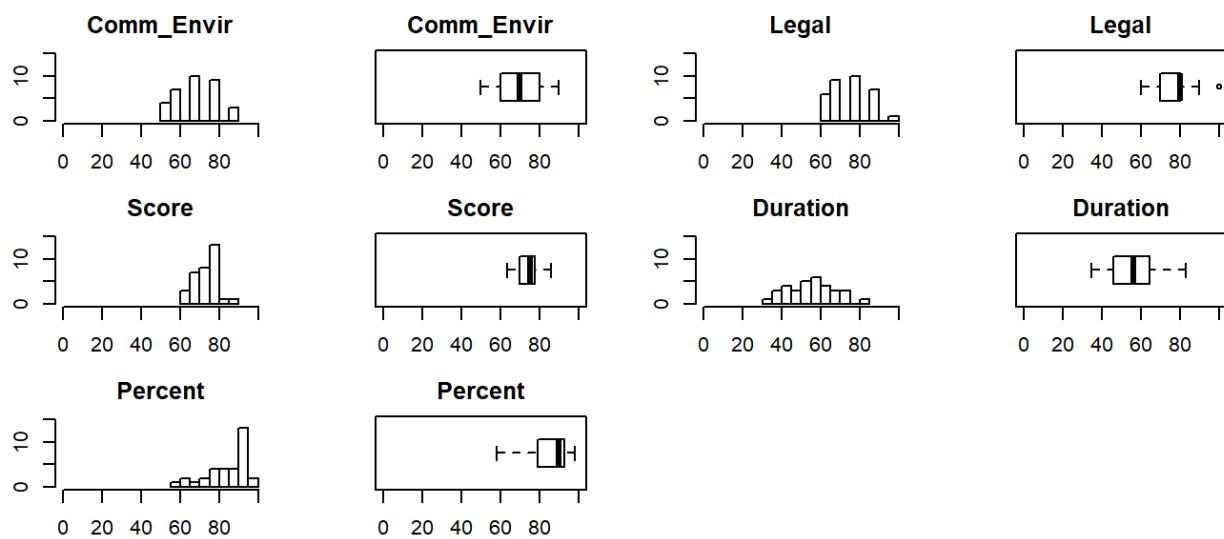
```
myagg=aggregate(mydata[,3:17], by=list(mydata$Gender), mean)
myagg
```

```
##   Group.1      Fin      Mgt      Pers      SysOrg       IM  Ldrship ChangeMgt
## 1        F 67.72727 77.27273 79.54545 70.90909 64.09091 74.09091 77.27273
## 2        M 74.54545 79.00909 81.81818 70.90909 68.18182 82.72727 67.27273
##   ClimCult      QI Strat_Mark Comm_Envir    Legal Score Duration
## 1 78.63636 70.00000 71.81818 67.27273 75.90909 72.87636 55.81136
## 2 82.72727 70.90909 75.45455 75.45455 77.27273 75.52727 54.95909
##   Percent
## 1 83.18182
## 2 88.18182
```

```
myagg2=aggregate(mydata[,3:17], by=list(mydata$Ethnicity), mean)
myagg2
```

```
##  Group.1      Fin      Mgt Pers SysOrg      IM Ldrship ChangeMgt
## 1       A 66.66667 86.66667    70   70.0 76.66667     70 66.66667
## 2       B 72.00000 72.00000    78   70.0 64.00000     86 72.00000
## 3       C 71.00000 79.50000    86   71.5 65.00000     78 76.00000
## 4       H 66.00000 72.00000    66   70.0 62.00000     68 72.00000
## ClimCult      QI Strat_Mark Comm_Envir Legal      Score Duration Percent
## 1 73.33333 76.66667 76.66667 66.66667 90.0 74.16333 52.5500 87.66667
## 2 82.00000 54.00000 76.00000 74.00000 70.0 72.49600 62.1280 82.60000
## 3 81.00000 76.00000 73.50000 70.00000 77.5 75.41400 53.3635 87.95000
## 4 78.00000 60.00000 66.00000 68.00000 70.0 68.16600 59.3680 73.00000
```

```
#####
#####
```



```
pd=import("pandas")
df=mydata
pd$DataFrame$describe(df)
```

```

##          Fin      Mgt      Pers     SysOrg       IM   Ldrship
## count  33.00000 33.00000 33.00000 33.00000 33.00000 33.00000
## mean   70.00000 77.87879 80.30303 70.90909 65.45455 76.96970
## std    14.36141 12.68798 12.37054 13.77580 16.97257 14.24887
## min    40.00000 50.00000 50.00000 40.00000 40.00000 50.00000
## 25%    60.00000 70.00000 70.00000 60.00000 50.00000 70.00000
## 50%    70.00000 80.00000 80.00000 70.00000 60.00000 80.00000
## 75%    80.00000 90.00000 90.00000 80.00000 80.00000 90.00000
## max   100.00000 100.00000 100.00000 100.00000 100.00000 100.00000
##          ChangeMgt ClimCult      QI Strat_Mark Comm_Envir Legal
## count  33.00000 33.00000 33.00000 33.00000 33.00000 33.00000
## mean   73.93939 80.00000 70.30303 73.03030 70.00000 76.36364
## std    18.53028 10.89725 14.89229 14.89229 11.72604 11.12940
## min    30.00000 60.00000 40.00000 40.00000 50.00000 60.00000
## 25%    60.00000 70.00000 60.00000 60.00000 60.00000 70.00000
## 50%    80.00000 80.00000 70.00000 70.00000 70.00000 80.00000
## 75%    90.00000 90.00000 80.00000 80.00000 80.00000 80.00000
## max   100.00000 100.00000 90.00000 100.00000 90.00000 100.00000
##          Score Duration Percent
## count  33.00000 33.00000 33.00000
## mean   73.76000 55.52727 84.84848
## std    5.425101 12.06972 10.98613
## min    63.33000 34.37000 58.00000
## 25%    70.00000 45.83000 79.00000
## 50%    75.00000 56.00000 90.00000
## 75%    77.50000 64.23000 93.00000
## max   85.83000 82.93000 98.00000

```

Correlations

The final score is a linear combination of the other scores, and percentile rank derives from that. Percentile rank is omitted for the correlation analysis, and Spearman's is used to avoid assumptions of normality necessary for Pearson's. While final score is retained, it *must* be correlated with subscores as it is built from them.

Outside of the final score (which is built from the other components), the strongest negative correlation was between duration of the examination and performance on healthcare personnel ($\rho = -.39$, $p < .05$). The strongest positive Spearman's correlation was between Legal and Management ($\rho = .46$, $p < .01$).

A scatterplot illustrates that Duration is not related to overall final grade performance. There are some localized associations between duration and subscores, though.

```

#####
#####Descriptives #####
mycor=round(cor(mydata[,-c(1,2,17)]), method="spearman"),2) #eliminate final / percent
rank
#by definition, final is a linear combination of other scores
#% rank follows from that.
mycor[upper.tri(mycor)==TRUE]=NA
cor.test(mydata$Pers,mydata$Duration, method="spearman")

```

```
## Warning in cor.test.default(mydata$Pers, mydata$Duration, method =
## "spearman"): Cannot compute exact p-value with ties
```

```
##
## Spearman's rank correlation rho
##
## data: mydata$Pers and mydata$Duration
## S = 8342.2, p-value = 0.02325
## alternative hypothesis: true rho is not equal to 0
## sample estimates:
##          rho
## -0.394088
```

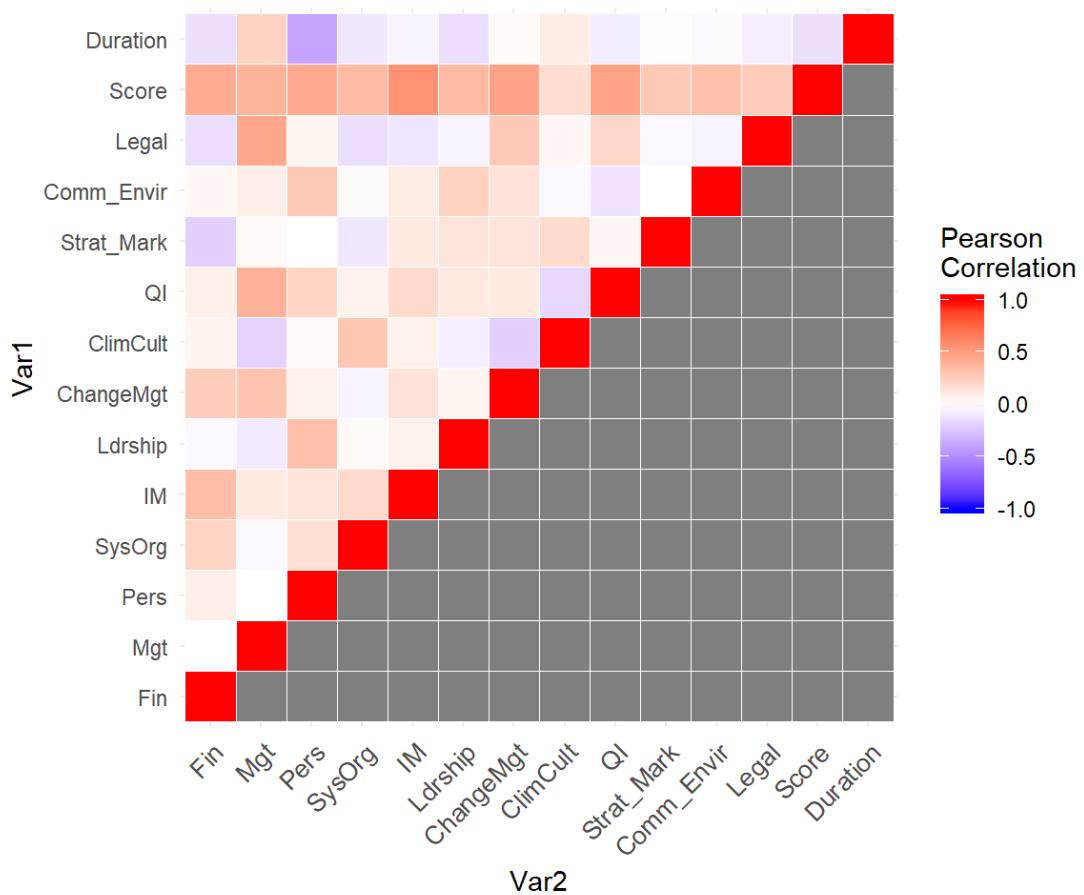
```
cor.test(mydata$Legal, mydata$Mgt, method="spearman")
```

```
## Warning in cor.test.default(mydata$Legal, mydata$Mgt, method = "spearman"):
## Cannot compute exact p-value with ties
```

