Response ID:20 Data

2. ABOUT THE PROGRAM

University Name

Pennsylvania State University

School/College Name

College of Health and Human Development

Department Name

Department of Health Policy and Administration

Program Name

Bachelors of Science in Health Policy and Administration (BS)

Name (with suffix and degrees) of Program Leader

Mark Sciegaj, PhD, MPH

Program Leader Email

mxs838@psu.edu

Certification Status

Recertification

3. SELF-STUDY PAGE NAVIGATOR

4. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 1)

1a. Enter the program's mission statement.

The mission of the Bachelor of Science Program (B.S.) in Health Policy and Administration (HPA) is to develop graduates with the knowledge, skills, and values appropriate to work in entry-level management or policy-related positions or for the pursuit of graduate education in health policy, health law, health services research, public health, and other health related fields.

1b. Enter the program's vision statement.

The BS-HPA program will prepare students to be productive contributors in the provision of health care services/products and other efforts to improve population health in the regions, cities, states and countries, in which they work and live.

1c. Enter the program's values statement.

As a program within Penn State University, the BS-HPA program uses the following university stated values as its foundation to guide its decisions and actions:

• Integrity: The BS-HPA program expects its faculty, staff, and students to act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.
• Respect: The BS-HPA program expects its faculty, staff, and students to respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.
• Responsibility: The BS-HPA program expects its faculty, staff, and students to act responsibly, and we each are accountable

for our decisions, actions, and their consequences.
• Discovery: The BS-HPA program expects its faculty, staff, and students to seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.
• Excellence: The BS-HPA program expects its faculty, staff, and students to strive for excellence in all our endeavors as individuals and as a program.
• Community: The BS-HPA program expects its faculty, staff, and students to work together for the betterment of our University and the communities we serve.

5. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 2)

2a. List the program goals below (provide as much narrative description as you would like).

Goal 1: Prepare students to enter the health care workforce or graduate school when they graduate from the BS-HPA program.
Goal 2: Maintain a curriculum that reflects emerging new knowledge, the changing policy environment, and the evolving needs of the health care industry.
Goal 3: Support faculty in their efforts to increase their health care knowledge, to advance their professional development, and to improve their ability to translate and transfer this knowledge and experience in the classroom.
Goal 4: Increase engagement with community, government based, and private sector health system partners for research and training opportunities.

2b. List the program objectives below (as distinct from student learning objectives)

Goal 1: To prepare students to enter the health care workforce or graduate school when they graduate from HPA.

• Objective 1a: Implement marketing efforts to attract students to the HPA major in their first year of study at Penn State (becoming more of a destination major and less of a discovery major).
• Objective 1b: Monitor HPA program's effectiveness in achieving its program learning goals through an annual program assessment process (and take corrective action when necessary).
• Objective 1c: To provide students with supervised internship experiences.
• Objective 1d: To provide students with opportunities for professional development (e.g., mentoring, networking opportunities, etc.)
• Objective 1e: To assist students, through established relationships with the industry and graduate programs, in entering the field of health care or moving on to a graduate education.
Goal 2: Maintain a curriculum that reflects emerging new knowledge, the changing policy environment, and the evolving needs of the health care industry.

• Objective 2a: Annually evaluate the curriculum to determine progress towards achieving program-learning objectives.
• Objective 2b: Provide a competency-based curriculum that prepares students with the capabilities and content to perform at a high level in the context of health care.
• Objective 2c: To solicit ongoing advisement from the HPA's External Advisory Board, as well as current students, alumni and other health care experts regarding program performance and needs.

Goal 3: Support faculty in their efforts to increase their health care knowledge, to advance their professional development, and to improve their ability to translate and transfer this knowledge and experience in the classroom.

• Objective 3a: Encourage and support faculty research efforts through mentoring and opportunities for funding through department, college and university funding sources.
• Objective 3b: Encourage and support faculty teaching efforts through mentoring and opportunities for funding through department and college funding sources.
• Objective 3c: Encourage and support faculty to present at professional meetings.
• Objective 3d: Encourage and support faculty to involve their students in undergraduate research activities.

2c. List the program outcomes below (as distinct from student learning outcomes).

Faculty teaching, scholarship, and service

• All faculty will have annual performance reviews showing at least satisfactory progress.
• All full-time faculty members (non-tenure track, tenure track, and tenured) will achieve annual performance ratings that are at least "good" for teaching and at least "meets expectations" for scholarship and service.

Program evaluation by the community
• At least 80% of student interns will earn a recommended grade of A or A- from their preceptors.
• At least 85% of intern preceptors would recommend their intern for an entry-level position upon graduation.

Program evaluation by graduates
• At least 80% of HPA graduates being "satisfied" or "very satisfied" with the "quality of teaching in HPA courses."
• At least 80% of HPA graduates being "satisfied" or "very satisfied" with the "HPA faculty engagement and interaction."
• At least 80% of HPA graduates being "satisfied" or "very satisfied" with their preparedness as entry level HPA professionals in the areas of written communication, oral communication, quantitative skills, and teamwork.
• At least 80% of HPA graduates would again choose HPA as their major.

Program evaluation by students
• The average overall rating on annual student evaluations of instructor effectiveness will be at least 6.0 out of 7 each year for all required course sections.
• The average overall rating on annual student evaluations of course quality will be at least 6.0 out of 7 each year for all required course sections.

Evaluation of student learning
• At least 80% of declared HPA majors will maintain a GPA of at least 3.0
• At least 80% of student interns will receive a recommended grade of A or A- from their preceptors

6. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 3)

3a. 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 HPA program does not have a formal admission process. Students apply for admission to the University. Penn State University admissions requirements are detailed here https://www.psu.edu/resources/first-year-students/requirements. See also http://admissions.psu.edu/pennstate/2plus2plan/ for information about changing campus location during one's academic career. Authority to admit students into the program resides with the College's Student Services Center, a unit counseling all first- and second-year students about majors most suited to their interests. After controlling for the requisite G.P.A. and credits, the Student Services Center admits into the program any student requesting the HPA major. The College's Student Services Center also works with the Program and representatives at other Penn State locations to admit students at those campuses to the HPA Program, either at a Commonwealth Campus offering the degree or World Campus, Students with at least a 2.0 G.P.A. and 29.1 credits requesting admission to the program, 100% are admitted. This action constitutes the student's admission into the program. Thus, most students are admitted to the program and considered to be part of the HPA major approximately midway through their sophomore year.

3b. 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.

Most students enrolled in the HPA program at Penn State are traditional undergraduates, including those enrolled in HPA as a minor. There is only one degree option in HPA at Penn State. In the self-study year 495 students were enrolled in the program—

Commonwealth Campuses (n=77), University Park (n=294), and World Campus (n=124). Among enrolled students 411 (83%) were full-time and 84 (17%) were part-time. In addition, there were 64 students (60 full-time, four part-time) enrolled in the HPA minor.

During the self-study year there were 130 students who graduated with the BS degree in HPA.

3c. 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.

There are a variety of ways perspective students can learn about the HPA degree. First, from the PSU website (www.psu.edu) one can search various colleges and degrees that will direct seekers to college (https://hhd.psu.edu/), department (https://hhd.psu.edu/hpa) and/or degree (https://hhd.psu.edu/hpa/undergraduate/major-health-policy-and-administration) webpages. College and Department webpages provide not only descriptions of offerings, but also highlight recent accomplishments by students and faculty.

Second, the program engages in several in-person and online recruitment activities. Penn State's HPA program has a faculty member who receives a one course release to head HPA recruiting efforts. This individual makes presentations to high school HOSA (Future Health Professionals, formerly known as Health Occupations Students of America) and DECA (Distributive Education Clubs of America) chapters and has an information table at the Pennsylvania state conference for each organization. This person also has an information table for the Pennsylvania high school guidance counselors annual meeting. High school students are invited to HPA's annual Mayers lecture which is open to the public (in-person or via Zoom), open houses and career fairs related to or sponsored by said college, department, or program are highlighted with links or phone numbers for further information for interested parties. There are also recruitment outreach initiatives to high schools across the state. University representatives visit and discuss a variety of available degree options, including HPA, at schools across Pennsylvania. Similar outreach initiatives are also extended towards undergraduates, at University Park as well as the Commonwealth Campuses, who have not yet selected a field of study but are enrolled through the Department of Undergraduate Studies.

University wide there are several recruitment activities in which HPA participates. The largest is the summer visitation days, a two-week period where perspective students and their parents and often younger siblings, come for a full day of arranged activities, including a meet and greet with various program representatives. HPA is represented at these events by Dr. Sciegaj, one current student, and the HPA undergraduate advisor, Caroline Condon-Lewis.

There are various on-line locations where potential students may find less formal information such as the Program's Facebook and LinkedIn pages and department Facebook and Instagram accounts. Several student clubs also maintain Facebook pages while the HPA-Alumni Program Group (APG) maintains a LinkedIn page. Additionally, Penn State, the World Campus in particular, advertises on various internet content providers like Google and Facebook.

Regardless of the recruitment method used, a concentrated effort is made to reach out to traditionally under- represented groups by targeting students from minority strong schools as well as isolated rural areas. The office of the Vice Provost for Educational Equity http://equity.psu.edu/ serves as a catalyst and advocate for Penn State's diversity and inclusion initiatives. Nicole Webster, Ph.D., Associate Dean for Diversity, Equity, and Inclusion for the College of Health and Human Development, of which the HPA Department is a part, is tasked with diversity and inclusive initiatives within the college's programs.

3d. Upload any marketing materials relevant to student recruitment and information-sharing.

3e. Provide links to any sites you would like the review team to reference as it relates to student recruitment and program marketing.

URL 1 : https://bulletins.psu.edu/undergraduate/colleges/health-human-development/health-policy-administration-bs/
URL 2 : https://hhd.psu.edu/hpa/bachelor-science-bs-health-policy-and-administration
URL 3 : https://hhd.psu.edu/hpa
URL 4 : https://hhd.psu.edu/hpa/undergraduate/major-health-policy-and-administration
URL 5 : https://www.facebook.com/pennstatehpa/
URL 6 : https://www.linkedin.com/school/health-policy-and-administration-department/posts/?feedView=all
URL 7 : https://www.instagram.com/pennstatehpa/

7. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 4)

4a. Describe the authority and responsibility of the program director.

Since 1968 the Penn State Bachelor of Science Program (B.S.) in Health Policy and Administration (HPA) has been offered on the university main campus, University Park. Beginning in 2014 Penn State started to offer the degree in a full online format through the Penn State World Campus and on six of its branch (Commonwealth) campuses (Beaver, Harrisburg, Hazelton, Lehigh Valley, Mont Alto, and Shenango). The BS-HPA program is directed by the program Professor-in-Charge Mark Sciegaj (cee-gay), PhD, MPH. Dr. Sciegaj is a Professor of Health Policy and Administration at University Park and has been a member of the Penn State faculty since 2008; he has directed the program since 2013. His program responsibilities include:
1. Lead development of curriculum design to address the changing needs of the health care industry and the health of the population.
2. Lead development of curriculum design to maintain content and standards outlined by the AUPHA.
3. Lead the annual assessment of the program and its outcomes.
4. Direct the marketing strategy to attract more applications to the Penn State HPA program.
5. Lead program processes necessary to the continued certification of the program by AUPHA.
6. Provide input into the following areas, in conjunction with their respective academic officer and faculty: budget preparation, personnel issues involving faculty, staff, and adjuncts, ongoing professional development, and other matters affecting the personnel of the program.
7. Adjudicating student-faculty disputes.
8. Counsel matriculating and prospective program students.
While Dr. Sciegaj has overall responsibility for the BS-HPA program at Penn State, he is assisted by Jennifer Deutsch, MS (World Campus lead) and Anita Yuskauskas, Ph.D (Penn State Commonwealth Campus Consortium lead) to insure the successful implementation of the activities 1-8 listed above, as well as academic accountability and continuity across the Penn State system.
In addition to Ms. Deutsch and Dr. Yuskauskas, the program has two lead internship coordinators (Mr. Rick Shurgalla and Dr. Amy Thul) and a full-time administrative assistant (Ms. Wendy Thomas).