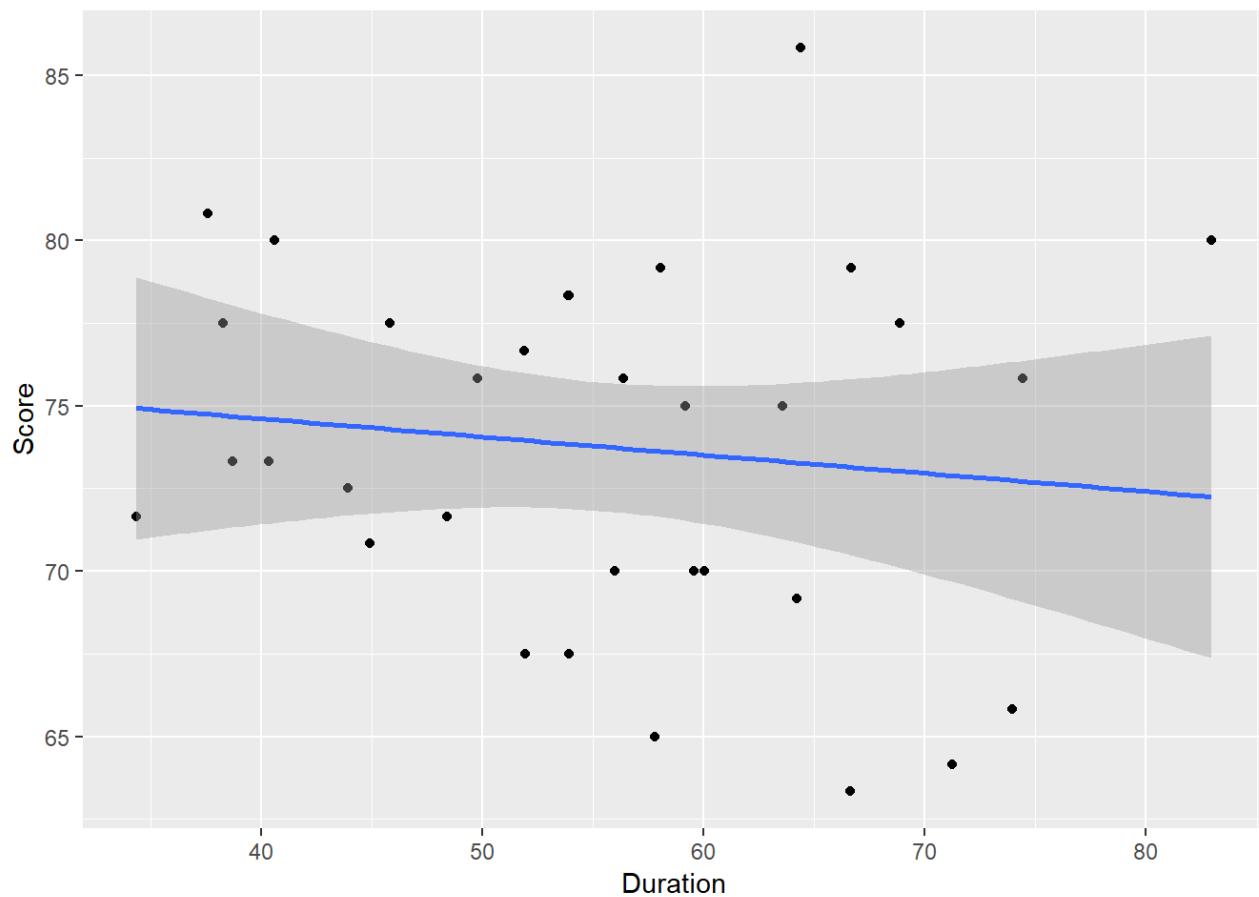
```
##
## Spearman's rank correlation rho
##
## data: mydata$Legal and mydata$Mgt
## S = 3231.7, p-value = 0.007079
## alternative hypothesis: true rho is not equal to 0
## sample estimates:
##          rho
## 0.4599441
```

```
library(reshape2)
meltcor=melt(mycor)

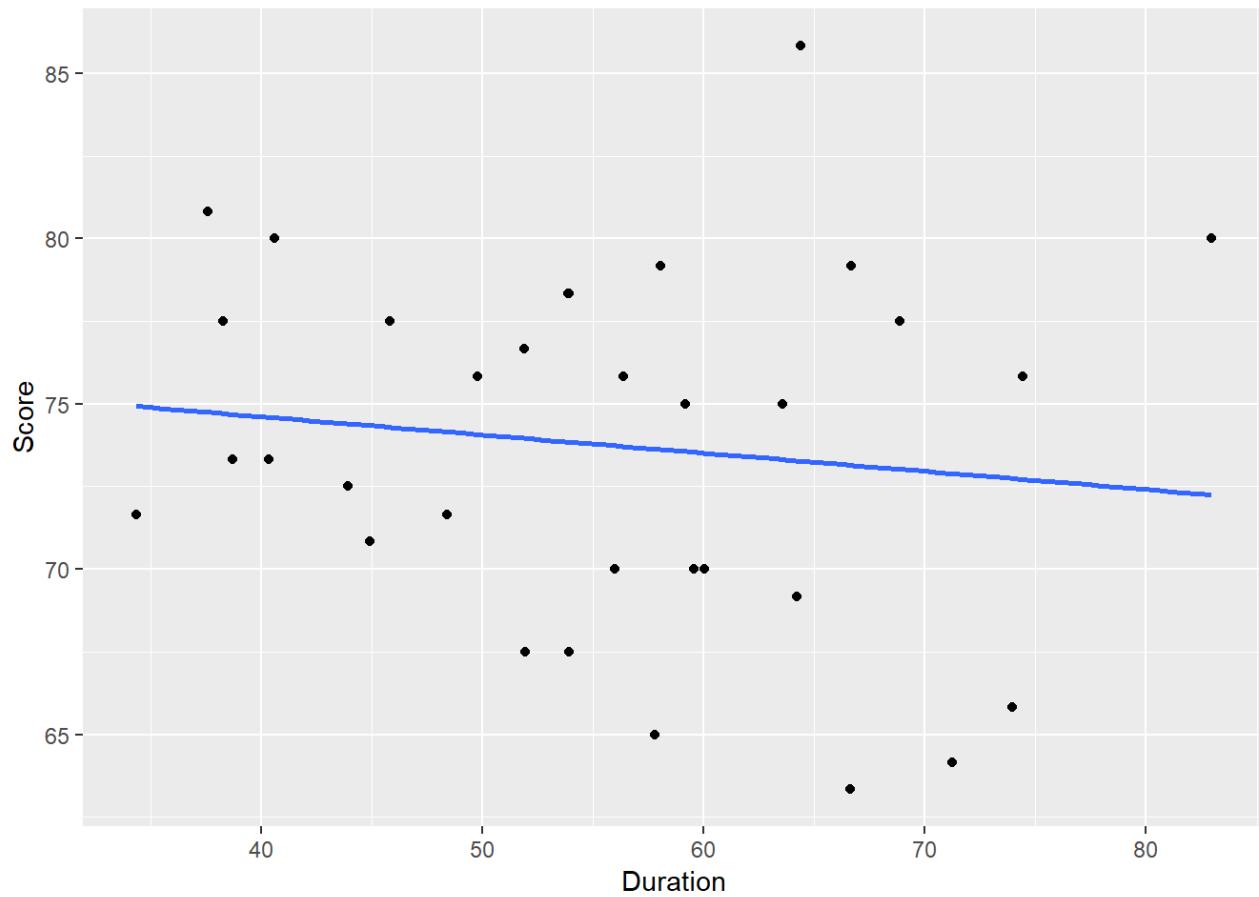
library(ggplot2)
ggplot(data = meltcor, aes(Var2, Var1, fill = value))+
  geom_tile(color = "white") +
  scale_fill_gradient2(low = "blue", high = "red", mid = "white",
  midpoint = 0, limit = c(-1,1), space = "Lab",
  name="Pearson\\nCorrelation") +
  theme_minimal()+
  theme(axis.text.x = element_text(angle = 45, vjust = 1,
  size = 10, hjust = 1))+ 
  coord_fixed()
```



```
ggplot(mydata, aes(x=Duration, y=Score)) +
  geom_point()+
  geom_smooth(method=lm)
```

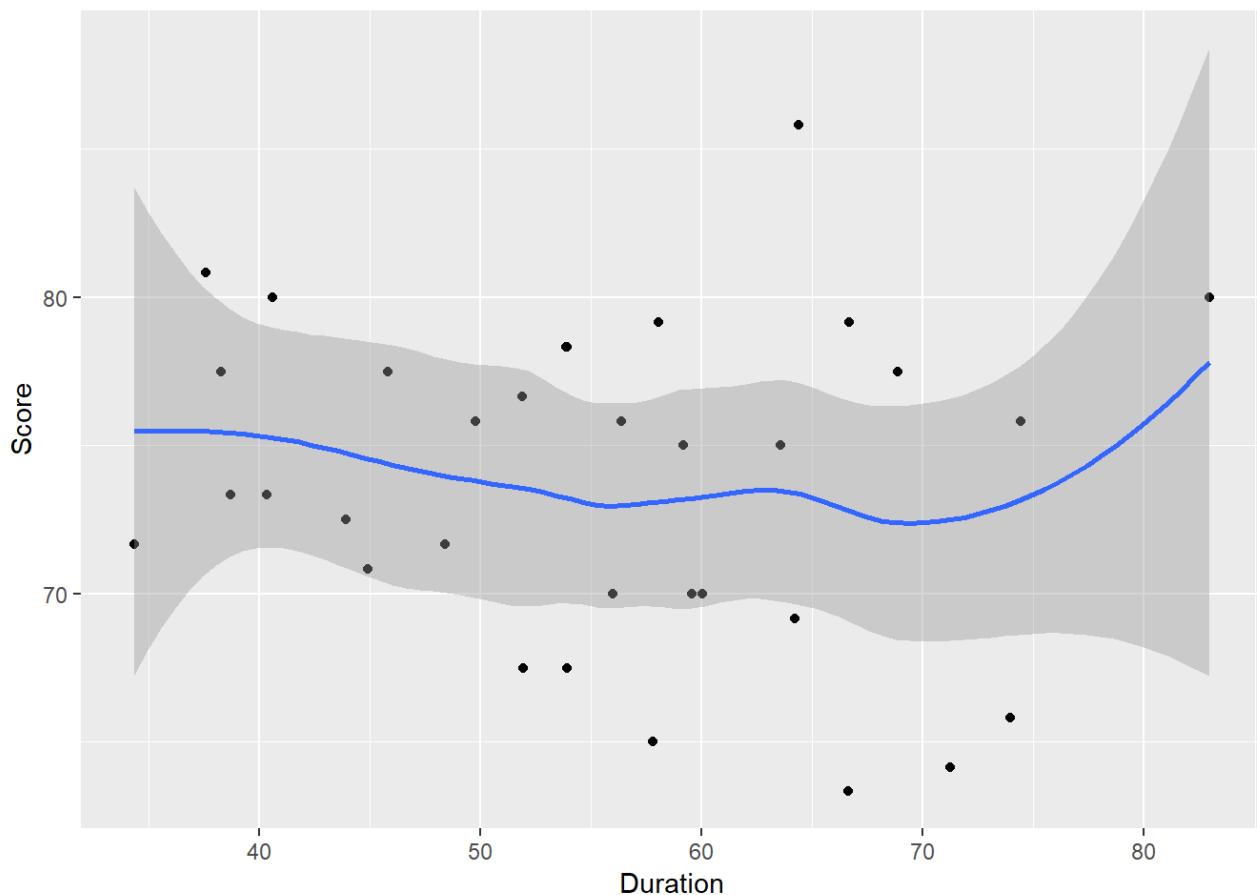


```
# Remove the confidence interval
ggplot(mydata, aes(x=Duration, y=Score)) +
  geom_point()+
  geom_smooth(method=lm, se=FALSE)
```



```
# Loess method
ggplot(mydata, aes(x=Duration, y=Score)) +
  geom_point()+
  geom_smooth()
```

```
## `geom_smooth()` using method = 'loess' and formula 'y ~ x'
```



```
#####
#####
```

Inference

I intend to match student performance in each area with grades in associated classes / overall; however, Catsweb is down.

While normality does not perfectly hold true for the distributions, I ran parametric rather than non-parametric for ease in understanding. Further, the final score is not terribly skewed. (Transformations or non-parametric tests are generally preferred.)

A t-test of the final score vs. gender was not significant. An ANOVA of final score vs. ethnicity was significant ($p < .05$) with the difference between Hispanic and Caucasian scores being the only statistical difference found in post-hoc analysis.

Insufficient power exists to do much inference right now. As the data set grows over time and we have pre-post scores, the analysis will become more robust.

```
#####
#####Basic Inferentials#####
#####
```

```
myt=t.test(mydata$Score~mydata$Gender)
myt
```

```
##  
## Welch Two Sample t-test  
##  
## data: mydata$Score by mydata$Gender  
## t = -1.3674, df = 21.236, p-value = 0.1858  
## alternative hypothesis: true difference in means is not equal to 0  
## 95 percent confidence interval:  
## -6.679879 1.378061  
## sample estimates:  
## mean in group F mean in group M  
## 72.87636 75.52727
```

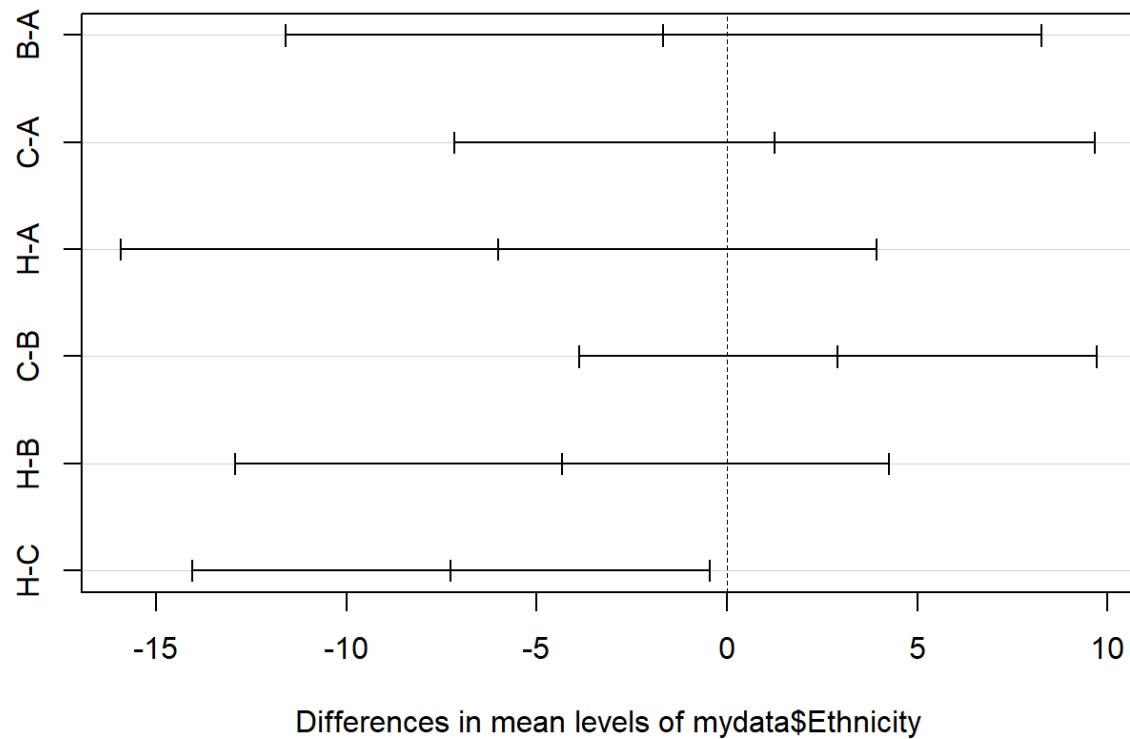
```
myaov=aov(mydata$Score~mydata$Ethnicity)  
summary(myaov)
```

```
## Df Sum Sq Mean Sq F value Pr(>F)  
## mydata$Ethnicity 3 219.7 73.22 2.94 0.0497 *  
## Residuals 29 722.2 24.90  
## ---  
## Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

```
mytukeys=TukeyHSD(myaov)  
mytukeys
```

```
## Tukey multiple comparisons of means  
## 95% family-wise confidence level  
##  
## Fit: aov(formula = mydata$Score ~ mydata$Ethnicity)  
##  
## $`mydata$Ethnicity`  
## diff lwr upr p adj  
## B-A -1.667333 -11.59633 8.2616640 0.9676142  
## C-A 1.250667 -7.16705 9.6683837 0.9771528  
## H-A -5.997333 -15.92633 3.9316640 0.3699565  
## C-B 2.918000 -3.87992 9.7159197 0.6504030  
## H-B -4.330000 -12.92876 4.2687639 0.5263976  
## H-C -7.248000 -14.04592 -0.4500803 0.0332620
```

```
plot(mytukeys)
```

95% family-wise confidence level

```
#####
#####
```

Peregrine Overall Results

Pre-Clean

Descriptive Statistics / Univariate Graphs / Crosstabs

Correlations

Inference

BHA Exit Exam

Doc Larry Fulton

5 April 2019

Peregrine Overall Results

Pre-Clean