4b. Describe release time or other support for administrative duties granted to the program director.

Professor Deutsch and Dr. Yuskauskas each receive two course releases (25% release time) to oversee program activities. Mr. Shurgalla and Dr. Thul each also receive two course releases (25% release time) to oversee the internship program. Dr. Sciegaj receives a one course release (15% release time) and a stipend equal to 15% of his annual salary.

8. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 5)

5. List the continuing professional development activities the program director pursues and describe how these endeavors relate to both their role and responsibilities as program director and to the profession of healthcare management.

Dr. Sciegaj engages in the following professional development activities that relate to his role and responsibilities as program director.

1. Since 2013, member of the College of Health and Human Development Undergraduate Program Council.
2. Between 2013 and 2019, member of the College of Health and Human Development Curricular Affairs Committee.
3. Between 2016 and 2019, member of the College of Health and Human Development faculty promotion committee (non-tenure track).
4. Regular participant in university development programs provided through Penn State Institute for Teaching Excellence on online instruction, development of assessment instruments, etc.
5. Regular participant in Penn State Teaching and Learning with Technology workshops.
6. Regularly reads newsletters from Chronical of Higher Education, Inside Higher Education, Faculty Focus, and The Teaching Professor.

The above activities keep Dr. Sciegaj informed regarding innovations and best practices in academic instruction, classroom management, program assessment, faculty development, etc.

7. Continuing professional development through national professional organization memberships (e.g., Academy Health, Gerontological Society of America, Association of University Programs in Health Administration, Applied Self Direction, etc.) or attendance at their annual meetings.
8. Attending webinars sponsored by national health and health care related organizations (e.g., Health Affairs, New England Journal of Medicine, Kaiser Family Foundation, etc.).
9. Regularly reads newsletters from AUPHA, Health Affairs, New England Journal of Medicine, Kaiser Family Foundation, Health Law 360, MedPage Today, Advancing States, Applied Self-Direction, etc.).

The above activities keep Dr. Sciegaj informed regarding innovations, advances, and best practices in health care delivery, population health, research, etc.

9. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 6)

6a. 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
Smith, John, Teaching Load = 3:4
Brown, Janet, Teaching Load = 4:2

If Summer Semester is applicable:
Smith, John, Teaching Load = 3:4:2
Brown, Janet, Teaching Load = 4:2:1

If you teach on quarters, please use this format:
Smith, John, Teaching Load = 2:1:2:2
Brown, Janet, Teaching Load = 2:2:1:1

  Acharya, Yubraj Teaching Load= 2:2:0
  Anderson, Joseph Teaching Load=4:4:0
  Benedick, Suzette Teaching Load=4:4:0
  Buhr, Karen Teaching Load=4:4:0
  Calkins, Chris Teaching Load=3:3:2
  Daley, Christina Teaching Load=3:3:2
  Dawson, Maria Teaching Load=3:3:2
  Deutsch, Jennifer Teaching Load=3:3:2
  Dionisio, Joseph Teaching Load=3:3:2
  Greenberg, Beth Teaching Load=3:3:2
  Hollenbeak, Chris Teaching Load=2:2:0
  Hsuan, Charleen Teaching Load=2:2:0
  Imanpour, Sara Teaching Load=4:4:0
  Khodakarami, Nima Teaching Load=4:4:0
  King, Frank Teaching Load=3:3:2
  Knarr, Tom Teaching Load=3:3:2
  Lynch, Bernie Teaching Load=3:3:2
  McConnell, Ronald Teaching Load=3:3:2
  Mills, Carol Teaching Load=3:3:2
  Moran, John Teaching Load=2:2:0
  Ortiz, Selena Teaching Load=2:2:0
  Phillips, Troy Teaching Load=4:4:0

Rogowski, Jeannette Teaching Load=2:2:0
Scanlon, Dennis Teaching Load=2:2:0
Sciegaj, Mark Teaching Load=2:2:0
Segel, Joel Teaching Load=2:2:0
Shea, Dennis Teaching Load=2:2:0
Shi, Yunfeng Teaching Load=2:2:0
Shurgalla, Richard Teaching Load=3:3:2
Spokus, Diane Teaching Load=3:3:2
Spotts, Doug Teaching Load=3:3:2
Syed, Iffath Teaching Load=4:4:0
Thompson, Jessica Teaching Load=2:2:0
Thul, Amy Teaching Load=3:3:2
Vanderbrink, Jocelyn Teaching Load=3:3:2
Vanness, David Teaching Load=2:2:0
Wafula, Edith Teaching Load=3:3
Williams, Jessica Teaching Load=2:2:0
Yuskauskas, Anita Teaching Load=3:3:2

6b. Upload the section of the faculty handbook that speaks to teaching load and the criteria the program/university uses in promotion and tenure evaluation and post-tenure review. If not available as a file upload, cut and paste the relevant content into the box below.

6c. 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.

Penn State does not require specific teaching loads for tenure or for promotion. Tenure track and tenured faculty at University Park are on 36-week contracts with 2:2 teaching load while tenure track and tenured faculty have 4:4 loads (given the different emphasis on research production). Non-tenure track faculty are either on a 36 week contract with a 3:3 load at UP or a 48 -week contract with a 3:3:2 load. The relevant passage from AC23 Promotion and Tenure Procedures and Regulations regarding teaching focuses on the quality of teaching (not the volume).

The raison d'etre of the University is the discovery, synthesis, transmission, and application of knowledge. In light of these several goals, scholarship of research and creative accomplishments, scholarship of teaching and learning and service and the scholarship of service are the central criteria for the evaluation of faculty.

Promotion and tenure decisions shall be based on these three criteria, which must be applied in light of the mission of the academic unit and the professional responsibilities carried by the faculty member. The criteria have purposely been made general in the expectation of further definition and elaboration by each academic unit.

The Scholarship of Teaching and Learning - ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising and service to students.

The Scholarship of Research and Creative Accomplishments - competence, usually demonstrated through publication, exhibition, performance, or presentation of scholarly papers, to carry out research or creative work of high quality and scholarly significance and the ability to train students in research methods and practice; evidence of thorough understanding of the field; maintenance of high levels of academic performance; recognized reputation in the subject matter field; evidence of continued professional growth and active contribution to professional organizations.

Service and the Scholarship of Service to the University, Society, and the Profession - participation in the University, college, departmental, and unit affairs; competence in extending specialized knowledge to the University and to the public.

Promotion and tenure decisions shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. The presumption is that a positive tenure decision for an assistant professor is sufficient to warrant promotion to associate professor. In an exceptional case, a decision can be made to tenure but not to promote; however, the burden would be on the committee(s) or administrator(s) who wish to separate promotion from a positive tenure decision to show why promotion is not warranted.

6d. 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).

See 6c

10. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 7)

7a. Describe the role of the faculty in the organization and governance of the program.

For University Park and World Campus, the College of Health and Human Development HPA department head appoints HPA program leaders while on the Commonwealth Campuses the Director of Academic Affairs would make these appointments. At Penn State faculty are appointed to programmatic leadership roles on an annual basis. Likewise, these same individuals are responsible for annually assigning faculty to serve on the HPA undergraduate program committee. Because the University Park and World Campus locations are staffed by the same faculty there is one undergraduate program committee comprised of these individuals. This committee is convened by Dr. Sciegaj on the first Friday of each month between for the academic year (September-May). On the Commonwealth Campuses there is a single undergraduate program committee comprised of HPA faculty members from the six (6) campuses offering the HPA degree. This committee is convened by Dr. Yuskaskus on the third Friday of each month between for the academic year (September-May); Dr. Sciegaj also participates in Commonwealth Campus undergraduate program each month.

Faculty on both committees are involved in preliminary decisions regarding curriculum design, program content, standards, and assessment, etc. When needed, faculty from both committees may be asked to meet to develop common assessment instruments (e.g. rubrics for oral and written presentations, etc.) and strategies to address emerging challenges (e.g. student use of artificial intelligence for written assignments).

Any formal changes to the Penn State HPA program must be approved by a majority vote of the faculty.

7b. Describe the role of the faculty in recruitment, evaluation, and promotion decisions.

Faculty participation in recruitment, evaluation and promotion is intensive. In recruitment, for University Park and World Campus, upon the College of Health and Human Development dean's authorization of a search for a new faculty member, the HPA Department Head appoints a search committee typically comprised entirely of departmental faculty. The process is similar on the Commonwealth Campuses except the authorization of a search for a new faculty member comes from the Campus Chancellor and the search committee is appointed by the Director of Academic Affairs. Typically, the committee is comprised of faculty from the specific campus, HPA faculty from other Commonwealth Campuses and University Park.

The faculty search committee defines the position, develops recruitment strategies, reviews applicants, invites candidates for campus visits, and makes a recommendation to either the Department Head or the Director of Academic Affairs. During the candidate's visit they typically meet with HPA and other campus faculty. Every faculty member who meets the candidate or attends the candidate's job presentation are asked to submit a written evaluation with a recommendation regarding hiring of the candidate. Final hiring decisions are made by the College Dean or Chancellor with the advice of either the Department Head or Director of Academic Affairs based on faculty feedback and discussion of the candidates.

Regarding evaluation, faculty are evaluated annually for general salary increases and merit increases. All faculty complete an electronic record - Activity Insight - documenting their work during the prior year. For University Park and World Campus faculty, each faculty member meets with the HPA Department Head to review their performance and set goals for the upcoming Academic Year. On the Commonwealth Campuses, the reviews are conducted by the individual campus Director of Academic Affairs. The Department Head or Director of Academic Affairs provides a formal written review of performance to the faculty

member, and either the Dean of the College of Health and Human Development or the respective campus Chancellor; in addition, the Department Head and Director of Academic Affairs make recommendations to the Dean or Chancellor for salary increases. The Dean or Chancellor makes the final decisions on evaluations and salary increases for their faculty.

For Promotion and Tenure, faculty are reviewed every two years, with the final promotion and tenure review at the 6th year. Each faculty member prepares a dossier documenting their scholarship of teaching, research, and service; additional materials, such as copies of articles, a teaching portfolio, etc., can also be prepared for inclusion. The dossier is reviewed by the Department's Promotion and Tenure Committee, consisting of three senior faculty elected each spring by all tenure-track faculty. Subsequent reviews include those by the Department Head, College Promotion and Tenure Committee, (where HPA elects one representative), and the Dean. At the sixth-year tenure review and any subsequent promotion review, the dossier is also reviewed by the University Promotion and Tenure Committee, and the Provost.

Additional roles that faculty play in Promotion and Tenure include providing peer review of teaching scholarship. Provisional faculty receive at least one classroom visit and evaluation using a common peer review format each year. Peer reviewers are assigned in a manner to allow observation of teaching development over time. All faculty receive this form of peer review of their teaching at least once every two years.

7c. Describe how the full-time faculty meet as a group to discuss program governance, organization, and other administrative issues.

Because the University Park and World Campus locations are staffed by the same faculty there is one undergraduate program committee comprised of these individuals. This committee is convened by Dr. Sciegaj on the first Friday of each month between for the academic year (September-May). On the Commonwealth Campuses there is a single undergraduate program committee comprised of HPA faculty members from the six (6) campuses offering the HPA degree. This committee is convened by Dr. Yuskaskus on the third Friday of each month between for the academic year (September-May); Dr. Sciegaj also participates in Commonwealth Campus undergraduate program each month.

Faculty on both committees are involved in preliminary decisions regarding curriculum design, program content, standards, and assessment, etc. When needed, faculty from both committees may be asked to meet to develop common assessment instruments (e.g. rubrics for oral and written presentations, etc.) and strategies to address emerging challenges (e.g. student use of artificial intelligence for written assignments).

The University Park HPA department head holds monthly executive meetings with the heads of each academic program. Each program head will raise issues brought forward at their respective monthly program meeting for discussion and, if necessary, inclusion in a full faculty meeting agenda.

Quarterly faculty meetings are held during the academic year during which regular reports are presented by program heads, including the undergraduate program. An opportunity for faculty discussion is always part of the agenda and, when necessary, decisions on all program governance, organization and other administrative issues are rendered by group consensus. If there are any formal changes to any HPA academic program curriculum, they must be approved by a majority vote of the faculty.

Complete the [College/University Committee Worksheet](#) and then upload below. If you have trouble downloading this worksheet, please know that it can also be found on the [certification documents page](#) of AUPHA's website.

Criterion_7_-_PSU_HPA_College_Univeristy_Committees_(2).xlsx

11. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 8)

8a. 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.

Faculty expectations regarding the performance in teaching, research, and service are documented in university policy AC23 Promotion and Tenure Procedures and Regulations (https://policy.psu.edu/policies/ac23) for tenure track faculty and AC21

Definition of Academic Ranks (https://policy.psu.edu/policies/ac21) for non-tenure track faculty. The University states its policies regarding teaching, research, and service as (excerpted from Penn State AC23): The raison d'être of the University is the discovery, synthesis, transmission, and application of knowledge. Considering this, scholarship of research and creative accomplishments, scholarship of teaching and learning, and scholarship of service are the central criteria for the evaluation of faculty.

Promotion and tenure decisions shall be based on these three criteria, which must be applied considering the mission of the academic unit and the professional responsibilities carried by the faculty member. The criteria have purposely been made general in the expectation of further definition and elaboration by each academic unit.

1. The Scholarship of Teaching and Learning - ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising and service to students.

2. The Scholarship of Research and Creative Accomplishments - competence, usually demonstrated through publication, exhibition, performance, or presentation of scholarly papers, to carry out research or creative work of high quality and scholarly significance and the ability to train students in research methods and practice; evidence of thorough understanding of the field; maintenance of high levels of academic performance; recognized reputation in the subject matter field; evidence of continued professional growth and active contribution to professional organizations.

3. Service and the Scholarship of Service to the University, Society, and the Profession - participation in the University, college, departmental, and unit affairs; competence in extending specialized knowledge to the University and to the public.

The College of Health and Human Development further specifies its criteria for teaching, research and service in the following manner (excerpts from the College Policy Manual):

The Scholarship of Teaching and Learning

1. Evidence for inclusion. Evidence of the scholarship of teaching and learning will include a listing of courses taught in resident instruction and outreach education and strong supporting evidence that the candidate has carried out the professional responsibilities of regular classroom instruction, independent study, academic advisement, consultation with students, and other activities having a direct impact on student instruction. Evidence must consist of systematic, theoretically based, and impartially monitored student, peer, and administrator evaluation as defined by guidelines developed by faculty to meet the instructional objectives of the Unit. Evidence of student evaluation must include Student Educational Experience Questionnaire (SEEQ) for all classroom instruction. Further evidence should include factual documented information concerning the candidate's progress and programs, activities, and skills in relating to clientele, other evidence (performance of students in subsequent courses, tangible results and benefits derived by clientele), and comparison with other faculty performing similar duties and teaching courses of similar student size and level. Inferential or incidental student, peer, or administrator opinion in the absence of specific criteria is not considered supporting evidence of teaching ability and effectiveness. The presented materials must support high levels of performance commensurate with departmental objectives and must reflect high quality professional competence and consistently high-performance levels across all areas of teaching ability and effectiveness.
2. Teaching portfolio. In addition, the candidate shall make available for review by peer review committees, the Unit Head, the College Committee, and the Dean, a portfolio which may include such items as a description of the teaching tasks, the means chosen to achieve goals, evidence that goals have been reached, etc. This portfolio is not a part of the dossier.

The Scholarship of Research and Creative Accomplishments

1. Research. The demonstration of the scholarship of research and creative accomplishment involves both qualitative and quantitative components. Research competence is thus not reflected in a single product per se, but rather by the programmatic character of the faculty member's research, by the appearance of one's work in the leading professional outlets in one's discipline, and by the clear identification by others in one's discipline of one's expertise in and contribution to a specific area of scholarly endeavor. Accordingly, attaining a visible and programmatic record of research involves a high level of productivity; in addition, however, the recognition that such a program should earn for it to be regarded as reflective of research competence is

a qualitative feature of the research.

2. Scholarship. Evidence of scholarship should be assessed through a record of invited papers, honors lectures, and invitations to speak at scholarly seminars and assemblies both on and off campus, all of which establish a reputation of quality in one's profession. Publication of popular works, book reviews, unpublished papers, non-peer reviewed papers, and development of new or revised teaching materials all serve to enhance the professing of information. Election to scholarly academies demonstrates mastery, while participation demonstrates the confidence of colleagues as well. Leadership in bringing workshops, clinics, and educational opportunities to wider audiences is further evidence of mastery in a specified area of scholarship bridging research and application.

Service and the Scholarship of Service to the University, Society and the Profession.

Each faculty member is expected to take an active role in University affairs and public service. Participation in committee work, faculty governance, administrative support, and a wide scope of University, College, and Unit affairs provides evidence of service within the University. Commitment to public service through involvement in community affairs, governmental, industrial, public, and private organizations demonstrate competence in extending the University's specialized knowledge throughout the Commonwealth. An active contribution to professional organizations is also considered a commitment to service. Representation on College and University Committees is determined at the Department level. For those committees where program activities are affected, the faculty appointee is often a member of the Program Committee.

8b. Describe the procedures by which faculty are relieved from duties to pursue research, consultation, and attendance at professional meetings and conferences.

"Faculty development encompasses the growth and renewal of all faculty members throughout their professional lives. It is a shared responsibility, requiring a commitment both from faculty members and from the institution. Assistance to new faculty members may be provided through orientation programs arranged by the college or campus, in meetings with department heads and directors of academic affairs to discuss expectations, by provision of mentors, and through special arrangements for reduced course loads and research support." (Pg. 24 of Faculty Handbook)

Faculty release from normal duties is negotiated by the Department Head with the Dean and the individual faculty member. Generally, 7.5% of annual salary from a research grant or contract will result the release from the first course for one semester, and 12.5% of annual salary will result in release for the second and third courses within the academic year. The university encourages faculty to consult outside, but not more than one day per week. Faculty on a nine-month contract can consult and/or pursue research during the summer. Attendance at professional meetings is encouraged, especially if the member is presenting a paper. Funding is provided in support of these activities with the general aim of supporting junior faculty for two meetings and senor faculty for one meeting. Other faculty and graduate students can cover courses that are missed for professional meeting attendance. Faculty with external funding also receive a portion of their funded release which can be used to fund additional travel or purchase other resources.

Complete the Faculty Scholarship & Faculty Service worksheets and upload below. If you have trouble downloading these worksheets here, please visit the certification documents page on AUPHA's website.

HPA_AUPHA_Criterion_8_Faculty_Service_12022024.xlsx
AUPHA_Criterion_8_Grants_Publications_Presentations_12032024.xlsx

8c. If there are additional details that you would like to provide for this criterion, please provide that below.

N/A

12. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 9)

9a. Describe the procedures for selecting adjunct faculty for inclusion in the program.

Open adjunct faculty position descriptions are posted to the University's jobs website per the University's Human Resources

policy. Applicants are reviewed by the appropriate HPA program hiring committee. HPA faculty are selected for these hiring committees based on their expertise in the area(s) covered by the course(s) in question. The top candidates are further evaluated during personal interviews with the hiring committee members, one of whom is always Dr. Sciegaj for University Park, Ms. Deutsch for World Campus, and Dr. Yuskaskus for the Commonwealth Campuses. Candidates are selected by the hiring committee with final approval from the HPA department head for either University Park or World Campus or the appropriate campus Director of Academic Affairs.

9b. Describe the procedures for evaluating the performance of adjunct faculty.

Evaluation for all faculty is like that of full-time faculty. First, it involves a review of syllabus and teaching materials by either Dr. Sciegaj, Ms. Deutsch, or Dr. Yuskaskus. All HPA required courses and many electives have Master Courses on Canvas. Using the Canvas Commons, adjunct HPA faculty copy course content, assignments, assessments, rubrics, etc. from the master course to their Canvas course site. While they can make some adjustments, Penn State University policy requires 80% of the course content for all HPA courses of with the same number be the same. Further, if the course being taught by an adjunct is included in that academic year's program learning objective assessment, the faculty must administer the designated assignment being assessed and rubric. The initial review is to ensure compliance with university policy and participation with the program assessment (if needed). For first time adjuncts, evaluation may also include peer visitation to a class. Finally, adjunct faculty are evaluated by their students for teaching effectiveness and course quality. The student ratings are then reviewed by either Dr. Sciegaj, Ms. Deutsch, or Dr. Yuskaskus.

9c. Describe the mechanisms for orienting and preparing adjunct faculty to teach in the program.

Dr. Sciegaj (University Park), Ms. Deutsch (World Campus), and Dr. Yuskaskus (Commonwealth Campuses) provide a general orientation and guidance to adjunct faculty regarding program expectations. Each adjunct instructor is issued a Penn State access account prior to the term in which they are teaching. This enables them access to any resource (library, etc.) available to a Penn State faculty member Penn State as well as email and the university learning management platform, Canvas. Training in the use of University wide technology is available to adjunct faculty via the University's Learning Resource Network (LRN) and other easily accessed online delivery methods. First time, World Campus instructors must complete online teaching certification prior to teaching their course. Master courses for all HPA required courses and many electives are available to adjunct instructors on Canvas Commons. Adjunct instructors are requested to copy the master courses to their assigned Canvas course site. The master course will contain all of the course content, rubrics, assessments (e.g. exams, quizzes, discussion boards), rubrics, etc.). In instances where there is no master course available, the course syllabi from previous semesters are provided.