```
#####Read and Pre-Clean the Data#####
require(psych) #to describe
```

```
## Loading required package: psych
```

```
## Warning: package 'psych' was built under R version 3.5.3
```

```
require(reticulate) #to use Python in R as well
```

```
## Loading required package: reticulate
```

```
## Warning: package 'reticulate' was built under R version 3.5.3
```

```
mydata=read.csv("C:/Users/lf25/OneDrive - Texas State University/BHA2/Peregrine Analysis/spring2019posttest.csv")
mydata[,1:2]=NULL
str(mydata)
```

```
## 'data.frame': 12 obs. of 19 variables:
## $ Gender : Factor w/ 2 levels "F","M": 1 1 1 1 1 1 1 1 1 1 ...
## $ Ethnicity : Factor w/ 4 levels "A","B","C","H": 3 1 4 4 3 3 3 2 4 3 ...
## $ Fin : int 70 50 80 50 60 70 90 90 90 70 ...
## $ Mgt : int 80 90 90 80 60 60 60 80 80 70 ...
## $ Pers : int 80 80 80 70 80 60 90 90 70 70 ...
## $ SysOrg : int 50 70 80 90 70 40 80 80 70 80 ...
## $ IM : int 50 70 70 50 70 90 60 80 60 40 ...
## $ Ldrship : int 70 80 80 80 50 90 60 70 80 70 ...
## $ ChangeMgt : int 70 90 50 60 90 70 90 90 70 50 ...
## $ ClimCult : int 100 60 70 80 50 90 70 80 90 80 ...
## $ QI : int 80 60 100 70 60 80 60 70 80 70 ...
## $ Quant : int 20 30 80 70 40 70 40 50 60 50 ...
## $ Strat_Mark: int 70 80 70 90 50 60 100 70 70 60 ...
## $ Comm_Envir: int 70 70 60 50 50 70 70 60 80 70 ...
## $ Legal : int 70 70 90 80 80 80 70 80 80 70 ...
## $ Score : num 67.7 69.2 76.9 70.8 62.3 ...
## $ Duration : num 47.2 46.6 53.9 76.7 60.2 ...
## $ Percent : int 73 77 92 81 54 83 85 91 90 65 ...
## $ Cohort : num 2019 2019 2019 2019 2019 2019 ...
```

```
#####
```

Descriptive Statistics / Univariate Graphs / Crosstabs

I manually coded the variable “Minority Group” with non-Census Bureau categories of {C = caucasion / non-Hispanic, B = African American or Associated Minority Group / non-Hispanic, A = Asian / Other, H = Hispanic regardless of C or B Primary Classification}. I used this coding scheme to reflect that we are a Hispanic-serving institution. Eventually, I will categorize by race and ethnicity separately using Census coding.

```
#####Descriptives 1#####
describe(mydata[,3:ncol(mydata)])
```

```

##          vars   n    mean     sd   median trimmed   mad      min      max
## Fin           1 12  69.17 16.76   70.00  70.00 22.24  40.0  90.00
## Mgt           2 12  75.83 13.79   80.00  75.00 14.83  60.0 100.00
## Pers          3 12  75.00 10.00   75.00  75.00  7.41  60.0  90.00
## SysOrg        4 12  69.17 14.43   70.00  70.00 14.83  40.0  90.00
## IM            5 12  65.83 14.43   70.00  66.00 14.83  40.0  90.00
## Ldrship       6 12  72.50 10.55   70.00  73.00 14.83  50.0  90.00
## ChangeMgt     7 12  72.50 14.85   70.00  73.00 22.24  50.0  90.00
## ClimCult      8 12  75.00 14.46   75.00  75.00 14.83  50.0 100.00
## QI             9 12  73.33 13.03   70.00  72.00 14.83  60.0 100.00
## Quant          10 12  52.50 18.15   50.00  53.00 22.24  20.0  80.00
## Strat_Mark    11 12  75.00 15.67   70.00  75.00 14.83  50.0 100.00
## Comm_Envir    12 12  69.17 13.11   70.00  69.00 14.83  50.0  90.00
## Legal          13 12  76.67 12.31   80.00  77.00 14.83  50.0 100.00
## Score          14 12  70.89  4.36   71.15  71.15  3.99  62.3  76.92
## Duration       15 12  58.81 13.51   58.56  59.02 19.39  38.9  76.72
## Percent         16 12  79.67 11.26   82.00  81.00  9.64  54.0  92.00
## Cohort         17 12 2019.10  0.00 2019.10 2019.10  0.00 2019.1 2019.10
##          range skew kurtosis   se
## Fin        50.00 -0.20   -1.33 4.84
## Mgt        40.00  0.13   -1.44 3.98
## Pers        30.00  0.00   -1.27 2.89
## SysOrg     50.00 -0.53   -0.86 4.17
## IM          50.00 -0.15   -1.09 4.17
## Ldrship     40.00 -0.45   -0.40 3.05
## ChangeMgt   40.00 -0.09   -1.44 4.29
## ClimCult    50.00  0.00   -1.12 4.17
## QI          40.00  0.56   -0.93 3.76
## Quant        60.00 -0.17   -1.25 5.24
## Strat_Mark  50.00  0.26   -1.16 4.52
## Comm_Envir   40.00  0.14   -1.10 3.79
## Legal        50.00 -0.22    0.06 3.55
## Score        14.62 -0.37   -0.93 1.26
## Duration     37.82 -0.03   -1.65 3.90
## Percent      38.00 -0.90   -0.22 3.25
## Cohort       0.00    NaN    NaN 0.00

```

```
par(mai=c(.3,.3,.3,.3))
par(mfrow=c(5,4))
```

```
table(mydata$Gender)
```

```
##
## F   M
## 11   1
```

```
table(mydata$Ethnicity)
```

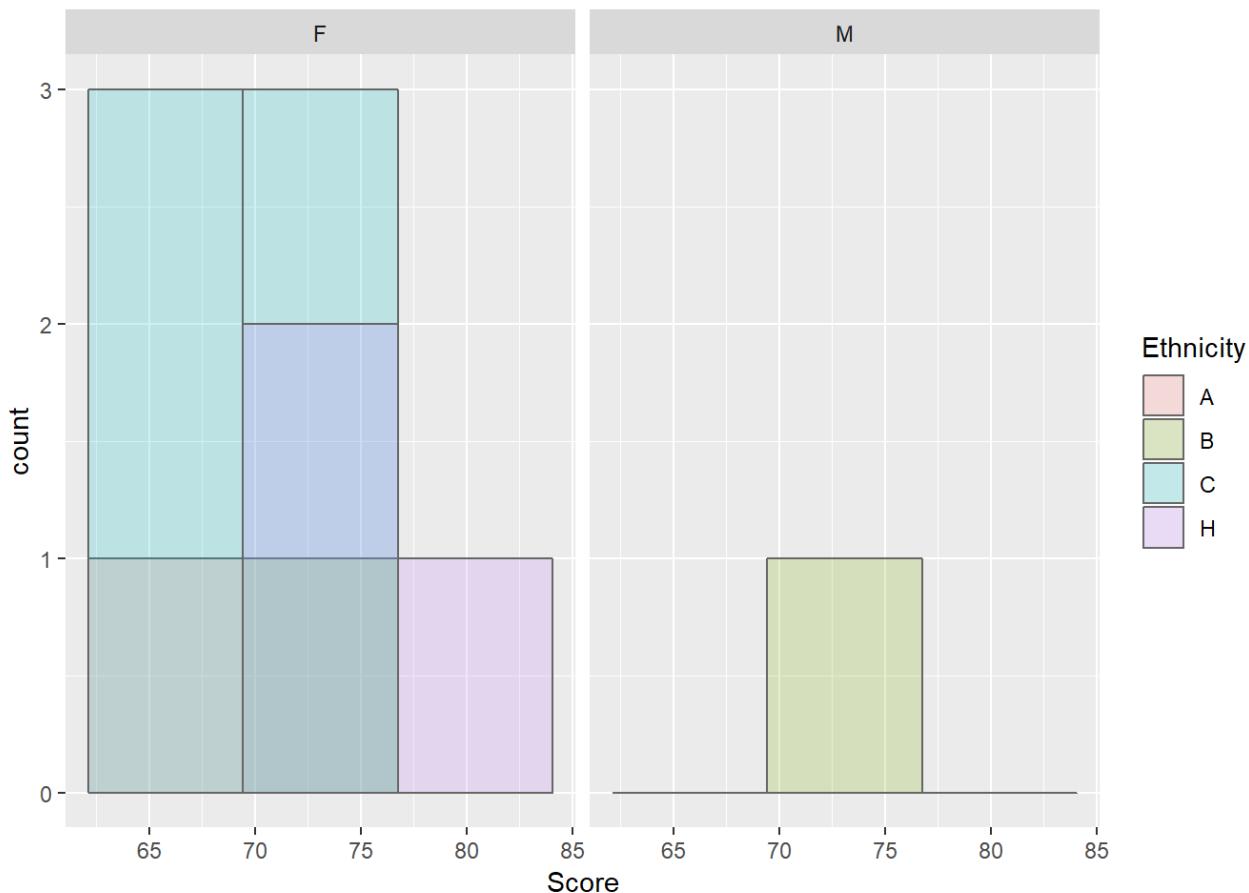
```
##  
## A B C H  
## 1 2 6 3
```

```
library(ggplot2)
```

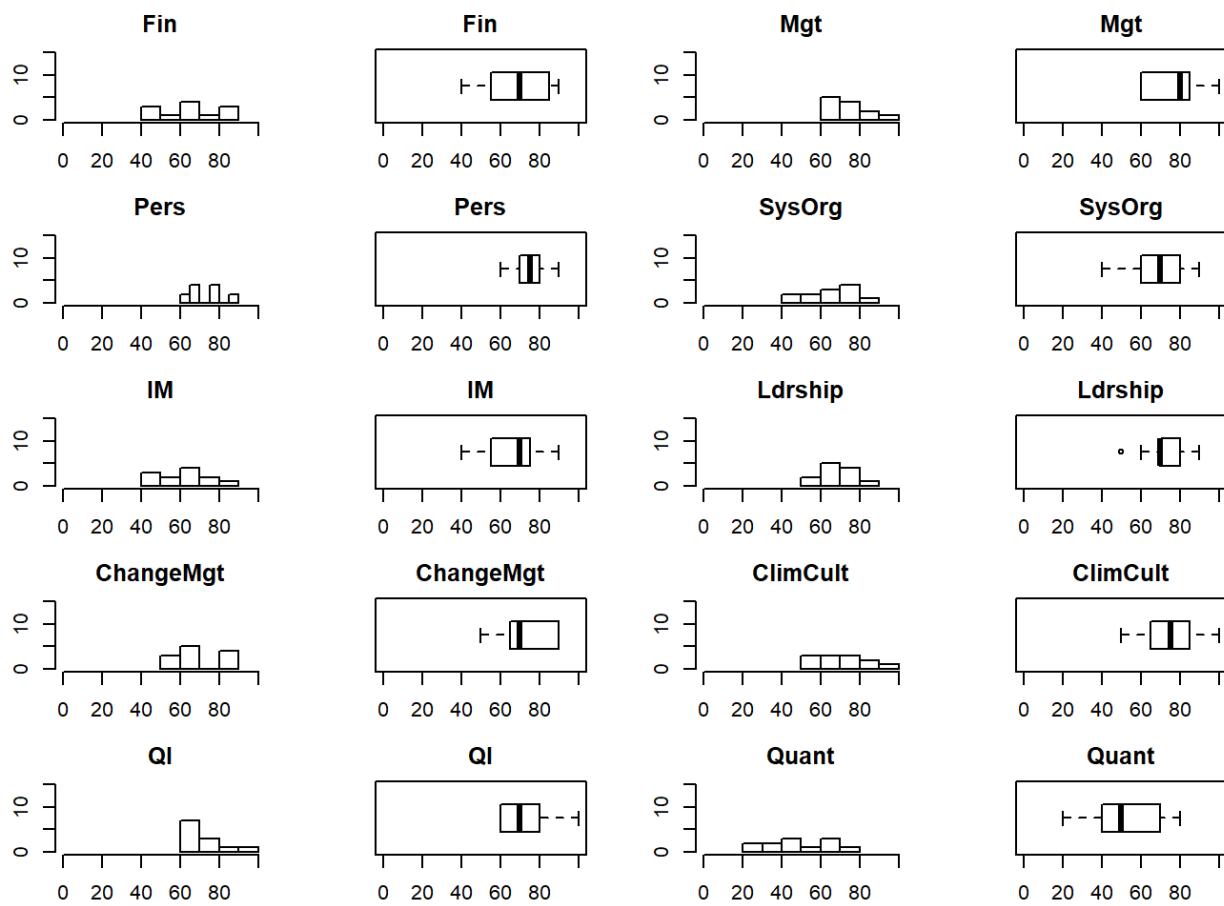
```
##  
## Attaching package: 'ggplot2'
```

```
## The following objects are masked from 'package:psych':  
##  
##     %+%, alpha
```

```
gf=ggplot(mydata, aes(x=Score, fill=Ethnicity))+  
  geom_histogram(position="identity", colour="grey40", alpha=0.2, bins =3)+facet_grid(.~Gender)  
gf
```