9d. Describe how adjunct faculty are integrated into program activities.

Adjunct faculty are involved in several ways: 1. As reviewers of new course syllabi; 2. As Participants in undergraduate program and/or full faculty meetings; 3. Participants in program assessment activities; and 4. Reviewers of program assessment results; 5. Dr. Sciegaj (University Park), Ms. Deutsch (World Campus), and Dr. Yuskaskus (Commonwealth Campuses) regularly update adjunct faculty on any changes to university policy or procedures.

13. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 10)

10a. 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?

The HPA program at Penn State is well-supported. The budgeting process is primarily managed by the Dean of the College of Health and Human Development and the HPA Department Head for University Park and World Campus programs. The budgeting process for other HPA campus locations is primarily managed by the campus Chancellor and the Director of Academic Affairs. Penn State operates on a July-June fiscal year and program budgets are developed the previous fall and submitted to the appropriate financial officer in early spring. Program budgets are finalized in June. Faculty raises are not finalized until the state of Pennsylvania finalizes its appropriation to the university (typically late September as the state operates on a October-September budget cycle). Faculty raises are usually awarded in September/October retroactive to July.

Undergraduate program operating budget allotments are set based on number of students enrolled in the HPA major, the

number of student credit hours from enrollment in HPA courses, program specific endowment funds, and other considerations. In the self-study year the undergraduate program operating budget allotment was $30,000 specifically to support program activities such as AUPHA membership and recertification fees, program marketing and prospective student recruitment, student professional development activities (e.g. Professionals in the Classroom program), internship site visits, student events (e.g. program open house, parent's weekend, etc), advising workshops/conferences, networking with HPA professionals, student travel support, etc. In addition to these funds, the program benefits from two endowments: Stanley P. Mayers HPA Excellence Endowment and the Darren and Ellen Lehrich Executive in Residence. Mayers funding is used to support a public lecture and an annual showcase of student projects. The Lehrich Executive in Residence fund brings a health care professional to University Park for three days to present in classes, participate on a panel, and network with students and faculty. Additional funds can be requested from college and university sources and allocated on an as-needed basis.

10b. If available, upload the program or department budget for the self-study year.

14. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 11)

11a. Describe the 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.

The HPA program's core office space, located on the University Park Campus, is approximately 6,236 square feet. This houses faculty members, program coordinators, clerical staff, student records, and doctoral students. All full-time faculty members are assigned individual offices. There are also four department conference rooms available which can be reserved through any department staff assistant. Commonwealth Campuses each have additional office space and full-time faculty on the campuses each have their own individual offices. All part-time instructors regardless of location share office space and coordinate times for student meetings, etc.

Classrooms are assigned through the University's room optimizer system based on the number of students expected and the technology needs of the course instructor. If classroom space is requested after the optimizer has assigned rooms, administrative support personnel within each unit are tasked with using 25Live to secure classrooms space within that unit.

Selected classrooms have been equipped with advanced multimedia and information technology equipment. Four categories of technology classrooms have been defined: Instructor Technology; Projector- only Technology; Student Technology; and Video Conferencing.

Instructor Technology Classrooms: Courses where the instructor requires technology to support the delivery of instruction, and where the technology is used on a regular basis, are given scheduling priority for these rooms. The following technology features generally apply to each room with installed technology:

• Internet connection
• Instructor podium with a Windows-supported computer, a MacIntosh computer, or both (standard desktop software)
• Plug-in capability for instructor-supplied computer
• CD-ROM
• Remote/wireless mouse
• Ceiling mounted video/data projector
• Microphone
• Audio system for multimedia presentation
• Room lighting controls
• Telephone

Projector-Only Technology Classrooms: Courses where the instructor requires a projector for use with an instructor-provided laptop to support the delivery of instruction, and where the technology is used on a regular basis, are given scheduling priority for these rooms. The following technology features generally apply to each room with installed technology:

- Internet connection
- Plug-in capability for instructor-supplied computer
- Ceiling mounted video/data projector
- Microphone
- Audio system for multimedia presentation
- Room lighting controls

Student Technology Classrooms: Courses where students are required to use computers during the class and where these computers are used on a regular basis are given scheduling priority for these rooms. The following list of technology features generally apply to each room designated as a student technology station classroom:

- All features described in Instructor Technology Classrooms.
- Student stations with a MacIntosh, or Windows operating system.
- Room layouts vary, with some rooms offering individual student stations and others offering collaborative student stations.

Video Conferencing Classrooms: These rooms are available for scheduling any course offered by any academic department that requires the use of video conferencing on a regular basis. Because of the special nature of these rooms, certain restrictions apply. Instructor training is required and can be arranged by emailing techclass@psu.edu. Fees may apply for non-credit instruction activities.

There are a very limited number of general-purpose classrooms currently defined as Video Conference Classrooms at University Park, there are more common on the Commonwealth Campuses as the campuses have historically shared courses via the University's Digital Learning Cooperative.

The program does not have separate library and computing facilities. However, faculty are provided computer hardware and software, desktop and/or network printing supported by ITS (Information Technology Services) professionals within the department, college and university. The HHD College contains its own Information Systems and Services (ISS) department (https://hhd.psu.edu/faculty-staff/iss). ISS maintains the college ITS, as well as servicing administration, staff, faculty and other department desktops, laptops and network components. It is through the College ISS department that that HPA receives its main technical support.

11b. Describe the library facilities available to students and faculty of the program. In addition to a description of any physical library facilities, this should include a description of virtual library resources available to faculty and students, including any holdings (books, periodicals, online databased, etc.) that address health administration.

Penn State's library system is extensive https://libraries.psu.edu/about/libraries and there is a dedicated library on every Penn State campus offering the HPA major. Within the Pattee-Paterno Library complex on the Main Campus is a section specifically focused on Healthcare materials with dedicated librarians available to assist faculty and students http://guides.libraries.psu.edu/hlthpoladmin. In addition to these traditional library services, PSU's library system also houses technology services providing a variety of equipment (laptops, calculators, etc.) which can be borrowed for up to seven (7) days with valid PSU ID https://libraries.psu.edu/services/technology-equipment. Additionally, the library provides adaptive technology services with a wide variety of software, hardware and personal services to assist individuals with physical or neurological limitations https://libraries.psu.edu/services/adaptive-technology-services. The Library system also supports Media Commons, "a university wide initiative to enrich the teaching and learning experience through multimedia technology, classroom training, and direct support of students, faculty and staff." https://mediacommons.psu.edu/?s=media+commons. The Library system has dedicated librarians for each main subject category (Health and Human Development, Liberal Arts, Law, Languages, etc.) as well as dedicated eLibrarians (librarians whose role is to provide subject category support for online requestors).

11c. Describe the university/college computing facilities available to students and faculty of the program. In addition to describing any physical facilities, this should include information about virtual resources such as software and technologies used to support students, deliver course material, or complement instruction. How are faculty trained and supported to use these tools? For programs offering online content, are additional resources provided for the creation and regular revision of online courses?

Across the 22 campuses that comprise the Penn State system, Information Technology Services support a network of computer labs comprised of 10,800 computers in 1,750 rooms and 230 buildings. Computers available in classrooms and computer labs are predominately PC's running updated versions of Windows, however there are a limited number of Apple MAC computers as well. Since 2020, the university has transitioned away from desk-top computers and faculty are now provided laptop computers (either Microsoft or Apple).

Both residential and online HPA classes incorporate electronic components using CANVAS, a learning management system (LMS). CANVAS allows access to all the tools an instructor might use in one place allowing for easy integration into, and customization of, a course. Accessed via secure weblink requiring an PSU access account, password, and two-factor authentication, it allows students access to their class syllabi, course lessons and discussion forums, grades and more. The program has created for all of the HPA prescribed courses and many HPA elective courses CANVAS "master courses" which are available to all (full-time and part-time) HPA faculty throughout the system to use

Faculty are guided in the use of CANVAS through workshops, and training webinars given by Information Technology Services, as well as by online information and help guides, animated tutorials, and online community bulletin boards for alerts and hints, tips and shortcut tricks for usage. These same training options and online guides are also available for faculty to use in becoming adept at using additional electronic tools such as Zoom, Adobe Connect, VoiceThread and Yammer. All World Campus faculty are required to complete a series of four courses leading to a certificate in Online Teaching. Three additional certifications are also available, and our faculty are encouraged to complete all of them over time. Information regarding these, including the course list for each certificate, can be found at: https://wcfd.psu.edu/programs/online-teaching-certificates/.

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

As a system of 17 colleges, including an Honor's college, and numerous research facilities, spanning 23 campuses across the state, The Pennsylvania State University affords numerous opportunities for its students to engage educationally. Undergraduates have to opportunity to participate in hands-on research (https://urfm.psu.edu/) gain greater cultural awareness through study abroad programs (https://global.psu.edu/), and develop greater social awareness through participation in community and/or cause based outreach. For example, in addition to the largest fraternal lead philanthropic event in the nation (established in 1977, the Penn State IFC/Panhellenic Dance Marathon "Thon" supports childhood cancer research through the Four Diamonds Fund - https://wpsu.psu.edu/tv/programs/why-we-dance-the-story-of-thon/), in 2014 students established on-campus food pantry for fellow students who are food insecure https://thelionspantry.psu.edu/. Several Commonwealth Campus student groups also participate in Thon and have created food pantries.

All students also have access to Penn State Learning (https://pennstatelearning.psu.edu/learning-centers-twenty-one-penn-state-campuses/) a multi-disciplinary academic assistance program staffed by peer tutors who are themselves undergraduates, by scholars in residence who are content experts in their respective fields, and by professional and administrative staff members. Penn State also provides resources for students who come with additional expectations www.equity.psu.edu, such as military personnel www.equity.psu.edu/veterans, adult learners http://studentaffairs.psu.edu/adults/, and students with disabilities http://equity.psu.edu/student-disability-resources. Penn State also offers resources to meet the spiritual (Center for Spiritual & Ethical Development (CSED): studentaffairs.psu.edu/spiritual/facilities.shtml) and emotional (http://studentaffairs.psu.edu/counseling/) needs of its students.

Faculty have an equally enormous array of academic resources. Greater details on faculty resources can be found on the Penn State website www.psu.edu/faculty-and-staff. Several important resources have been previously highlighted (PSU's extensive library system and equally extensive technological support) and are complemented by PSU's equally extensive variety of research laboratories, centers and internationally located collaborative research sites. One specific professional development resource is the Penn State Learning Resource Network (LRN) a secure portal through which a variety of professional trainings can be accessed. The LRN is also available to staff and students. Faculty also have access to the Schreyer Institute for Teaching Excellence, which has responsibilities for designing and fostering teaching and learning improvement strategies; advancing testing and assessment activities; and providing faculty and graduate instructors with support services that promote excellence in teaching and learning across the University. To accomplish this, the Institute works collaboratively with individual or groups of faculty, departments, and colleges to develop teaching strategies that meet teaching goals and enhance student learning

experiences in the course, and develop assessment plans to determine the effectiveness of the innovations and improvements in student learning. The Institute also develops a variety of online resources, workshops, courses, and activities designed to increase understanding of the teaching and learning process, promote teaching as a scholarly activity, encourage interdisciplinary conversations about teaching and learning among the University community, and support classroom innovations.

Additionally, faculty, staff and students have access to LinkedIn Learning (https://linkedinlearning.psu.edu/) free through their PSU access account and can learn or strengthen numerous software, internet, and business skills via LinkedIn Learning's webinars in hundreds of topics. HPA students are encouraged to create LinkedIn accounts and to connect their LinkedIn Learning profile to their LinkedIn profile so the skills they master in LinkedIn Learning automatically post to LinkedIn to increase their marketability upon graduation.

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

The HPA Program at Penn State has five integrated undergraduate-graduate programs. In addition to its own Master of Health Administration Program, the other four of these programs link the BS in HPA with the Master of International Affairs (MIA) Program in the School of International Affairs, the Master of Public Health (MPH) Program in the College of Medicine, the Master of Public Policy (MPP) in the School of Public Policy, and the Juris Doctor (JD) Program in the Law School. These, programs admit qualified HPA students in the spring of their third year. Admitted HPA students in the MIA, MPH, and MPP programs then take a combination of undergraduate and graduate courses in their fourth year with five courses counting towards both degrees. Students then take only graduate courses in their fifth year. Students in these integrated programs receive their BS at the end of year four and their respective master's degree at the end of their fifth year. HPA students admitted to the BS HPA-JD program, take only graduate law courses in their fourth year and a combination of law and upper-level undergraduate courses in years five and six (receiving both degrees at the end of year six).

The program also works closely with certain programs in the College of Business, the College of Liberal Arts and the College of Information Science and Technology. These linkages include consultation on HPA courses used in various minors, and courses in their respective domains which are requirements in the HPA curriculum.

Many of the HPA faculty are affiliated with four research centers at the University: The Center for Healthy Aging, The Pennsylvania Office of Rural Health (PORH), The Center for Health Care and Policy Research (CHCPR), the Population Research Institute (PRI), and the Center for Health Organization Transformation (CHOT)

The mission of the Center for Healthy Aging (http://healthyaging.psu.edu/) is to facilitate research that promotes emotional, physical, and cognitive health in adulthood. A major strength of our center is its interdisciplinary and developmental approach to research on health and well-being in adulthood. Investigators in our center study the ways in which our everyday experiences behaviors influence our health and quality of life.

The Pennsylvania Office of Rural Health (PORH) was formed in 1991 as a partnership between the federal government, the Commonwealth of Pennsylvania, and The Pennsylvania State University. The office is one of 50 state offices of rural health in the nation funded through the Federal Office of Rural Health Policy in the U.S. Department of Health and Human Services and the Pennsylvania Department of Health. The State Offices of Rural Health is charged with being a source of coordination, technical assistance, and networking, partnership development; and assisting in the recruitment and retention of health care providers. PORH provides expertise in the areas of rural health, agricultural health and safety, and community and economic development. At Penn State, PORH is administratively located in the Department of Health Policy and Administration. PORH is directed by HPA faculty Member Lisa Davis.

The Center for Health Care and Policy Research (CHCPR), with offices and facilities adjoining HPA's, is led by HPA faculty member Dennis Scanlon. CHCPR's mission is to create and disseminate new scientific knowledge that will help private and public decision-makers to develop cost effective services and programs that improve people's health. Per their website http://hhd.psu.edu/chcpr/ "We help researchers interested in all aspects of health services and health care improvement find funding, develop quality research designs, collect and analyze data, and disseminate

findings to the right audiences." CHCPR sponsors colloquiums once or twice a month during the academic year, bringing in speakers from around the country to share their research with faculty and students.

The Population Research Institute (PRI), is a multidisciplinary center that supports innovative population research. Established over four decades ago at the Pennsylvania State University (PSU) and funded by the national Institutes for health (NIH) since 1992 with generous supplemental support from PSU, this vibrant, multidisciplinary center provides strategic resources to support innovative, high impact population research relative to five primary areas: Communities, Neighborhoods and Spatial Processes; Immigration and Immigrant Integration; Social Change and Changing Families; Population Health; and The causes and Consequences of Crime. More information about PRI is available on their website http://www.pop.psu.edu/.

HPA faculty are a part of the Center for Health Organization Transformation (CHOT) http://chot.psu.edu/ CHOT's mission, as stated on their website, is "to advance transformation in health systems through applied transdisciplinary research." According to the website, "CHOT is a vibrant organization that has been focused on creating healthcare solutions through collaborative research, education, and outreach. Work focuses on three core areas of healthcare delivery: Patient-Centered Interventions, Technology & Informatics, and Operational Efficiency and Improvement Analytics. PSU CHOT has received financial support from the Office of the Vice President for Research as well as the deans of the colleges of Medicine, Engineering, Health and Human Development, Information Sciences and Technology, and Nursing.

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

In 2015 the HPA program at University Park began offering a fully on-line version of the degree through Penn State's World Campus. Information about the World Campus, Penn State's online campus, may be found on their website: http://www.worldcampus.psu.edu/about-us.

Access to a quality academic experience online is accomplished in several ways. One is by using a centralized platform (CANVAS) from which a student can log into their classroom, get assignments, interact with faculty and peers, reply to message boards, and more. Another is by using the same faculty who teach on the in-person courses on campus also teach the online version. In the few instances when a part-time faculty is hired to teach an online course, they use the content, assignments, assessments, rubric, etc. that have been created by the full-time faculty who created the master course. Student-to-Instructor and student-to student interaction also take place on several interactive platforms such as VoiceTread, Yammer, Zoom, and Adobe Connect.

Courses are created in partnership with faculty and College of Health and Human Development instructional designers to ensure a learning experience that is tailored to the subject matter and the expected learning outcomes. Development of online courses is taken very seriously, so they mirror the exact same quality content as would be expected on a physical campus.

Once an in-person or online student is admitted, regardless of being, they are issued and Access ID. Registered students, whether residential or online, use this Access ID, registered password, and two-factor identification to can access program and university resources through services including CANVAS, the Library system, ITS helpdesk, etc., via the internet. Most HPA undergraduate courses use electronic reserves through the Library's E-Reserve system, hyperlinks to internet sources, or upload documents for assigned reading materials. A direct link to the course-specific guide in E-Reserve is placed within the course in CANVAS along with instructions on how to access the materials through this system. Most colleges also have intranet systems which require additional log-in security measures which then allow web access as well. Additionally, World Campus, Penn State's online education college, provides access to academic advisors and technical support staff with the requisite background in issues unique to distance education by email, phone and instant messaging. Information regarding this maybe be found on the website: http://www.worldcampus.psu.edu/how-online-learning-works/student-services.

World Campus has hired a Mental Health Advocate and Case Manager whose role is to provide support to World Campus students facing emotional challenges by facilitating connections with community-based resources to improve student success and well-being, as well as providing training and support to faculty on identifying online students in need of services and on

making an appropriate referral. In addition to this new mental health resource, World Campus also hosts a virtual Student Activities and Resources Fair showcasing clubs, organizations, engagement opportunities, and resources such as career services, student activities, the previously mentioned mental health, and study abroad opportunities.

15. STUDENT SUPPORT SYSTEMS (Criterion 12)

12a. Describe the resources available for student services, academic advising, and career preparation and support.

Penn State is a multi-campus system and has several designated points of contact for advising. All incoming students who have selected a major are assigned to an academic adviser in their college or campus of enrollment who is designated as the HPA pre-major advisor (students can formally declare for their major after completing 29 credits and have a cumulative grade point average of 2.0). Incoming students who have not decided on a major are assigned to an adviser in the unit for exploratory students, the Division of Undergraduate Studies (DUS). The DUS advising center provides information on all academic majors offered by the University, and a DUS program coordinator acts as liaison to each college. The main function of DUS is to match students' needs and interests with the requirements and career opportunities associated with one or more of the majors offered by the University. In performing that function DUS makes numerous referrals to college advising centers at University Park and to college representatives at other Penn State locations. In addition to those functions, DUS is a centralized resource for advising news and information, and disseminates that information to students and advisers throughout the University.

Students who are undecided about a major have two points of contact for academic advising in the College of Health and Human Development. Exploring students who are interested in HPA can set up an introductory meeting with an adviser in the College Student Services Center (SSC). The SSC is staffed with a DUS coordinator and one full-time academic adviser. The SSC can provide general information about any of the majors in the College and make referrals or follow-up appointments for students wanting to meet with a department adviser for a more in-depth discussion about a particular major. Exploring students can also schedule a meeting with the HPA Undergrad advisor through Starfish, an online appointment tool used by Penn State. A link to Starfish is located on each student's LionPath portal to facilitate student meeting scheduling.

Students who have selected HPA as a major are officially assigned to the department adviser. When a student meets the criteria to enter the major, the department adviser is responsible for the official transfer to the major, review of degree requirements, and assignment of a faculty mentor. After a faculty mentor is assigned, students in HPA have two sources of curriculum information available to them, the department adviser and the faculty mentor, and they are encouraged to meet with both advisers on a regular basis.

The Department adviser is consulted for questions about scheduling, transfer credits, course drop/add, course substitutions, graduation requirements, and other academic advising tasks. While the department adviser has the primary responsibility for these issues, the faculty mentor may be consulted as well. Students are encouraged to meet with the department adviser at least once each semester. On Commonwealth Campuses a faculty member, usually the program leader, also serves as the program advisor.

The faculty mentor is also responsible for discussing issues about career plans, such as jobs and graduate schools, and how course choices or minors fit into the student's future. Students are encouraged to meet with their faculty mentor at least once each semester. The HPA department web site is also used as an information resource for prospective students and those who are currently enrolled. These numerous options within the advising system ensure that students have ready access to pertinent information.

12b. Describe any resources available to students to assist them with career planning.

The University's Career Services, located at the Bank of America Career Services Center on the University Park campus, assists all students of all academic programs and class years with identifying and achieving their individual career goals. (https://studentaffairs.psu.edu/career/resources) by offering a comprehensive array of in-person and virtual programs and services that support and facilitate career development. Programs and resources are provided to assist students and alumni in

crystallizing career and specifying career goals, expanding knowledge of career alternatives, understanding effective decision making and acquiring appropriate strategies and skills to carry out the process. Some specific services and programs offered by Career Services include Drop-in and Individual Career Counseling; hosting Career Fairs; leading workshops and other events both online and in person; maintaining the Career Information Center; and supporting the Nittany Lion Careers (https://nittanylioncareers.psu.edu/), a recruiting platform for PSU students and alumni. Career Services also sponsors eCredentials, a secure service for storing, managing, and accessing credentials and recommendation letters for dispersal upon request to prospective employers or graduate schools on a student or alumni's behalf. There is an Office of Career Services located on each Commonwealth Campus.

The HPA program does not provide separate placement services but complement the University's placement activities through the 320-hour internship requirement, referral of practitioners, alumni and others to career services. The College of Health and Human Development (CHHD) has traditionally provided 2 to 3 programs regarding careers or post-graduate plans for students. The CHHD career fair event attracts a number employers in health and human services. Other colleges also hold similar "Career Days" and many HPA students attend these events. A fall program provided by the HHD alumni society includes panel discussions, small group meetings, and mock interviews. A spring alumni event often focuses more on life adjustment to the world after school. Commonwealth Campuses sponsor similar Career Day events for their resident programs.