```
for (i in 3:ncol(mydata)){  
  hist(mydata[,i], ylim=c(0,15), xlim=c(0,100), xlab=NULL, ylab=NULL, main=colnames(mydata)[i])  
  boxplot(mydata[,i], horizontal=TRUE, xlab=NULL, ylim=c(0,100), ylab=NULL, main=colnames(mydata)[i])}
```



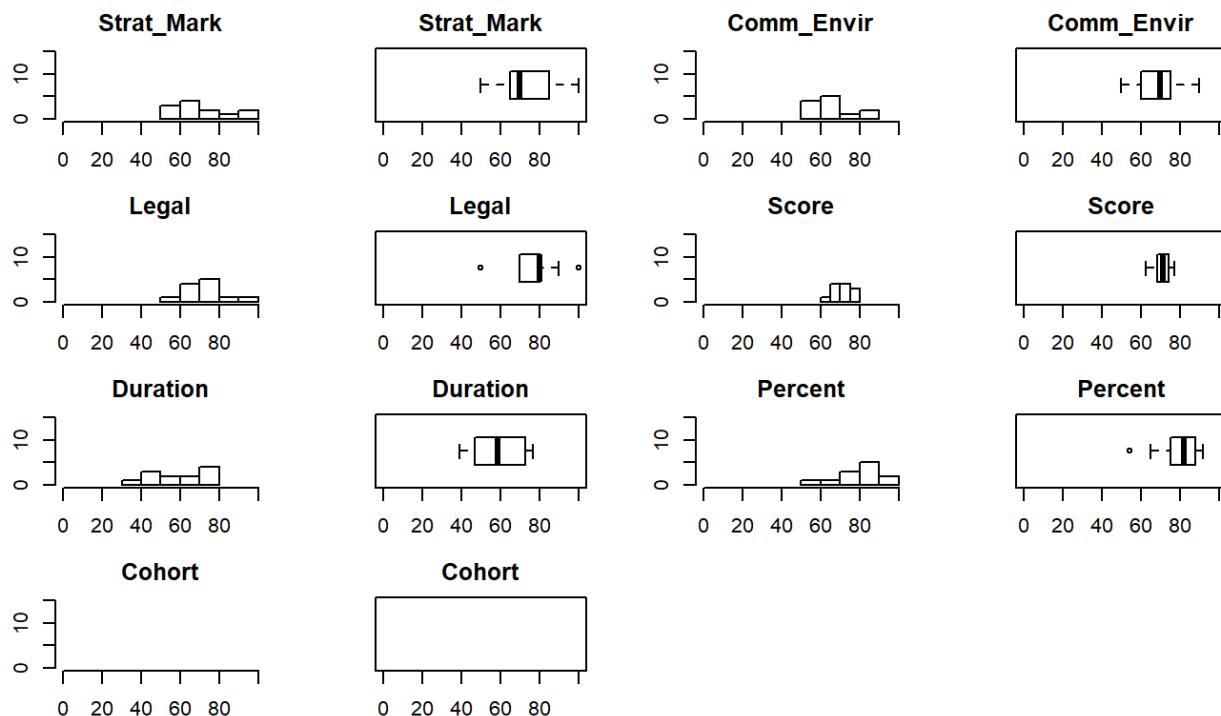
```
myagg=aggregate(mydata[,3:ncol(mydata)], by=list(mydata$Gender), mean)
myagg
```

```
##   Group.1      Fin      Mgt      Pers SysOrg       IM  Ldrship ChangeMgt
## 1       F 69.09091 77.27273 75.45455     70 64.54545 72.72727 72.72727
## 2       M 70.00000 60.00000 70.00000     60 80.00000 70.00000 70.00000
##   ClimCult      QI      Quant Strat_Mark Comm_Envir    Legal   Score
## 1 75.45455 74.54545 52.72727  72.72727   67.27273 74.54545 70.69455
## 2 70.00000 60.00000 50.00000 100.00000   90.00000 100.00000 73.07000
##   Duration  Percent Cohort
## 1 58.43636 79.09091 2019.1
## 2 62.98000 86.00000 2019.1
```

```
myagg2=aggregate(mydata[,3:ncol(mydata)], by=list(mydata$Ethnicity), mean)
myagg2
```

```
##  Group.1      Fin      Mgt      Pers      SysOrg      IM      Ldrship      ChangeMgt
## 1          A 50.00000 90.00000 80.00000 70.00000 70.00000 80.00000 90.00000
## 2          B 80.00000 70.00000 80.00000 70.00000 80.00000 70.00000 80.00000
## 3          C 66.66667 71.66667 73.33333 63.33333 63.33333 68.33333 73.33333
## 4          H 73.33333 83.33333 73.33333 80.00000 60.00000 80.00000 60.00000
## ClimCult      QI      Quant Strat_Mark Comm_Envir      Legal      Score
## 1          60 60.00000 30.00000 80.00000 70.00000 70.00000 69.23000
## 2          75 65.00000 50.00000 85.00000 75.00000 90.00000 74.61000
## 3          75 73.33333 48.33333 70.00000 70.00000 70.00000 68.20000
## 4          80 83.33333 70.00000 76.66667 63.33333 83.33333 74.35333
## Duration      Percent Cohort
## 1          46.570 77.00000 2019.1
## 2          68.980 88.50000 2019.1
## 3          52.915 73.16667 2019.1
## 4          67.920 87.66667 2019.1
```

```
#####
#####
```



Correlations

The final score is a linear combination of the other scores, and percentile rank derives from that. Percentile rank is omitted for the correlation analysis, and Spearman's is used to avoid assumptions of normality necessary for Pearson's. While final score is retained, it *must* be correlated with subscores as it is built from them.

A scatterplot illustrates that Duration is not related to overall final grade performance. There are some localized associations between duration and subscores, though.

```
#####Descriptives#####
mycor=round(cor(mydata[,-c(1,2)], method="spearman"),2)
```

```
## Warning in cor(mydata[, -c(1, 2)], method = "spearman"): the standard
## deviation is zero
```

```
mycor[upper.tri(mycor)==TRUE]=NA
cor.test(mydata$Pers,mydata$Duration, method="spearman")
```

```
## Warning in cor.test.default(mydata$Pers, mydata$Duration, method =
## "spearman"): Cannot compute exact p-value with ties
```

```
##
## Spearman's rank correlation rho
##
## data: mydata$Pers and mydata$Duration
## S = 356.78, p-value = 0.4381
## alternative hypothesis: true rho is not equal to 0
## sample estimates:
## rho
## -0.2474708
```

```
cor.test(mydata$Legal, mydata$Mgt, method="spearman")
```

```
## Warning in cor.test.default(mydata$Legal, mydata$Mgt, method = "spearman"):
## Cannot compute exact p-value with ties
```

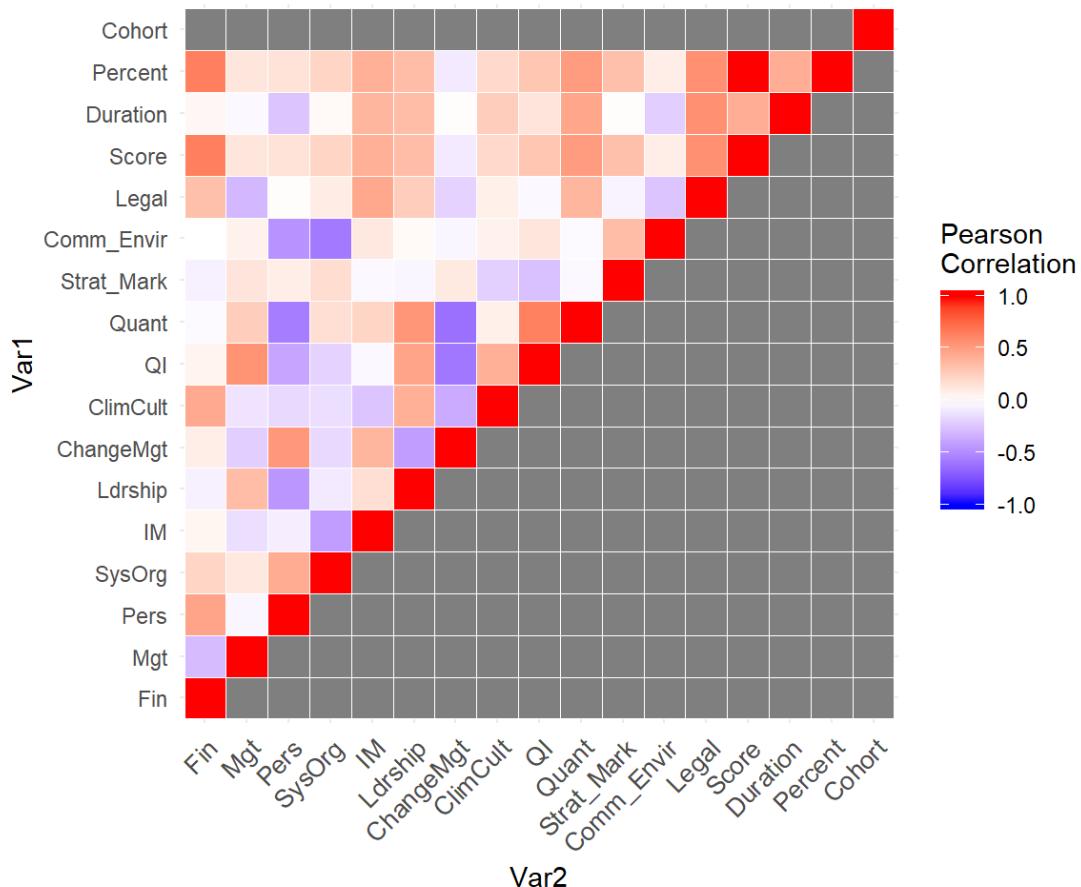
```
##
## Spearman's rank correlation rho
##
## data: mydata$Legal and mydata$Mgt
## S = 374.39, p-value = 0.3283
## alternative hypothesis: true rho is not equal to 0
## sample estimates:
## rho
## -0.3090672
```

```

library(reshape2)
meltcor=melt(mycor)

library(ggplot2)
ggplot(data = meltcor, aes(Var2, Var1, fill = value))+ 
  geom_tile(color = "white") + 
  scale_fill_gradient2(low = "blue", high = "red", mid = "white",
    midpoint = 0, limit = c(-1,1), space = "Lab",
    name="Pearson\nCorrelation") + 
  theme_minimal()+
  theme(axis.text.x = element_text(angle = 45, vjust = 1,
    size = 10, hjust = 1))+ 
  coord_fixed()

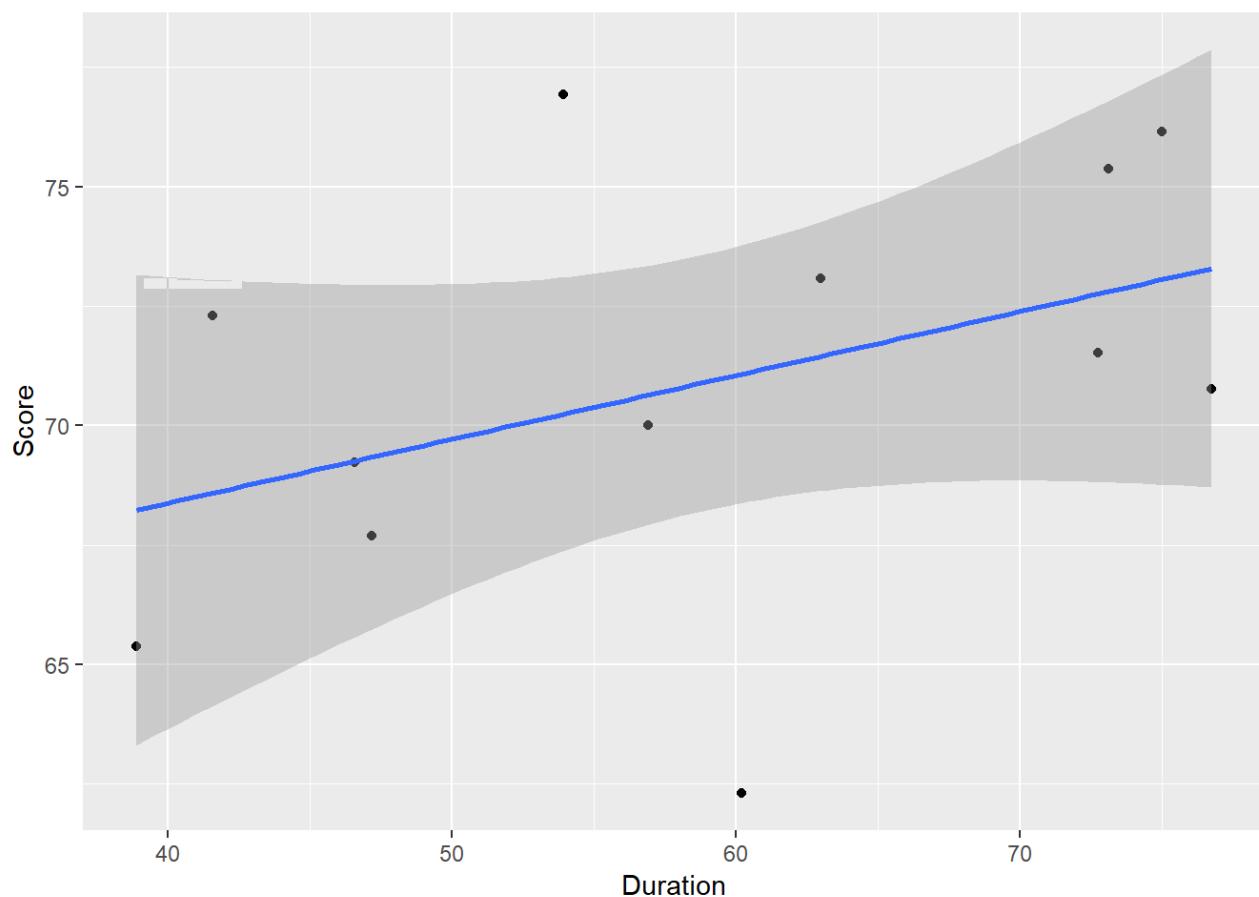
```



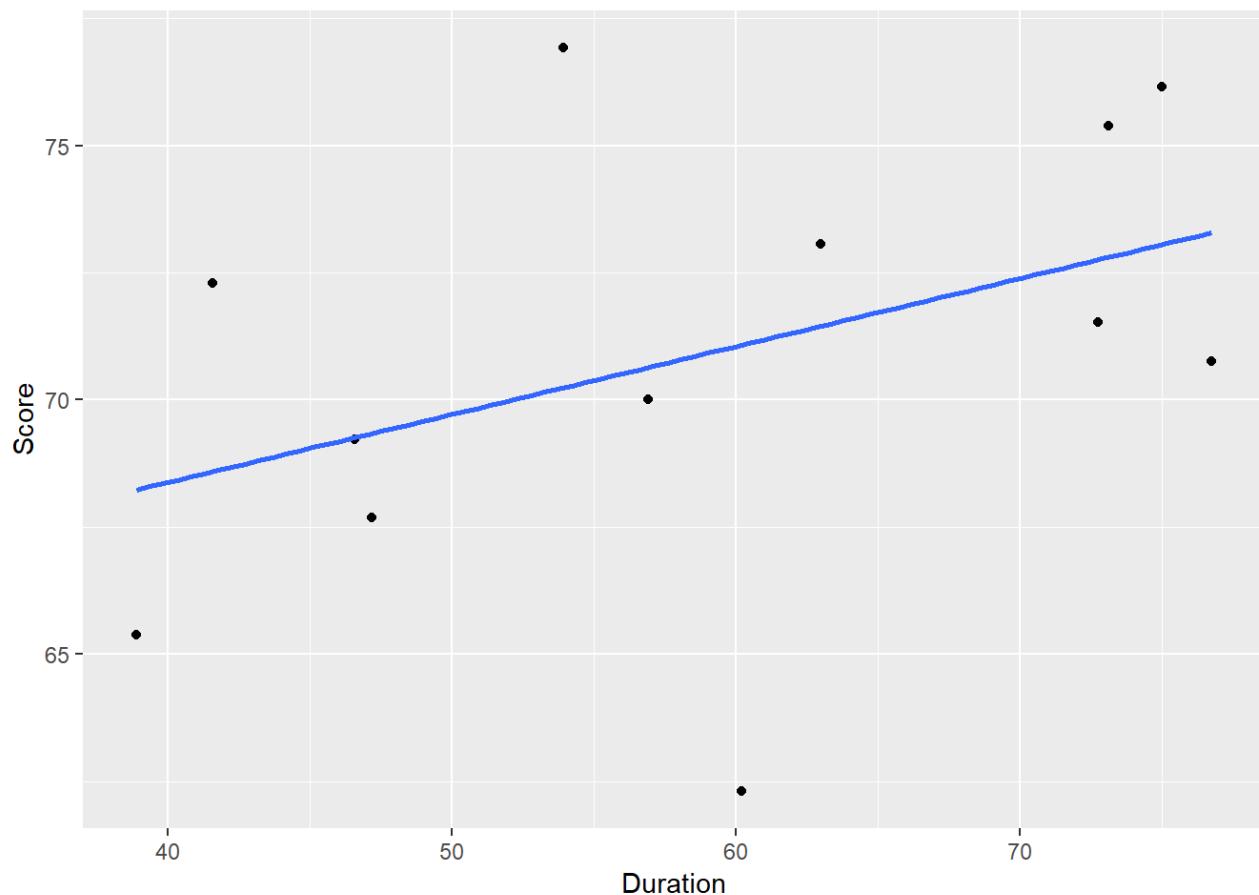
```

ggplot(mydata, aes(x=Duration, y=Score)) +
  geom_point()+
  geom_smooth(method=lm)

```

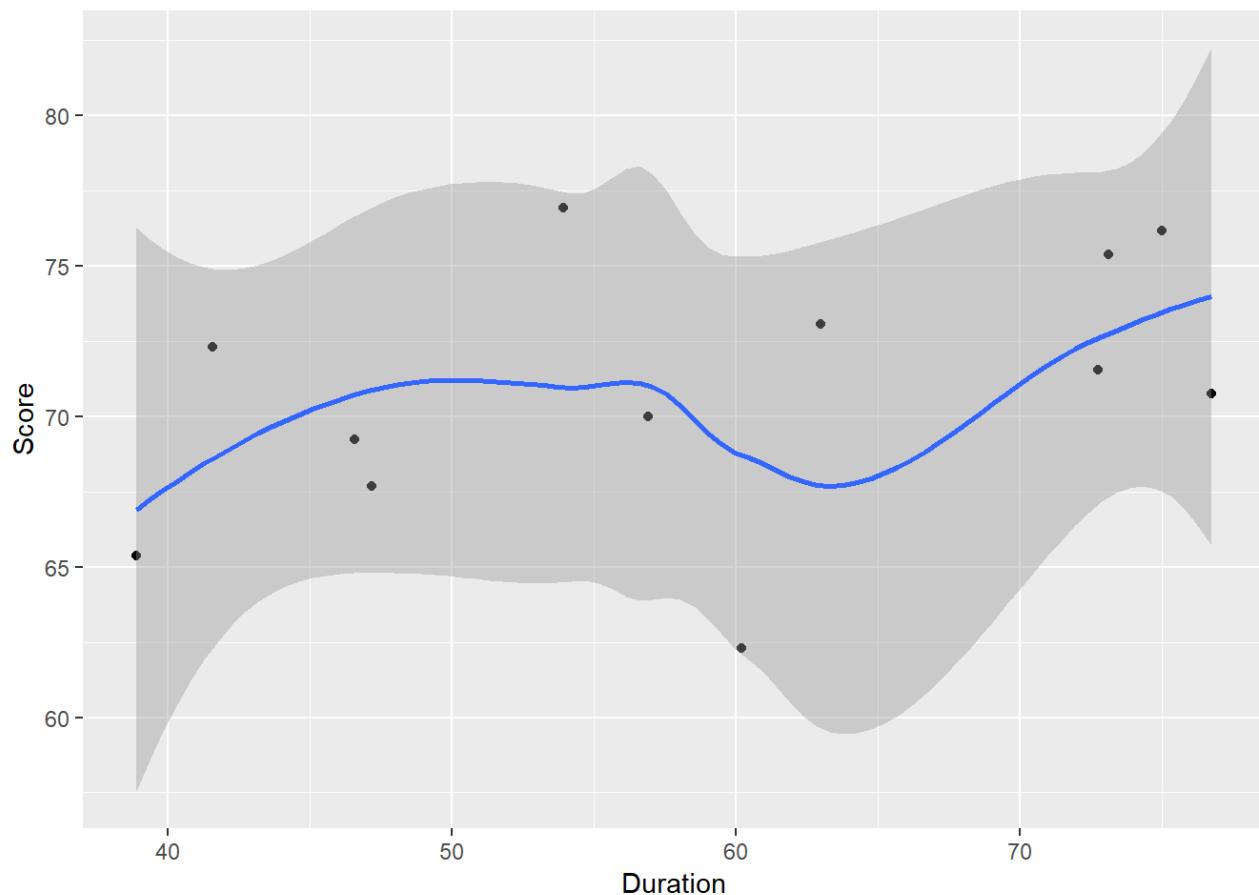


```
# Remove the confidence interval  
ggplot(mydata, aes(x=Duration, y=Score)) +  
  geom_point() +  
  geom_smooth(method=lm, se=FALSE)
```



```
# Loess method
ggplot(mydata, aes(x=Duration, y=Score)) +
  geom_point()+
  geom_smooth()
```

```
## `geom_smooth()` using method = 'loess' and formula 'y ~ x'
```



```
#####
##### Basic Inferentials #####
#myt=t.test(mydata$Score~mydata$Gender) all females
#myt
```

```
myaov=aov(mydata$Score~mydata$Ethnicity)
summary(myaov)
```

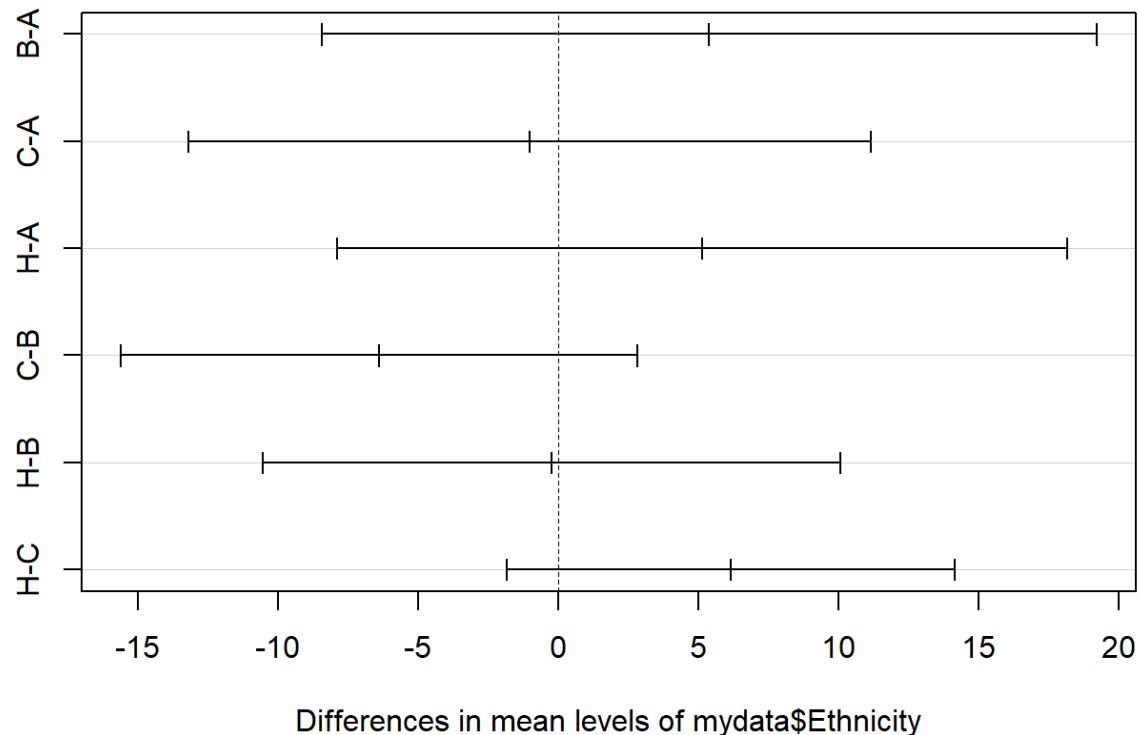
```
##          Df Sum Sq Mean Sq F value Pr(>F)
## mydata$Ethnicity  3 109.83   36.61   2.945 0.0986 .
## Residuals       8  99.46   12.43
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

```
mytukeys=TukeyHSD(myaov)
mytukeys
```

```
## Tukey multiple comparisons of means
## 95% family-wise confidence level
##
## Fit: aov(formula = mydata$Score ~ mydata$Ethnicity)
##
## $`mydata$Ethnicity`
##      diff      lwr      upr     p adj
## B-A  5.3800000 -8.448994 19.208994 0.6179501
## C-A -1.0300000 -13.226026 11.166026 0.9925366
## H-A  5.1233333 -7.914767 18.161434 0.6109402
## C-B -6.4100000 -15.629329  2.809329 0.1956629
## H-B -0.2566667 -10.564190 10.050857 0.9998021
## H-C  6.1533333 -1.830840 14.137507 0.1405245
```

```
plot(mytukeys)
```

95% family-wise confidence level



```
#####
#####
```

Peer Perceptions of Classroom Performance

Faculty: _____ Course: _____
Rater: _____ Date: _____
Location: _____ Time: _____
of Students: _____

Introduction: Have a preliminary conference with the faculty member to be observed to discuss a time for the classroom visitation. If the faculty member has written class objectives, it would be helpful to review these before the classroom visit. After you make your assessment, share your perceptions with the faculty member in a follow-up conference. If the faculty feels that your ratings are unfair or inaccurate, allow this view to be expressed in writing and become part of the report. A second session with the same or one additional reviewer may be indicated and can be initiated by either party.

Directions: Rate the teaching level observed on each item, giving the highest scores only to universally effective performance. If you didn't observe a behavior write "don't know" or "not applicable" across the line and omit from the total mean score. Form should be signed by the rater and then submitted to be signed by faculty being evaluated and the School Director before being considered complete. Once the director has signed the form, a copy will be made for the department files and the rate and the original will be returned to the instructor.

- | | | | | |
|--|-------------------------------------|--|---|---|
| 1. Class objectives were clearly identified and followed | Objectives could be easily deduced | Did not appear to have learning objectives | | |
| 5 | 4 | 3 | 2 | 1 |
| 2. Presentation well organized | Organization O.K. | Totally disorganized | | |
| 5 | 4 | 3 | 2 | 1 |
| 3. Important ideas were clearly explained | Important ideas were easily deduced | Important ideas were blurred | | |
| 5 | 4 | 3 | 2 | 1 |
| 4. Appeared very knowledgeable of content | Appeared knowledgeable of content | Obvious gaps in knowledge base | | |
| 5 | 4 | 3 | 2 | 1 |
| 5. Class time was used effectively | Class time was portioned adequately | Considerable time wasted | | |
| 5 | 4 | 3 | 2 | 1 |

Peer Perceptions of Classroom Performance

6	Encouraged student involvement	Allowed student involvement	Discouraged student involvement	
5	4	3	2	1
7.	Structuring of learning activities very effective	Structuring of learning activities somewhat effective	Learning activities did not appear structured	
5	4	3	2	1
8.	Selection of methodologies very effective	Selection of methodologies somewhat effective	Selection of methodologies not effective	
5	4	3	2	1

Do you believe that your visitation was at a time when you were able to fairly judge the nature and tenor of the teaching/learning process?

Yes _____ No _____ Uncertain _____ Total mean score _____

Comments:

1. Use this page to write comments that support your rating and/or provide additional information.
2. On a separate sheet of paper write comments relevant for the faculty member's personal growth and development that will be for his/her eyes only.

Rater Signature	Date	Faculty Signature*	Date
Director Signature	Date		

***Faculty signature does not necessarily indicate agreement. In the case of disagreement, faculty are encouraged to provide a memo to the chair which will be filed with this document.**

Policy

All School of Health Administration faculty are evaluated using the following reviews where appropriate: annual evaluation and appointment to the graduate faculty.