The HPA program works with its alumni and local and national employers on programming for professional development. For example, each spring the HPA program sponsors a "Professional's in the Classroom" event over the course of two days where health care professionals are invited into classes to speak and interact with students about their experiences. This event happens on all residential campuses. The program also sponsors virtual resume review sessions for all HPA students.

Professional development information is distributed to all HPA majors and pre-majors via the programs Professional Development Canvas site. Students can receive announcements regarding professional development events, internship opportunities, panel presentations, etc. The program has dedicated faculty members (one each for Commonwealth Campuses, University Park, and World Campus) to provide a central focus for professional development activities in the program. These positions include in their charge the development of informational resources on many types of healthcare organizations and graduate schools for student use in seeking internships and/or career opportunities, providing a resource center for student placement, as well as developing corporate linkages. They also facilitate affiliation agreements/opportunities with new internship sites; serve as a liaison between students, Penn State, and healthcare organizations interested in recruitment of HPA graduates; provide instruction on proper business etiquette in different management settings; and provide an interface with several professional healthcare associations, including the American College of Healthcare Executives (ACHE), the Medical Group Management Association (MGMA), and the Healthcare Financial Management Association (HFMA).

16. STUDENT SUPPORT SYSTEMS (Criterion 13)

13a. Describe the peer networks and methods used by the program to facilitate communication among peers. [Examples of peer networks include social media networks (Facebook, LinkedIn, etc.), student organization/club activities and/or other opportunities.]

There are several ways the Penn State HPA program uses to facilitate peer communication and networks. First, the program is active on a number of social media platforms, including Facebook (https://www.facebook.com/pennstatehpa), X (formerly Twitter x.com/pennstatehpa), Instagram (https://www.instagram.com/pennstatehpa/), and LinkedIn (https://www.linkedin.com/groups/809197/). The program has a staff person dedicated to adding fresh material to each feed. In addition to these platforms, the program has an internal Canvas student pride site. In addition to containing a repository of information regarding professional development opportunities, student activities, study abroad, internship materials, etc. the site is also used to disseminate announcements to all Penn State HPA majors and pre-majors. Two of the student clubs (American College of Health Care Administrators and the HPA Club) also maintain GroupMe (a mobile group messaging app) accounts.

Students have a variety of student clubs to choose from across the University including local community activism, national and

international social issues, Greek life, and numerous athletic pursuits. Penn State recognizes approximately 1000 student organizations (https://studentaffairs.psu.edu/get-involved/student-organizations). Student groups with direct connection to HPA (http://hhd.psu.edu/hpa/undergraduate/student-activities) include the American College of Health Care Administrators (ACHCA), the Health Policy and Administration (HPA) Club, and the AUPHA honor society Upsilon Phi Delta (these are described in 13b).

In addition to social media, and student clubs, the HPA Alumni Affiliate Program Group (APG) (https://hhd.psu.edu/hhd/alumni/hpa) works closely with the department to provide meaningful opportunities for alumni to engage with one another, students, faculty, and staff. The HPA-APG is involved in mentoring opportunities, such as the College's Alumni Mentoring Program, student roundtables, and/or Alumni in the Classroom events. It also plans several networking opportunities for HPA alumni, and student and alumni networking opportunities. The APG Social/Professional Committee sponsors continuing education and social events annually in select venues that have included Philadelphia, Pittsburgh, and Washington, D.C. These events take the form of Alumni social gatherings and/or rallies at PSU sporting events such as Football and Basketball games. The committee also partners with the Mentoring Committee to sponsor a career panel during the Mentoring weekend, which is open to all students.

The program also has a Peer Mentoring Network and a Peer Writing Tutor network. The Peer Mentoring network was introduced at University Park Campus location in 2016, matching first year, transitional (change of campus) and transfer students with students who had been in the program for at least 2 semesters (additional qualifications are a minimum cumulative GPA of 3.0; active membership in the HPA Club or ACHCA; confident and willing to share; and regular – once every week or two – availability).

The Peer Writing Tutor network was established in 2015 on the University Park Campus. The Peer Writing Tutor program supports the two HPA writing intensive courses—HPA 301: Policy Issues in Health Care and HPA 390: Professional Development Seminar. This program was initially supported financially by the University's Writing Across the Curriculum initiative and later by the HPA department at University Park. Writing Across the Curriculum requirement has a peer writing tutor assigned to it. Peer writing tutors are selected from students who have previously earned an A in either HPA 301 or HPA 390 and are based on course instructor recommendations.

13b. List and describe any student professional organizations or clubs. Please include a student participation rate in each of these activities.

1. American College of Healthcare Administrators (ACHCA) Club. ACHCA student members are provided with opportunities to network with leaders in long-term care. Additionally, students can join ACHCA Connect, the private forum for ACHCA members to discuss job opportunities and issues faced in nursing home administration. As a courtesy, the Pennsylvania Health Care Association has agreed to help student members find internships, and possibly job opportunities within the organizations in the ACHCA. Monthly meetings are held in-person and on Zoom to enable participation of students across the Penn State system. The ACHCA club has an active student membership of 40 (approximately nine percent of HPA majors).

2. Health Policy and Administration (HPA) Club. This organization is dedicated to fostering friendships and promoting professional growth within the major. Participation is sought from all members of the major, the minor and other interested students. Activities include guest speakers from the health care field, participation in service events, and promotion of student/faculty relations. The HPA club has an active student membership of 70 (approximately 15 percent of HPA majors).

3. Upsilon Phi Delta (UPD). The national honor society of the Association of University Programs in Health Administration recognizes HPA students who achieve distinction in healthcare management and policy studies or individuals who have made outstanding contributions to the health profession. Students must have a minimum cumulative GPA of 3.75 and minimum of 7th semester standing to be eligible. HPA students that meet these criteria are recognized each spring semester during the HPA student awards ceremony and reception. Approximately 40 students are inducted into UPD (approximately nine percent of all majors). UPD at Penn State is not organized as a club as students are typically inducted in their final semester of study.

17. STUDENT SUPPORT SYSTEMS (Criterion 14)

14a. Describe any program or university policies to enable students to voice concerns or complaints.

Pursuant to the University Faculty Senate Policy G-10 (https://aappm.psu.edu/policy/g-10-grade-mediation-and-adjudication), students are encouraged to take concerns relative to class grades directly to the instructor. If they feel their concerns aren't addressed, they have recourse to request a formal grade adjudication process. In the PSU HPA program, the student can appeal his/her grade to the Professor-in-Charge. If the Professor-in-Charge is unable to resolve the matter, the student can appeal the Department Head. If the Department Head is not able to resolve the matter, the student can then appeal to the appropriate academic officer (director of Academic Affairs on the Commonwealth Campuses or the College of Health and Human Development Associate Dean for Undergraduate Education for students enrolled in University Park or World Campus).

Student concerns with classroom situations or faculty behavior is addressed in University Faculty Senate Policy 20-00 (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/20-00-resolution-of-classroom-problems/) and the R-6 procedure fully delineated in (https://aappm.psu.edu/policy/r-6-classroom-academic-freedom-conference-and-mediation). Like the process for grade disputes described above, students are encouraged to take concerns directly to the instructor first, but if they feel unable to do so, or feel the instructor isn't properly addressing their concerns, they are encouraged to take it first to the Professor-in-Charge, then the Department Head, then the appropriate academic officer for mediation.

14b. Describe how students' concerns or complaints are addressed.

The process for addressing student concerns regarding grades and classroom situations are described in 14a.

Student may also bring concerns to advisors – faculty and department as well as the student service center advisors.

Serious concerns can be directed to student representatives, the student advisory board, student council, department heads, their college dean, the University Police, and any number of available counseling personnel, depending on the nature of the complaint.
The Penn State Office of Student Affairs also has an office for Student Care and Advocacy (https://studentaffairs.psu.edu/support-safety-conduct/support-resources/academic-concern) that offers general consultation related to academic areas: personal circumstances, instructor complaints, grade grievances, withdrawals, withdrawal, re-enrollment, and a variety of other issues. If students have questions about an academic issue or a combination of issues, they are encouraged to contact this office for assistance. A similar support office is available specifically for World Campus students (https://www.worldcampus.psu.edu/consumer-information-and-disclosures/complaint-resolution.

The HPA program also utilizes a variety of feedback instruments allowing students to share concerns about the program as they progress. Such feedback measures include the annual student survey on advising, and the junior year annual pre-internship survey asking about classes, and experiences. Additionally, faculty teaching and course evaluations are conducted through the course management system by the university at the end of every semester.

14c. Without providing identifying details, describe any formal student grievances that have been submitted since the program's last AUPHA certification. If the program is undergoing initial certification, describe any formal student grievances that have been submitted in the last four years.

Since the program's last certification there gave been three (3) grade disputes and one (1) classroom conduct dispute.All four disputes were resolved with the mediation of the Professor-in-Charge.

14d. What were the results of the formal student grievances described above?

Two (2) of the three (3) grade disputes were resolved in favor of the student while the third was in favor of the instructor. The classroom dispute resulted in favor of the faculty member.

18. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 15)

15a. 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?

The Penn State HPA program established an Advisory Board in 2011:
https://hhd.psu.edu/hpa/about/undergraduate-advisory-committee. The mission of the Advisory Board is to serve the HPA Undergraduate Program by providing consultative expertise regarding current developments in the health care industry; by augmenting student professional development opportunities; and serving as a foundation for the development of ongoing support for the HPA Undergraduate Program. Advisory board members were selected based on their breadth of experiences in a variety of health care sectors. This Board was created to supplement our Alumni Program Group by including mainly non-Penn State alumni who could offer fresh perspectives to the program.

The advisory board meets twice an academic year (typically in October and March) for three hours (11:00 AM to 2:00 PM). The meetings are held via Zoom and include updates from Commonwealth Campuses, University Park, and World Campus, a spotlight on students (see below), program curriculum proposals, and industry updates.

The advisory board plays an active role in curricular development for the program. The board provides input regarding new courses or proposed changes to the HPA program. Every five years, the board along with HPA faculty conducts a thorough review of the program learning objectives, competencies, and course syllabi.

15b. How do students interact with advisory committees or boards?

Both the program and the board recognize the importance of having student interactions as a part of the board meetings. Each board meeting has a student spotlight and is allotted 45-60 minutes of the meeting. Meeting organizers rotate through various student constituencies. For example, program club members from the Commonwealth Campuses, University Park, and World Campus, students who participated in case competitions, students who traveled abroad as a part of the program, students who participated as peer tutors or peer mentors, etc. Students talk about their experiences, board members ask questions and solicit student opinion and/or insights on the program.

19. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

16a. Describe the program's major linkages with professional organizations, associations, and practitioners.

The HPA program interacts regularly with administrators in the local hospital, Mount Nittany Medical Center (MNMC), part of the Mount Nittany Health organization (MNH), located a short drive from the University Park campus. MNMC administrators have served as guest speakers, taught graduate and undergraduate courses, hosted interns, and participated in several other events. The major physician group practice in the local area, Mount Nittany Physician Group (MNPG), is also part of MNH. MNPG's main facility is located next to the medical center with additional service centers in several surrounding communities. Members of MNPG interact regularly with the Program and Department in the same ways as MNMC administrators.

The HPA program also interacts regularly with administrators from Geisinger Health Services from their home location in Danville, PA as well as with administrators from their four local facilities; three medical clinics, Geisinger Grey's Woods, Geisinger Scenery Park, Geisinger Medical Group on University Drive, and an Ophthalmology clinic. They, along with administrative personnel from Highmark Blue Cross/Blue Shield, UPMC, UPMC-Altoona, and Susquehanna Health regularly participate in classes and extracurricular activities through the APG "Professionals in the Classroom" and "Mentoring Weekend" events (described in 16d) as well as serving as guest lecturers.

The Pennsylvania Office of Rural Health (PORH) is in the HPA Department at University Park. PORH hosts undergraduate students each summer as part of its annual internship program. PORH links faculty with health care providers in rural areas of the state which has led to opportunities for community-based research and for resources that can used in the classroom. PORH staff serve as frequent guests in HPA undergraduate and graduate courses on topics ranging from health care delivery in rural areas to the rural implications of health care reform. Students are encouraged to attend PORH conferences and the HPA program offers a limited number of conference registrations to facilitate student participation.

The HPA program has a close connection with the Pennsylvania Chapter of the American College of Health Care Administrators. The chapter provides discounted registration fees so students can attend its annual meeting and provides speakers for the monthly Penn State student ACHCA meetings.

16b. Describe any student associations or clubs not addressed in Criterion 13.

There are three student associations not mentioned in Criterion 13 above. The first is the College of Health and Human Development Student Council. "The HHD Student Council provides a place where students can voice their concerns about issues within the College of HHD. Student Council acts as a liaison between the students and the administration." Similar student councils are available on the Commonwealth Campuses and on the World Campus.

Second, students at University Park can participate in "HealthWorks which is a peer education outreach program. The organization leads workshops, sponsors University-wide outreach events, conducts a health education theater, and advocates health with the University community and government." Both the above descriptions are taken from the student activities webpage http://hhd.psu.edu/hpa/undergraduate/student-activities.

Finally, students at University Park can apply to become College of Health and Human Development Ambassadors. This student group promotes the interests of the college at events involving prospective students, current students, and alumni.

16c. Describe how practitioners interact with students through all student club activities.

As described in question 13b previously, the PSU HPA program has two very active student clubs open to all HPA students:

American College of Healthcare Administrators (ACHCA) Club. ACHCA student members are provided with opportunities to network with leaders in long-term care. Additionally, students can join ACHCA Connect, the private forum for ACHCA members to discuss job opportunities and issues faced in nursing home administration. As a courtesy, the Pennsylvania Health Care Association has agreed to help student members find internships, and possibly job opportunities within the organizations in the ACHCA. Monthly meetings are held in-person and on Zoom to enable participation of students across the Penn State system. The monthly ACHCA club meet features industry speakers who make a presentation, respond to student questions, and network with students.

Health Policy and Administration (HPA) Club. This organization is dedicated to fostering friendships and promoting professional growth within the major. Participation is sought from all members of the major, the minor and other interested students. Like ACHCA, the HPA club monthly meetings include guest speakers from the health care field who make a presentation, respond to student questions, and network with students. Monthly meetings are held in-person and on Zoom to enable participation of students across the Penn State system.

16d. Describe any other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader presentations, or other supplemental education programs.

The HPA program involves practitioners in several ways: as intern preceptors; as executive speakers or guest lecturers; through programs planned by the HPA APG Board and its committees; as full or part-time faculty; and as members of the Undergraduate Program Advisory Board, as detailed above.

Preceptors are working health care professionals who agree to share their administrative knowledge, provide guidance, and coordinate interns' experience in a supportive and professionally stimulating environment. The preceptor is an experienced healthcare professional who oversees the required 320-hour internship, mentoring and monitoring the student's development. To be selected as a preceptor, the practitioner must submit a "Preceptor Qualification Form" to the appropriate internship coordinator. Preceptors who are selected receive a packet of material on the internship and the program. Internship coordinators follow up by phone or email to see if there are any questions regarding the internship program. Preceptors are evaluated through an instrument fielded by the HPA program at the end of the internship to all students.

HPA APG Board involvement takes a variety of forms. The APG typically has a monthly phone conference call. This is often used by the Department Head and Program Director for internal consultation about the program. The Board's activities providing

opportunities for students have focused on two key programs, "Professionals in the Classroom" and the "Mentoring Weekend".

"Professionals in the Classroom" is a two-day event where health care professionals are invited into classes to speak and interact with students about their experiences. This event happens on all residential campuses and World Campus students are invited to participate via Zoom. The program also sponsors virtual resume review sessions for all HPA students.

The College of Health and Human Development Mentoring Program connects HHD students and alumni by matching students with professionals in their field(s) of interest who can offer advice and information about career options or other issues relevant to their particular fields. The mentoring program is open to all alumni of the College of Health and Human Development, as well as to Penn State alumni working in HHD-related fields. They initially meet and are oriented to the program at an annual dinner and workshop. Subsequent meetings are at the discretion of the mentors and protégés and continue to graduation, some even beyond. Evaluation of the mentoring program is conducted by the college Alumni office. The HPA-APG Mentoring Committee works with the College's Alumni office on matching HPA students with mentors.

Executive speakers/guest lecturers may be invited by faculty members to fit the specific need of each course or may be invited by the faculty advisor of a student organization to speak at an organization event. Faculty typically selects these individuals through personal contact. Many are alumni or preceptors. Speakers are typically oriented through individual contact with faculty regarding the nature of the program, its students, and the event they will be participating in. Evaluation is largely informal through student feedback regarding their presentation. In any given semester, there are several professional guest speakers from the world of practice.

The PSU HPA program also has established the Darren and Ellen Lehrich HPA Executive in Residence Endowment. This endowment allows the department to invite high-level leaders in the healthcare sector to Penn State University Park to share their industry experience, insights and expertise, and build connections with faculty and current students. Students on the Commonwealth Campuses and World Campus are invited to attend Executive in Residence sessions via Zoom.

Stanley P. Mayers Endowed Lecture (https://hhd.psu.edu/hpa/about/events/stanley-p-mayers-endowed-lecture) is regularly conducted each spring and features a prominent health care or health policy representative. All HPA students are encouraged to attend this event either in-person or via Zoom. Held in conjunction with The Mayer's Lecture, the Marshall Raffel Student Showcase is open to all HPA students. The Marshall Raffel Student Showcase provides an opportunity for undergraduate and graduate Health Policy and Administration students to showcase their work in a variety of categories including, but not limited to, research, international experiences, internship experiences, residency experiences, team-based projects including case competitions, capstone projects, and policy briefs. Submitted posters are judged by HPA faculty and local health care administrators.

20. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

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

Program alumni are linked to students, faculty, and the program in a variety of ways. The strongest is through joining the HPA's official "affiliate program group) (HPA-APG). The HPA-APG serves as a coordinating body sponsoring events to link alumni to the program through the following activities:

Alumni Mentoring Program. This College of Health and Human Development program is open to all HPA students who Juniors. Program connects HPA students and alumni by matching students with professionals in their field(s) of interest who can offer advice and information about career options or other relevant issues.

Professionals in the Classroom: This program is a 2-day event where alumni serve as guest lecturers in classes (either in person or via Zoom), attend luncheons with faculty and students, and participate in panel events for students. Because World Campus courses are asynchronous, World Campus students receive invitations to attend alumni presentations given in residential classes via Zoom.

Social Events. HPA-APG sponsors social events during Penn State football in State College, and in surrounding areas like Philadelphia, Pittsburgh and Washington D.C., and at the annual American College of Health Care Executives Conference in Chicago, IL.

HPA Alumni LinkedIn Group: This is a group for all current HPA students, HPA Alumni, and faculty to post career milestones, announce internship opportunities, etc.

21. CURRICULUM AND TEACHING (Criterion 18)

18a. Describe the extent to which various 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.

A variety of teaching methods are utilized by course instructors such as guest lecturers, team-based learning, case studies, site visits, service learning, as well as traditional methods like lecturing, as dictated by the class subject matter. A teaching methods crosswalk is included as supplemental information under "additional documents.".

Faculty, particularly World Campus instructors, additionally incorporate a variety of electronic media tools, as appropriate for course material, to encourage stronger student-to-student as well as student-to-instructor interaction. Examples of such tools include VoiceThread and the use of Zoom or Microsoft Teams for faculty office hours.

18b. Describe the program's involvement in online education, explaining the teaching format used (such as synchronous or asynchronous online teaching, or other modalities).

The Penn State HPA degree can be completed online except for the internship which has an on-site requirement. Courses are developed in collaboration with instructional designers in the College of Health and Human Development. The University holds ownership over all course offerings through its World Campus, but programs retain quality and content control over course offerings to ensure consistency with residential offerings. If additional information regarding World Campus is required, please visit: http://www.worldcampus.psu.edu/.

Every intention has been made to mirror the content of the residential offerings to that of the online courses. The faculty member who instructs the course residentially has been the person charged with developing the online version to maintain consistency. After a course has been developed, the Program Director reviews and approves the content and assessments before the course will be offered. All World Campus online courses are asynchronous in nature. Students have deliverables and deadlines they must meet every week but there is no set "time" they need to be online together.

18c. How many courses are available online? What percent of the program can be accessed online?

The entire HPA degree can be completed online through World Campus with no time required on campus. All the HPA prerequisite courses are offered online, and the program continues to expand the number of upper-level electives available online. The other requirements for the degree (courses outside the major) can also be completed online through World Campus.

18d. For online students, what, if any, time is required on campus or in a traditional classroom setting? Describe how online courses are integrated with traditional in-person courses. How many students take courses in each of these formats?

Students enrolled through World Campus are not required to spend any time on campus or in a traditional classroom setting.

18e. Do the same faculty members teach both in person and online courses?

World Campus courses are restricted to World Campus students in the Fall and Spring semesters. If seats remain in any World Campus course a week prior to the start of the semester, they are open to students from any campus. Therefore, a UP or commonwealth campus student may register for a World Campus course a week before the fall and spring semester if there are seats available. In the summer semester, World Campus courses are open to any student from any campus. Therefore, we always have some UP and Commonwealth students in our World Campus courses in the summer.

With few exceptions, HPA faculty members teach in both classroom-based and online course offerings. Penn State is committed to maintaining the quality of the courses it offers and having experienced faculty teach in both settings is one way it ensures the world class nature of the PSU educational experience.

18f. Do any courses combine on-line and in-person teaching (hybrid or hyflex) in the same section?

Yes. To accommodate certain course demand, University Park has opened certain courses to Commonwealth Campus students. For example, HPA 470: Health Information Technology is taught in-person and remote synchronous. Also, because the commonwealth campuses operate as a consortium, some HPA courses are offered via the university's digital learning cooperative (in-person and remote synchronous).

18g. Describe how the program supports students in developing their skills and competencies in an online environment.

Penn State expects that all students receive early (first four weeks of the semester) and mid-semester instructor feedback (approximately week eight) via Starfish https://sites.psu.edu/starfishinfo/. Starfish is widely used by faculty and staff to support student's educational goals and Starfish reports are available to the student's academic advisor. If a student is struggling, the faculty can leave a note in Starfish requesting an appointment and/or alert the student's academic advisor and request their involvement for additional support.