Purpose

It is the intent of the School of Health Administration [hereinafter referred to as School] to ensure that the evaluation system “provides for self-development; identifies, reinforces, and shares the strengths of faculty; extends opportunities for continuous professional development; provides for identifying and strengthening the role of each faculty member with the School’s role; and provides information which may be used in tenure, promotion, and/or merit [annual evaluation, reappointment, and appointment to the graduate faculty] decisions” (Faculty Handbook). Additional sources include:

- CHP/PPS 01.01: Tenure and Promotion
- VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
- VPAA/OOS 8.09: Performance evaluation of Faculty and Post -Tenure Review
- VPAA/PPS 8.10: Tenure and Promotion
- American Association of State Colleges and Universities, The Core of Academe: Teaching, Scholarly Activity, and Service
- Fall 2006 Faculty Handbook, http://www.txstate.edu/academic_affairs/, Office of the Provost, Faculty Records section

Procedures

1.00 Annual Evaluation & Time Line

- 1.01 All full-time faculty will be evaluated annually.
- 1.02 Evaluation period will be the previous calendar year or a portion thereof for first-year faculty.
- 1.03 Faculty will submit a current Texas State curriculum vita (VPAA/PPS 8.10 – Attachment 1A, SOHA Faculty Evaluation Form, and documentation to the School Director by the deadline provided which is usually the last Monday of January (see section 4.00 for documentation requirements).
- 1.04 School Personnel Committee will make recommendations regarding annual evaluations to the School Director by February 15.
- 1.05 School Director will meet with each faculty member and discuss the annual evaluation by February 28.
- 1.06 **Tenured faculty who fail to meet School expectations as documented by the annual evaluation will result in the School Director providing him or her with a written list of deficiencies. After the School Director's consultation with the faculty member, Personnel Committee, and Dean of the College of Health Professions, the School Director will prescribe in writing an appropriate program of remediation. Three consecutive years of "does not meet expectations" in teaching or three consecutive years of "does not meet expectations" in both scholarship and service will cause the School Director to initiate a recommendation for dismissal for cause. See Faculty Handbook, Rules and Regulations: The Texas State University System.**

1.07 Expectations for **annual evaluations** are as follows (see section 4.00 for RVU designation) (expectations for faculty in their first year and part-time faculty will be prorated by the School Director). **A faculty member who meets or exceeds these expectations is in no way assured of reappointment, promotion, tenure, or a favorable annual evaluation.**

	<u>Teaching</u>	<u>Scholarship</u>	<u>Service</u>
Consistently exceeds expectations	21+	21+	21+
Usually exceeds expectations	16-20	16-20	16-20
Consistently meets expectations	11-15	11-15	11-15
Usually meets expectations	06-10	06-10	06-10
Does not meet expectations	00-05	00-05	00-05

1.08 Part-time and adjunct faculty will be evaluated per semester. This evaluation will include a review by the School Director of the following:

- a. Student evaluations for the semester being reviewed.
- b. Relevant graduating student exit evaluations (undergraduate) or exit interviews (graduate).
- c. Grade distribution report, if available.
- d. As necessary, requested feedback from Personnel Committee members concerning any perception or observation of performance.
- e. As necessary, primary or School Director member's evaluation of the part-time & adjuncts classroom performance for the semester being reviewed.

2.00 Graduate Faculty

2.01 Applicants for graduate faculty status in the School of Health Administration must meet the following criteria:

- a. Possess a doctorate and a masters, one of which must be in the teaching discipline or an approved field closely related to the teaching discipline.
- b. Document at least one year (2 consecutive semesters) of previous teaching experience at Texas State.
- c. Show evidence of active research pertinent to the area of teaching specialization. "Evidence" consists of published articles, monographs, books, presentations at professional meetings, workshops, and/or funded grants.
- d. Demonstrate service to the profession through membership and participating in professional societies.
- e. Demonstrate currency in the field and a commitment to expanding personal knowledge by participation in relevant continuing education programs at the regional, state, or national level.

2.02 Applicants may be considered for the graduate faculty without a doctorate/masters in the teaching discipline or an approved field closely related to the teaching discipline, if the above referenced criteria are met and the applicant has significant work experience in the teaching field.

3.00 Documentation is required for annual evaluation and appointment to graduate faculty. Documentation is required in all three categories of teaching, scholarship, and service. Non-tenured and non-tenure track faculty are required to submit documentation consistent with their appointment.

3.01 Teaching documentation consists of continuing education attendance, School Curriculum Committee evaluation of classroom materials, Personnel Committee member evaluation of classroom performance, teaching awards, weighted average of student evaluations,

and School faculty evaluation of teaching collegiality.

- 3.02 Scholarship documentation consists of copies of scholarly books, refereed articles, grant awards, contract awards, papers presented, keynote addresses, chapters in edited books, monographs, non-refereed articles, invited lectures, published book reviews, unpublished book reviews, unpublished manuscript reviews, and department faculty evaluation of research collegiality. Note: the burden of proof in determining the difference between refereed articles and edited articles, and papers presented and invited lectures, rests with the faculty. Without such proof, the scholarly endeavor will be awarded the lower point value.
- 3.03 Service documentation consists of proof of active participation or leadership in University service, College service, School service, professional service, community service, consulting, and department faculty evaluation of service collegiality.
- 3.04 See Basis for Recommendations section of CHP/PPS 01.01.

4.00 RVU Designation

Note: Teaching, scholarship, and service activities not presented below and disputes regarding below referenced activities will be awarded point values by the Director.

4.01 RELATIVE VALUE OF TEACHING ACTIVITIES

<u>ACTIVITY</u>	<u>RVU</u>
<u>Continuing Education (01-05)</u>	

- 00 - 05 contact hours 01
- 06 - 10 contact hours 02
- 11 - 15 contact hours 03
- 16 - 20 contact hours 04
- 21+ 05

Other Teaching Activities (01-15)

- School Curriculum Committee evaluation of (01-05) classroom materials (one course presented each year—same course cannot be presented twice in a row)
- Personnel Committee member evaluation of (01-05) classroom performance (one Personnel Committee member visit per year—different Personnel Committee member each year)
- Teaching awards (01-05)
 - University award 05
 - College Award 03
 - Other 01

Student Evaluations (weighted average) (02-10)

- 4.75+ 10
- 4.50 - 4.74 08
- 4.25 - 4.49 06
- 4.00 - 4.24 04
- 3.75 – 3.99 02

School Faculty Evaluation of Teaching (01-05)

Collegiality¹

¹ Collective responsibility for the teaching activities of the School (e.g., giving guest lectures, assisting in curriculum review, and student advising) as determined by the School faculty. Teaching collegiality is a function of both the quantity of time spent engaged in School teaching activities.

4.02 RELATIVE VALUE OF SCHOLARLY ACTIVITIES

Activity¹	RVU		
	National	State²	Local
Scholarly book ³	36	XX	XX
New Edition of book	18	XX	XX
Workbook	18	XX	XX
Refereed article ⁴	16	14	XX
Grant Award ⁵	18	16	12
Grant Awarded (Not funded) ⁶	09	08	06
Grant submitted	03	02	01
Contract Award	12	09	06
Contract Submitted	03	02	01
Paper ⁷ presented	15	13	11
Invited keynote address	13	11	09
Chapter in edited book	11	09	07
Monograph	09	07	05
Non-refereed article	07	05	03
Invited lecture ⁸	05	03	01
Published book review	03	01	XX
Manuscript review	01	XX	XX
Research collegiality ⁹	XX	XX	03

Note: 100 % of required RVUs for tenure and promotion should be in refereed activities (blind review of the activity with at least two reviewers and a known acceptance rate).

Note: First authors/presenters receive full point value, second authors/presenters receive points equal to the full point value divided by the total number of authors.

¹Activity must be relevant to teaching specialty

²Includes regional, or multi-state activity

³Scholarly book might be considered refereed if the book went through a blind review process with at least two reviewers. For all submissions of scholarly books, faculty must submit evidence that the book went through a blind review with at least two reviewers.

⁴Refereed articles must be in journals considered “mainstream” by the School of Health Administration (list of such mainstream journals is available). If a journal is not considered mainstream by the SOHA, faculty can request an exception to the list by submitting documentation including a case for the journal’s quality and credibility (i.e., circulation rates, impact factors, national reputations surveys, etc.). For all submissions of refereed articles (whether in mainstream journals or not), faculty must submit evidence that the article went through a blind review with at least two reviewers.

^{5,6}Grant awards might be considered refereed if the grant went through a blind review process with at least two reviewers. For all submissions of grants, faculty must submit evidence that the grant went through a blind review with at least two reviewers.

⁷Papers, versus addresses and lectures, must go through a competitive (refereed) process. For all submissions of papers, faculty must submit evidence that the paper went through a blind review with at least two reviewers.

⁸Invited lectures to groups other than student groups, which is defined as teaching

⁹Collective responsibility for the research activities of the School (e.g., assistance with grant applications, assisting students with publications/presentations, etc.) as determined by the School faculty. Research collegiality is a function of both the quantity and quality of time spent engaged in School research activities.

4.03 RELATIVE VALUE OF SERVICE ACTIVITIES

<u>Activity¹</u>	<u>Active Participation²</u>	<u>Leadership³</u>
University service ⁴	05	10
College service ⁵	04	08
School service ⁶	03	06
Professional service ⁷	03	06
Community service ⁸	02	04
Consulting ⁹	02	XX
Service collegiality ¹⁰	03	XX

NOTE: At least 50% of required RVUs for service activities for Tenure and Promotion should be in School service.

¹activity goes beyond routine duties as a faculty member (e.g., registration duties and commencement attendance do not count)

²active participation includes attendance at meetings as a member of the group

³leadership includes attendance at meetings as a leader of the group or committee

⁴examples include councils, committees, task forces, and special projects assigned by the Provost & Vice President for Academic Affairs or the president

⁵examples include councils, committees, task forces, and special projects assigned by the Dean

⁶examples include committees, task forces, and special projects assigned by the Director

⁷examples include colleges, societies, and associations relevant to teaching specialties

⁸community service includes voluntary, non-compensated, activities in the community that relate to your profession

⁹consulting includes all compensated activities in the community/profession

¹⁰Collective responsibility for the service activities of the School (e.g., assistance at registration, graduation, advising, announcements in the class, etc.) as determined by School faculty. Service collegiality is a function of both the quantity and quality of time spent engaged in School service activities.

Academic Program Review

AA/PPS No. 02.01.50 (2.13)

Issue No. 3

Effective Date: 6/06/2019

Next Review Date: 9/01/2022 (E3Y)

Sr. Reviewer: Associate Vice President
for Institutional Effectiveness

01. POLICY

01.01 Texas State University is committed to offering high quality, rigorous, and productive academic programs. As such, Texas State maintains an effective and efficient process for conducting regular reviews of its academic programs. This policy summarizes the key elements of Texas State's Academic Program Review (APR) process. It also provides guidance for conducting APRs and for utilizing the results of these APRs for continuous improvement of the university's academic programs.

02. GENERAL INFORMATION

02.01 The primary purpose of the APR process is to maintain and strengthen the quality of Texas State's academic programs by auditing the quality, rigor, and productivity of existing degree programs and developing strategies for ongoing improvement. Reviews are intended to be helpful and supportive in the following areas:

- a. recognizing strengths and achievements;
- b. identifying areas in need of attention; and
- c. promoting goal setting and planning.

Reviews should primarily provide perspectives useful to the academic units whose programs are under review and to their respective college deans. They should also give those outside the academic unit an informed overview of the strengths, challenges, and needs of academic units.

02.02 The APR process has a direct relationship to other assessment processes. Program accreditation and APR reports and reviews will be combined as much as possible to create a unified process. When completed, the APR of graduate programs will fulfill the Texas Higher Education Coordinating Board (THECB) requirement for periodic review of graduate programs ([Section 5.52](#)). Undergraduate programs that hold current programmatic accreditation in good standing are exempt from the APR process.

02.03 The associate vice president for Institutional Effectiveness (AVPIE) will oversee the APR process and provide guidance and training for academic units engaged in the program review process. The dean of The Graduate College should also be consulted by the graduate programs undergoing review.

03. DEFINITIONS

03.01 Academic unit refers to the following:

- a. a department residing within a college;
- b. a school residing within a college; and
- c. a degree program having a program chair or program coordinator who ultimately reports to the college dean.

03.02 Academic programs are those that lead to a credential recognized by THECB and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Procedures for initiating or modifying academic programs are described in [AA/PPS No. 02.01.10, Academic Programs: Additions, Changes, and Deletions](#), and [AA/PPS No. 02.01.11, Academic Certificates](#). Broadly defined, academic programs include:

- a. a major or degree program; and
- b. a certificate program that is separate from an existing undergraduate or graduate degree program.

03.03 The primary focus of the APRs described in this policy is on majors or degree programs as typically identified by the first four digits of the program CIP code at each level of instruction (i.e., bachelor's, master's, and doctoral) offered by separate academic units. However, during each APR, relevant questions may also be asked about any minors, specializations, or certificates offered in the academic unit, and about any significant service course commitments of the unit.

03.04 A Texas State APR includes the following elements:

- a. a self-review culminating in an academic unit self-review report including a review of the academic unit and a separate review for each degree program;
- b. a site visit or, when appropriate, a desk review by a program review team culminating in an external review report; and
- c. a follow-up response and action plan from the academic unit for each degree program developed in consultation with the college dean, provost and vice president for Academic Affairs (VPA), and with the dean of The Graduate College (for graduate programs).

04. PROCEDURES FOR ACADEMIC PROGRAM REVIEW SELF-REVIEW

04.01 Each August, the AVPIE, in consultation with the college deans, chairs, and directors, will review the [APR long-term calendar](#). Any department or school not able to fulfill the requirements of the APR process as scheduled will prepare a formal request for delay with clear justification. The college dean will submit the request to the AVPIE, who will confer with the provost and VPA. The provost and VPA will subsequently forward acceptable requests to the THECB. The [APR Calendar](#) identifies the ten-year APR cycle. Insofar as possible, an academic unit's APR is scheduled in coordination with its periodic program accreditation reviews.

04.02 For convenience, APRs are generally conducted on an academic unit basis (i.e., all academic programs offered by an academic unit are reviewed in a single year). Each academic unit normally conducts an APR for all of its programs every ten years.

04.03 After receiving the reminder record¹¹³¹ the calendar from the AVPIE the college

- 04.03 After receiving the reminder regarding the [calendar](#) from the AVPIE, the college dean will notify the academic units identified in a given year to begin the APR process with the self-review. At this time, academic units are encouraged to appoint a chair for their self-review process. Academic units will forward the name of the chair of the self-review process to their college dean and the AVPIE.
- 04.04 Each October, the AVPIE, along with representatives from other key units (i.e., The Graduate College, the Office of Institutional Research, and University Libraries), will conduct an orientation to the APR process for all chairs, directors, program coordinators, and appointed chairs of the self-review process in units scheduled for APR during the upcoming year. The [Program Self-Review Guidelines](#) and the timelines in [academic program review checklists](#) will be reviewed in the orientation. The guidelines identify the information required to prepare and submit the self-review, and the type of information that will be provided by Institutional Research, the AVPIE, and the University Libraries.
- 04.05 Academic units without program accreditation or with doctorate programs as the highest-level program should follow the two-year timeline provided in the [Academic Program Review Checklist \(Two Year Timeframe\)](#). Academic units with master's level program accreditation should use the one-year timeline provided in [Academic Program Review Checklist \(One Year Timeframe\)](#) as a guide.
- 04.06 The academic unit chair or director will appoint program coordinators, faculty, staff, and, as desired, student members to the self-review committee, in addition to the chair of the self-review committee, subject to approval of the college dean. In preparing the self-review report, members of the committee shall engage in discussions of program strengths, weaknesses, and goals, organizing the discussions however the self-review committee prefers.
- 04.07 The self-review report shall be a concise electronic document following the [Program Self-Review Guidelines](#) with supporting materials organized in attachments. After consideration by the faculty, the academic unit chair or director will submit the report to the college dean by the date indicated on the appropriate academic program review checklist. The college dean (for all programs) and the dean of The Graduate College (for graduate programs) will review the report and provide feedback to the chair or director. The chair or director will make any necessary corrections to the report prior to the date indicated on the appropriate academic program review checklist.
- 04.08 By the date indicated on the appropriate academic program review checklist, the unit will forward an electronic copy of the self-review report and related attachments to the AVPIE. Also, by this date, the college dean will provide written notification to the AVPIE of his or her approval of the report and note any major issues addressed in the report. The AVPIE will review the report and return it to the chair or director for any necessary corrections. After the self-review report is approved by the AVPIE, the academic unit may begin planning the program review team visit or desk review.

05. ACADEMIC PROGRAM REVIEW REVIEWERS AND EXTERNAL REVIEW PROCEDURES FOR DOCTORAL PROGRAMS OR PROGRAMS WITHOUT PROGRAMMATIC ACCREDITATION

- 05.01 Following the approval of the self-review report, an appointed program review team (PRT) conducts an on-site visit for all doctoral programs and non-accredited master's and bachelor's programs to add insight and provide feedback to the

academic unit and individual academic programs.

- 05.02 Each year, the provost and VPAA identifies funds for travel expenses and sets rates for honorariums for external (non-Texas State) PRT members. The AVPIE notifies academic units under review of the established rates. Internal PRT members are not provided remuneration. Rare exceptions to the established honorariums must be negotiated between the college dean and provost and VPAA. The academic unit will be reimbursed for allowable expenses in a single transfer after all APR expenses have been paid by the academic unit and the final PRT reports have been received.
- 05.03 A PRT for doctoral programs or programs without programmatic accreditation will ordinarily consist of three members including one Texas State faculty member residing outside the college. Academic units must adhere to the following criteria based on the highest degree offered when selecting PRT members:
- a. Doctoral Degree Programs – Academic units with doctoral programs must include two extramural scholars with subject-matter expertise who are employed by institutions of higher education outside of Texas. External reviewers must be part of a program that is nationally recognized for excellence in the discipline and must affirm that they have no conflict of interest related to the program under review. The reviewers must be brought to campus for an on-site review.
 - b. Master's Degree Programs – Academic units with a master's degree as their highest offering must include one extramural scholar with subject-matter expertise who is employed by an institution of higher education outside of Texas, while a second reviewer may be employed by an institution of higher education in or outside of Texas. External reviewers must be part of a program that is nationally recognized for excellence in the discipline and must affirm that they have no conflict of interest related to the program under review. The reviewers may be brought to campus for an on-site review or may be asked to conduct a remote desk review as in the case of an accredited program.
 - c. Bachelor's Degree Programs – Academic units with the bachelor's degree as their highest offering must have one extramural scholar with subject-matter expertise who is employed by an accredited institution of higher education and who can affirm they have no conflict of interest related to the program under review.
 - d. Programs Undergoing Accreditation Review in Conjunction with APR – If reviewers from accrediting bodies do not meet the aforementioned criteria, additional reviewers must be added to the review team to address required review team criteria for APR.

Nominations of PRT members meeting the previously-stated criteria will be solicited by the college dean from the academic unit chair or director following consultation with program faculty. The appointments of the PRT and the chair of the PRT are the prerogative of the college dean and are made after consultation with the academic unit chair or director. The chair of the PRT will be selected from the external reviewers. PRT nominees, along with their contact information and qualifications, will be submitted to the AVPIE from the college dean.

- 05.04 The college dean, or designee, will invite the selected PRT members to participate in the program review. Prior to the review, the college dean may identify issues for the PRT that are important to the review, including issues raised

in any previous reviews. The AVPIE will send the PRT members an introductory letter, general instructions, a copy of this policy, and review forms, approximately one month before the review.

- 05.05 Prior to the review, the academic unit chair or director will provide PRT members with the self-review report, attachments or links to attachments, contact information for all team members, and any additional comments from the college dean.
- 05.06 When determining the timing of a PRT site visit, the academic unit chair or director will consult with the AVPIE, who will coordinate scheduling on the calendars of the provost and VPAA, associate provost, and associate vice president for Academic Affairs (regarding curriculum-related issues), and as appropriate, the associate vice president for Research and Sponsored Programs and the dean of The Graduate College. The academic unit chair or director, in consultation with the college dean and AVPIE, will establish the basic structure of the site visit. The review team may propose changes to the schedule, as appropriate, during the site visit.
- 05.07 Ordinarily, a PRT site visit will last two days. Typically, the PRT conducts most of its work as a group, although members may work individually at certain times. A copy of the final schedule of the PRT site visit must be presented to the Office of Institutional Effectiveness at least two weeks prior to the visit. The academic unit chair or director (unless otherwise noted) shall include the following elements as a part of each site visit:
 - a. private meetings with the academic unit chair or director and the college dean;
 - b. individual or group meetings with program coordinators;
 - c. individual or group meetings with a representative sample of faculty in each program under review;
 - d. individual or group meetings with a representative sample of students in each program under review;
 - e. open time for faculty and students to sign up for individual or group meetings (as they choose);
 - f. private time each day for the review team to discuss its work;
 - g. unscheduled time in the latter part of the site visit when the review team may meet with whomever it wishes;
 - h. a meeting with the associate vice president or assistant vice president for Research and Sponsored Programs;
 - i. a meeting with the dean or associate dean of The Graduate College (if applicable);
 - j. a meeting with the provost and VPAA, associate provost, associate vice president for Academic Affairs, and the AVPIE (scheduled by the AVPIE); and
 - k. an exit interview with the academic unit summarizing the on-campus visit.

Additional appointments to showcase aspects of importance to the academic unit and its programs may be added to the PRT schedule as time permits, such as tours, events, and meetings with alumni or advisory boards.

05.08 The DDT will submit an evaluation report for the academic unit and a separate

05.08 The PRT will submit an evaluation report for the academic unit and a separate evaluation report for each program in the unit. The chair of the PRT is responsible for the draft PRT reports (composite reports based upon the recommendations of the PRT members). The draft reports are due to the AVPIE four weeks after the site visit or at a time prearranged with the AVPIE. Each PRT report is completed on a form provided by the AVPIE. The draft report will integrate PRT member perspectives into a single report and set of conclusions and recommendations for the academic unit and each program. The PRT should specifically address the following in their reports:

- a. the appropriateness and strength of the academic unit, including:
 - 1) the academic unit description and strategic plan;
 - 2) faculty qualifications, contributions, and workload; and
 - 3) resources;
- b. recommended improvement to strengthen the academic unit;
- c. the appropriateness and strength of each academic program, including:
 - 1) the program curriculum; and
 - 2) the students' and graduates' characteristics and accomplishments;
- d. recommended improvement to strengthen each academic program; and
- e. any other points requested by the college dean or academic unit chair or director.

05.09 The AVPIE will forward the PRT reports to the college dean. After preliminary review by the college dean, the draft PRT reports will be sent to the unit chair or director. The unit chair or director will review the PRT reports for errors of fact and respond to the college dean within two working weeks. Factual corrections will be sent to the chair of the PRT for inclusion in the final PRT reports, which will be returned to the AVPIE within two working weeks, at which time corrected reports will be forwarded to the college dean and chair or director.

06. ACADEMIC PROGRAM REVIEW REVIEWERS AND EXTERNAL REVIEW PROCEDURES FOR MASTER'S PROGRAMS WITH PROGRAMMATIC ACCREDITATION

- 06.01 Following the approval of the self-review report, an appointed external reviewer or reviewers conduct a desk review or an on-site review of accredited programs to add insight and provide feedback to the academic unit and individual academic programs. Master's level programs with programmatic accreditation may opt for a desk-review (outlined below) or an on-site review (outlined in Section 05.).
- 06.02 Each year, the provost and VPAA sets rates for honorariums for external (non-Texas State) reviewers. The AVPIE notifies academic units under review of the established rates. Rare exceptions to the established honorariums must be negotiated between the college dean and provost and VPAA. Payments for the honorariums will be arranged by the AVPIE.
- 06.03 Most reviews for master's programs with programmatic accreditation will include a single out-of-state reviewer. Academic units must adhere to the following criteria when selecting reviewers:

- a. Academic units with a master's degree as their highest offering must include one extramural scholar with subject-matter expertise who is employed by an institution of higher education outside of Texas. External reviewers must be part of a program that is nationally recognized for excellence in the discipline and must affirm that they have no conflict of interest related to the program under review. The reviewers may have previously been on campus for an accreditation review.
- b. Nominations for reviewers meeting the previously-stated criteria will be solicited by the college dean from the academic unit chair or director following consultation with program faculty. The appointment of the reviewer is the prerogative of the college dean and is made after consultation with the academic unit chair or director. The reviewer, along with contact information and qualifications, will be submitted to the AVPIE from the college dean.

- 06.04 The college dean will invite the selected reviewer to participate in the program review. Prior to the review, the college dean may identify issues for the reviewer that are important to the review, including issues raised in any previous reviews. The AVPIE will send the reviewer an introductory letter, general instructions, a copy of this policy, review forms, and an expected date for completion.
- 06.05 Prior to the review, the academic unit chair or director will provide the reviewer with the self-review report, attachments or links to attachments, and any additional comments from the college dean.
- 06.06 The reviewer will submit an evaluation report for the academic unit and a separate evaluation report for each program in the unit. The draft reports are due to the AVPIE four weeks after the site visit or at a time prearranged with the AVPIE. Each review is completed on a form provided by the AVPIE. The reviewer should specifically address the following in the reports:
 - a. the appropriateness and strength of the academic unit, including:
 - 1) the academic unit description and strategic plan;
 - 2) faculty qualifications, contributions, and workload; and
 - 3) resources;
 - b. recommended improvement to strengthen the academic unit;
 - c. the appropriateness and strength of each academic program, including:
 - 1) the program curriculum; and
 - 2) the students' and graduates' characteristics and accomplishments;
 - d. recommended improvement to strengthen each academic program; and
 - e. any other points requested by the college dean or academic unit chair or director.
- 06.07 The AVPIE will forward the reviewer's reports to the college dean. After preliminary review by the college dean, the draft reviews will be sent to the unit chair or director. The unit chair or director will review the reports for errors of fact and respond to the college dean within two working weeks. Factual corrections will be sent to the reviewer for inclusion in the final reports, which will be returned to the AVPIE within two working weeks, at which time corrected reports will be forwarded to the college dean and ~~the chair or director~~.

07. RESPONSE AND ACTION PLAN PROCEDURES

- 07.01 After receiving the final external review report, the chair or director, in consultation with the college dean (for all programs) and the dean of The Graduate College (for graduate programs), will develop a response and action plan for the academic unit and for each program to include descriptions of actions planned and actions already taken in response to the conclusions from the self-review and external review report. The response and action plan should address each recommendation for improvement and should include a suggested timeline for each action step. The response and action plan should be considered and discussed with the academic unit's faculty.
- 07.02 The completed response and action plans are submitted to the college dean by the chair or director for formal review. The college dean signifies willingness to support the action plan by signing the response and action plan.
- 07.03 The dean reviews the response and action plan with the provost and VPAA who may solicit input from the associate provost, associate vice president for Academic Affairs (regarding curriculum-related issues), AVPIE, and the dean of The Graduate College before providing comments and signing the response and action plan.
- 07.04 Within four weeks of receiving the final external review reports, the college dean forwards signed copies of the response and action plans to the AVPIE.

08. PROCEDURES AT THE CONCLUSION OF THE ACADEMIC PROGRAM REVIEW CYCLE

- 08.01 After the conclusion of the APR cycle, the college dean will ensure that copies of the final self-review report, the external review reports, and the response and action plan are provided to the AVPIE.
- 08.02 The provost and VPAA will forward a summary of the self-study report, the external review report, and response and action plan for each graduate program offered by the academic unit to the THECB within 90 days of the receipt of the external review report and before the close of the academic year.
- 08.03 The action plan should be integrated into the academic unit's strategic plan in accordance with the strategic planning calendar. Progress on the action plan will be monitored as part of the regular strategic plan review process.

09. REVIEWER OF THIS PPS

- 09.01 Reviewer of this PPS includes the following:

Position	Date
Associate Vice President for Institutional Effectiveness	September 1 E3Y

10. CERTIFICATION STATEMENT

This PPS has been approved by the following individuals in their official capacities and represents Texas State Academic Affairs policy and procedure from the date of this document until superseded.

Associate Vice President for Institutional Effectiveness; senior reviewer of this PPS

Provost and Vice President for Academic Affairs

BHA Program Assessment

Goal Assessment (Bottom Line)

Teaching: Partially Met

Research: Partially Met

Service: Met

Student Success and Admissions: Partially Met

Program Success: Partially Met

Program Outcome Metrics

Teaching

T1. 100% of faculty evaluations each term have a median of 4.0 or greater out of 5.0 on the question, “Instructor provided the opportunity to learn.” {1=Strongly Disagree, ...5=Strongly Agree}.

We did not meet this program metric in Fall 2017, Spring 2018, and Spring 2018. We investigated the reasons for failing to meet this metric and found that harder courses and new preparations result in lower student evaluations in general. One course, HA 3375 Healthcare Accounting, was re-worked to improve student experiences as well as outcomes. Table 1 shows the results from the last two academic years.

Table 1. HB2504 evaluations

	Spring		Spring	
	Fall 2017	2018	Fall 2018	2018
HA3308	5	5	5	5
HA3309	4	5	5	4
HA3315	3	5	5	4
HA3324	4	5	4	5
HA3329	5	5	4	5
HA3340	5	5	5	5
HA3341	5	5	5	5
HA3344	5	5	5	5
HA3347	5	5	5	5
HA3375	4	3	5	3
HA3376	5	4	4	5
HA4141	2	4	5	5
HA4305	4	3	5	5
HA4315	5	5	4	5
HA4318	5	5	5	5
HA4322			5	5

HA4325 5 4.5 4 5

T2. 100% of faculty members support opportunities for learning professional behavior as evidenced by in-class learning activities and activities in the School of Health Care Administration sponsored functions.

This is a dichotomous evaluation for our program. In the fall of 2018, 100% of faculty attended the Scroll Ceremony, a ceremony that is equivalent to a “White Coat” function. Faculty modeled correct dress and decorum. All available faculty attended the fall and spring orientations and discussed the two-year job interview that the students were about to enjoin. Syllabi all direct appropriate behavior and decorum as well as professional requirements for required submissions as appropriate. This standard is met.

Research

R1. 100% of faculty members (tenure or tenure-track) are engaged in research activities that support the body of knowledge in their respective fields as evidenced by at least one peer-reviewed publication each year.

This stretch goal metric is not met. While the total number of publications of our team is impressive, some are working to establish a research stream (Dr. Betancourt). Others focus on renowned textbooks (Dr. Nowicki and Dr. Morrison). Another is focusing on grants for service learning (Dr. Renick). See Table 2. This is a metric that will be reviewed carefully during the Program Review of 2020.

Table 2. Peer-reviewed journal publications by year and author

	2016	2017	2018
Betancourt			0
Brooks	2	4	2
Fulton	8	4	6
Gibbs	1	3	1
Stigler-			
Granados			1
Kruse	10	7	4
Lee	1	1	1
Lieneck	4	1	1
Mileski	6	7	4
Morrison	0	1	0
Nowicki	0	0	0
Zo	4	3	2
Renick	0	0	0
Total	36	31	22

R2. 50% of faculty acquire research funding for the University and the Department within the accreditation cycle.

This goal is met. We are transitioning from an emerging research to a Carnegie Tier 1. To do so requires funding. In the accreditation cycle, 9 out of 15 faculty (60%) obtained some sort of funding. See the Faculty Research tabulations.

R5. 100% of faculty will collaborate either internally or externally for research purposes to build the research portfolio of our program.

This goal is met. 100% of our faculty are engaged in research efforts (textbooks, papers, funding, etc.) with others inside or outside of institution. This is important as it builds reputation and collegiality.

Service

S1. 100% of faculty members will have demonstrated professional service each year as evidenced by review of CV's.

S2. 100% of faculty members will have demonstrated community service each year as evidenced by review of CV's.

S3. 100% of faculty provide service at the University, College, School, or Department level.

These three dichotomous metrics are all evaluated as met. All faculty engaged in professional, community, and University service as indicated on the enclosed CVs. The service goal is therefore met.

Student Success and Admissions

SS3. 80% or more of available seats will be filled with highly qualified students each term.

This metric was met during the self-study year but not met now. We restrict our enrollment to 40 students per semester. The minimum enrollment during the self-study year was 36 (90%). We are below that number right now (26) largely due to the emergence of the BSHS, our strict admissions standards, and the dip in enrollment experienced by most universities and colleges associated with the outstanding economic environment. We have looked at methods for resolving the drop enrollment experienced this fall. For the self-study year, this metric was indeed met.

Program Success

P1. The program will maintain AUPHA certification (binary).

During the self-study year, the program remained certified. We intend to continue that trend. This metric is met.

P2. One or more students will receive national awards.

This metric is met. In the past two years, we have had students accepted for the Disney Internship and awarded the ACHE Richard J. Stull Essay Award (\$1000).

P3. The BHA budget remains static or grows but does not shrink.

This metric is met. Our budget has grown.

P4. 100% of available positions are filled.

This metric is not met. We have two open positions with no qualified candidates.

P5. Alumni will serve as preceptors and speakers for the program as well as board members.

This metric is met. Alumni are serving both as preceptors every year and as speakers for our HLC organization.

P6. In-building student computer facilities will be increased (binary).

This metric is met. We have increased our computing capability every year since 2017.

5/6 metrics are met; however, we assess this goal as partially met. The inability to hire qualified faculty is a challenge for the School, one which we are attempting address.

Overview of All Metrics (SLOs and POs) with Evaluations

The Program views the SLOs and POs as part of the strategic metrics and thus combines them when analyzing success. A compilation of our evaluations for all metrics follow.

Teaching

T1. 100% of faculty evaluations each term have a median of 4.0 or greater out of 5.0 on the question, “Instructor provided the opportunity to learn.” {1=Strongly Disagree, ...5=Strongly Agree} PO

Not Met

T2. 100% of faculty members support opportunities for learning professional behavior as evidenced by in class learning activities and activities in the School of Health Care Administration sponsored functions. PO

Met

T3. BHA majors will successfully complete (with a grade of 80% or better) a case study/project in HA 3376 (financial management). SLO

Not Met

T4. BHA majors will successfully complete (with a grade of 80% or better) a final exam in HA 3375 (financial accounting). SLO

Not Met

T5. 100% of students will successfully complete the field experience (HA 4848) with a passing evaluation by their preceptor. A preceptor analysis will be used to determine application of the above referenced skills needing improvement. SLO

Met

T6. 100% of students will successfully complete the final project requirements in the field experience (HA 4848) with a passing evaluation by their preceptor. SLO

Met

T7. BHA majors will successfully complete (with a grade of 80% or better) a capstone case study in HA 4325 (strategic management) including an internal audit of strategic assessment; an external environmental assessment; and an assessment of a healthcare organization strategic plan. SLO

Met

T8. 90% of students will demonstrate success in the writing intensive courses by scoring B's or better on the final writing intensive (WI) assignments in HA3324. SLO

Met

T9. 90% of students will demonstrate success in oral communication by achieving B's or better on HA3344 group presentations. SLO

Met

T10. 80% of our students will attain IISE Lean Six Sigma Green Belt Certification. SLO

Met

T11. 80% of our students will attain Excel Basic MOS Certification. SLO

Met

T12. 80% of our students will attain Excel Expert MOS Certification. SLO

Not Measured Yet

T13. 80% of our students will attain QuickBooks Certification. SLO

Not Met

T14. 100% of students will successfully complete the comprehensive exam with greater than median (nationwide) comparative scores. SLO

Met

T15. 100% of students will have higher post-test scores than pre-test scores on the Peregrine exit exam. SLO

Not Measured Yet

9/13 measured items are met. The teaching goal is partially met.

Research

R1. 100% of faculty members are engaged in research activities that support the body of knowledge in their respective fields as evidenced by at least one peer-reviewed publication each year.

Not Met

R2. 50% of faculty acquire research funding for the University and the Department (stretch goal). PO

Met

R3. 50% of students present a paper, poster or other research outcome at a professional conference or research symposium. SLO

Not Met

R4. 10% of students are a named author on an article submitted for publication in a peer-reviewed journal. SLO

Not Met

R5. 100% of faculty will collaborate either internally or externally for research purposes to build the research portfolio of our program. PO

Met

2/5 are met. The goal is partially met.

Service

S1. 100% of faculty members will have demonstrated professional service each year as evidenced by review of CV's. PO

Met

S2. 100% of faculty members will have demonstrated community service each year as evidenced by review of CV's. PO

Met

S3. 100% of faculty provide service at the University, College, School, or Department level. PO

Met

3/3 are met. The service goal is met.

Student Success and Admissions

SS1. 50% of students seeking employment will have jobs within 1 month after graduation. SLO

Met

SS2. 100% of students seeking employment will have jobs within 9 months after graduation. SLO

Not Met

SS3. 80% or more of available seats will be filled with highly qualified students each term. PO

Met during self-study, not met now

SS4. 70% of original cohort graduate together. SLO

New metric

SS5. 25% or more of admitted students will be of minority status. SLO

Met

3/4 metrics measured are met. The goal is partially met.

Program Success

P1. The program will maintain AUPHA certification (binary). PO

Met (during self-study and anticipated beyond)

P2. One or more students will receive national awards. PO

Met

P3. The BHA budget remains static or grows but does not shrink. PO

Met

P4. 100% of available positions are filled. PO

Not met

P5. Alumni will serve as preceptors and speakers for the program as well as board members. PO

Met

P6. In-building student computer facilities will be increased (binary). PO

Met

5/6 metrics are met. Program success goal is partially met.

ACTION PLAN

The action plan for the BHA program revolves around the evidence-based analysis of partially met goals and the associated metrics. These are appropriate metrics to drive action, as they are measures of our goals generated by the BSC. Thus, resources will be applied to fix the issues in our program.

Not Met Program Objectives and Student Learning Objectives

T1. All faculty evaluations each term have a median of 4.0 or greater out of 5.0 on the question, “Instructor provided the opportunity to learn.” {1=Strongly Disagree, ...5=Strongly Agree}.

This criteria was not met largely because of some of our difficult classes. We fixed the issue in 4141 through revision / teaching changes. The issue with accounting was addressed through changes in pedagogical approach. We will review all HB2504 evaluations during the Program Review in 2020.

T3. BHA majors will successfully complete (with a grade of 80% or better) a case study/project in HA 3376 (financial management).

Student preparation appears to be the reason for failure. We are pursuing the hiring of a healthcare finance tutor to help with this issue, as the SLAC tutors, while excellent, have less experience in the healthcare arena.

T4. BHA majors will successfully complete (with a grade of 80% or better) a final exam in HA 3375 (financial accounting).

This metric is also not met; however, recent changes in the accounting class appear to have a positive influence on the student performance. We will evaluate performance after this improvement at the end of the Spring 2020 term.

T13. 80% of our students will attain QuickBooks Certification.

We have designated a computer lab with tutorial software for use by the accounting class. We will evaluate the effects of this by the end of the Spring 2020 term. Our anticipation is that students will be more successful with designated automation and tutorials.

R1. 100% of faculty members (tenure or tenure-track) are engaged in research activities that support the body of knowledge in their respective fields as evidenced by at least one peer-reviewed publication each year.

We did not meet this metric, as some of our faculty work on textbooks and service learning. The metric will be reviewed for revision in the Program Review, as it over-simplifies the productivity analysis. An adjusted metric would be to associate this productivity with tenure-track faculty, as these faculty must have peer-reviewed journal publications.

R3. 50% of students present a paper, poster or other research outcome at a professional conference or research symposium.

We have an action plan to incorporate a systematic review for undergraduate students in Dr. Kim Lee's course beginning in the Spring 2020 term. We anticipate that this will increase undergraduate research productivity.

R4. 10% of students are a named author on an article submitted for publication in a peer-reviewed journal.

We have an action plan to incorporate a systematic review for undergraduate students in Dr. Kim Lee's course beginning in the Spring 2020 term. We anticipate that this will increase undergraduate research productivity.

P4. 100% of available positions are filled.

The best success we have had in this arena is through networking rather than position announcements. We will start a local effort to hire faculty that are networked with our current faculty.

SS2. 100% of students seeking employment will have jobs within 9 months after graduation.

We are close to meeting this metrics; however, there is still a gap. We have added a fourth certification (Excel Expert) and may add Project Management Professional (PMP) certifications for those eligible. Right now, our students have experienced success because of these certifications, and in comparison, they are better qualified based on external evaluations than BBA students. The BBA requires zero certifications.

SS3. 80% or more of available seats will be filled with highly qualified students each term.

We did not meet this metric. This is problematic for us, as we will not waive our requirements. Our plan to address this weakness includes marketing to students in other College of Health Professions classes, as many find that the previously selected career field is not a fit. This approach has worked for the BS Health Sciences program. Further, we are offering a BHA / MHA transition for highly qualified students. We may adopt a facility-based project internship to close the BHA (still 600 hours) with a full residency at the MHA level. This program is currently just one of many options to be investigated during the 2020 Program Review.

Other Action Items

We are incorporating study abroad in our public health program. Dr. Stigler-Granados will lead 25 of our students to Cuba in the Spring 2020 term. This supports our efforts for diversity, service learning, and applied learning.

We are changing the content of the project management course to be more closely aligned with the Certified Associate Project Manager (CAPM) certification requirements, so that we can offer this to our students. This supports one of our program focus areas, third-party certifications.