18h. Describe how parity of education and learning outcomes is documented for traditional in-person and online education courses.

As stated in 18b above, online courses are designed to mirror the residential offerings. All course (online and residential instruction) are included in the Program's annual assessment of progress to achieving stated program learning objectives and student competencies (See Criterion 25 and Criterion 26 below).

18i. Describe how the program assures that students in the online learning program 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.

Please refer to the World Campus's student services website:
http://www.worldcampus.psu.edu/how-online-learning-works/student-services. The application information site on the World Campus page specific to the HPA BS degree http://www.worldcampus.psu.edu/degrees-and-certificates/pennstate-online-health-policy-administration-bachelors/apply has an additional webpage specifically detailing the technology requirements necessary to participate in online coursework. http://www.worldcampus.psu.edu/generaltechnical-requirements

Additionally, each online HPA course has a "Help Desk Contact Information and Technical Information" page within Week 1 Orientation Module in Canvas. Specifically, we outline the following on this page:
"Computer/Technical Issues"
If you have any technical difficulties using the tools within this course, please contact the Outreach Helpdesk.
Hours of Operation (Eastern Time):
• Weekdays from 8:00 AM to midnight
• Weekends from 10:00 AM to 7:00 PM
Web Site: http://tech.worldcampus.psu.edu (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.
E-mail: wdtechsupport@psu.edu
Phone: 1-800-252-3592 or 1-814-865-0047
IMPORTANT NOTE: To view animations included in the online lesson, you MUST use either the Chrome or the Firefox browser and have the latest Flash Player plugin downloaded. See more information on the Canvas site: https://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support. If you are having computer/internet issues that will cause you to miss a deadline, you should call the Helpdesk and
ask the support tech to notify the instructor and your group members, if necessary, about your computer/internet issue.
If technical difficulties cause you to miss a deadline, you are expected to submit your work as soon as possible –
within 24 hours. This may mean that you need to visit your local library or borrow a friend's computer/internet connection.

For any problems when taking Canvas quizzes contact the World Campus Help Desk IMMEDIATELY by using the contact information provided above at the EXACT MOMENT that you have any problems with a quiz. The Help Desk support team will verify whether the problem is related to a Canvas glitch and email me. Remember, they must know the exact time that you experienced the problem to verify it.

18j. 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.

Online faculty are expected to complete a certification course through Faculty Development before they can instruct courses online for Penn State. The HHD Outreach Office oversees setting up Penn State access accounts and IDs for adjunct instructors. Once they have this access, they can get to any resource (library, etc.) available to a Penn State faculty member. Online faculty have access to the course content, assessments, schedules, etc. for the course(s) they are responsible to teach as well as the syllabi from previous semesters.

18k. Describe how faculty are trained and equipped to use online learning technologies in the teaching program. Describe how faculty performance in online education is evaluated.

Faculty teaching in the World Campus are expected to have undergone online teaching certification, which Penn State provides, to ensure they have the awareness of the difference the unique challenges of online instruction and how it differs from face-to-face teaching.

Online learning requires an understanding of the limitations of distance interaction, effective communication becomes key and online instructors, in addition to learning the various electronic delivery platforms available for use, focus on using those platforms most effectively.

World Campus faculty are evaluated in several ways, primarily through student ratings of effectiveness, which all PSU faculty undergo. Additionally, HPA World Campus are currently once a year by the World Campus HPA Program Director, Jennifer Deutsch.

22. CURRICULUM AND TEACHING (Criterion 19)

19a. Provide a list of competencies used by the program and describe how these competencies align with the program's mission and the types of jobs graduates enter. You can fill out the box below or upload a document below.

The program competencies were derived from the mission, which is to develop graduates with the knowledge, skills, and values appropriate to work in entry-level management or policy-related positions or for the pursuit of graduate education. Thus, the program is structured according to a competency framework with eight program learning objectives (https://hhd.psu.edu/hpa/undergraduate/major-health-policy-and-administration/program-goals-and-student-competencies) in which students are prepared to pursue either employment in various healthcare settings or graduate programs.

The eight program learning objectives in the HPA Competency Framework aim at providing students with grounding in the Context of the health care industry, training in Content that is highly relevant to the health policy and administration profession, and opportunities to develop the personal Capabilities that enable effective health care occupational performance. The following describes the program learning objectives and the specific competences in each.
PLO 1: HPA graduates will possess in depth understanding of health and health care, including the structures, policies, processes and institutions that make up the U.S. health care system.

Student Competencies in this PLO will be evaluated by their ability to:

• Describe the main characteristics, components, and issues of the organization and delivery of health care in the United States.
• Describe public and private sources used to finance health care and reimburse for health care services.
• Analyze economic incentives and decisions related to health care organizations and the health care system.

• Assess the impact of determinants on population health, health status, and health disparities.

PLO 2: HPA graduates will possess the knowledge and skills necessary for organizing and directing resources towards the achievement of organizational objectives.

Student Competencies in this PLO will be evaluated by their ability to:

• Understand and explain financial and accounting information NCHL[1]
• Understand and use statistical and financial methods and metrics to set goals and measure organizational performance. NCHL
• Analyze implications and conclusions considering the business, economic, demographic, ethno-cultural, political, and regulatory trends and developments, and to use these insights to develop an evolving organizational vision. NCHL

PLO 3: HPA graduates will possess the knowledge and skills necessary to analyze, synthesize, and evaluate public policy.

Student Competencies in this PLO will be evaluated by their ability to:

• Identify past and current public policies and define the various federal agencies that influence health policy in the United States.
• Explain the processes behind health care policy making, including legislation, rulemaking and regulations, and implementation.
• Explain a social issue or policy problem by breaking it into smaller pieces or tracing its implications in a systematic way. NCHL
• Identify and analyze problems, potential solutions and best practices to determine appropriate courses of action.

PLO 4: HPA graduates will possess an awareness of and the ability to manage one's own emotions in a way that enables positive interpersonal interactions and the building of productive relationships.

Student Competencies in this PLO will be evaluated by their ability to:

• Demonstrate awareness of one's personal characteristics and capabilities and how others perceive these.
• Accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others. NCHL
• To establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests. NCHL
• Work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to successfully plan and execute group work. NCHL

PLO 5: HPA graduates will recognize the value of diversity and possess sensitivity to underrepresented and underserved groups in health care.

Student Competencies in this PLO will be evaluated by their ability to:

• Demonstrate insight into own prejudices and biases whether emotional, cultural, social, generational, gender based, racial or religious.
• Understand how characteristics of diversity influence health beliefs, family dynamics, communication patterns, and social values.

PLO 6: HPA graduates will be able to interpret, analyze, and evaluate information to identify, examine, and solve problems that occur in the health care system.

Student Competencies in this PLO will be evaluated by their ability to:

• Comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria.
• Correctly interpret substantive results of statistical analyses in health care management and health policy studies.
• Compare the strengths and weaknesses of alternative interpretations and judge whether an argument's conclusions follows either with certainty and/or determine if additional information is necessary to strengthen an argument.

PLO 7: HPA graduates will be able to effectively receive, process, and relay information through written communication.

Student Competencies in this PLO will be evaluated by their ability to:

• Prepare written documents using correct grammar, punctuation, style, and spelling that convey information and/or opinions in a clear and compelling manner.
• Adhere to professional standards for letters, emails, and resumes.
• Use professional terminology correctly and appropriately.
PLO 8: HPA graduates will be able to effectively receive, process, and relay information through oral communication.
• Prepare and deliver logical, concise, persuasive oral presentations that convey information and/or opinions in a clear and compelling manner.
• Use appropriate nonverbal communication (eye contact, gestures, posture) when communicating with others.
• Communicate effectively with individuals from a variety of socio-economic and cultural backgrounds.
• Use professional terminology correctly and appropriately.
• Demonstrate active listening and engagement skills to understand the approach, views, and what is important to others.
Alumni surveys and LinkedIn profile reviews confirm that we are achieving our mission. For example, program graduates have secured employment in hospitals, clinics, consulting groups, long-term care facilities, government agencies, etc. while others have enrolled in graduate programs in health administration, public health, public policy, medicine, etc.

[1] NCHL: Denotes a competency derived from and defined based on the National Center for Healthcare Leadership's competency model. Retrieved from nchl.org/Documents/NavLink/Competency_Model-summary_uid31020101024281.pdf on May 16, 2016.

If you would prefer to upload a document with program competencies (as requested in 20a.) you can do so here. Be sure to include the description of how these competencies align with the program's mission and the types of jobs graduates enter.

19b. Describe how the program's competencies were developed and how they are reviewed and revised.

The Program Learning Objectives and competencies for the HPA program's required courses were developed as part of a major curriculum revision in AY 2014-15. As such, there are no program specific competencies in courses that are taught and controlled by other departments. The initial framework was based on a one developed by Penn State master's in health administration program in 2011 which is in turn based off the National Council for Healthcare Leadership (NCHL) model as indicated in the footnotes in 19a. The framework was then reviewed, and input received from all HPA faculty and the external advisory board.

Reviews of the PLOs are conducted annually by the HPA program leads for the Commonwealth Campuses, University Park, and World Campus as part of the annual program assessment. As a part of that review process, competencies are linked to specific assessments which enables the program to track student competency attainment at the program level. The program only tracks competency development in its core courses.

In-depth reviews involving HPA faculty and external advisory board members occur every five years (most recently in AY 2020-2021 and scheduled for AY 2025-2026) to respond to the changing nature of the healthcare industry, and the demands it has for future administrators, consultants, policy analysts, etc.

Complete the Course Competencies worksheet to demonstrate how your program's competencies map to the curriculum and then upload below.

96-4cf31615436318b03dbf066805033518_Criteria_21_(3)_AUPHACourseCompetencies.xlsx

23. CURRICULUM AND TEACHING (Criterion 20)

20. 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 upload sections below.

HPA_Syllabus_for_Courses_057-332.pdf

Additional syllabi uploads:

HPA_Syllabus_for_Courses_390W-443.pdf

Additional syllabi uploads:

HPA_Syllabus_for_Courses_444-497pdf.pdf

Additional syllabi uploads:

Additional syllabi uploads:

24. CURRICULUM AND TEACHING (Criterion 21)

21a. Complete the Course Content Worksheet to demonstrate how your curriculum covers the required content areas and then upload below.

Criterion_21_-_Course_Content_PSU_24.xlsx

21b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.

25. EXPERIENTIAL AND APPLIED LEARNING (Criterion 22)

22a. Describe how the program uses the internship to meet the goals and objectives of the program.

The internship, or field experience, plays a central role in the Program's curriculum. The opportunity to apply the didactic training learned in the classroom, and to spend a minimum of 320 hours working in a formal, health care setting is essential to students' development and the Program's success. The field experience is a variable-credit sequence of two courses: HPA 390 (Professional Development in Health Policy and Administration), a 3-credit course typically taken in the 5th or 6th semester, and HPA 395 (Field Experience in Health Policy and Administration), a variable credit course (based on hours) which is typically taken between the 6th and 7th semester.

HPA 390 is intended to help students develop a set of professional skills necessary to launch a career in health care administration. This course is designed to enhance students' professional development and communication skills (written and verbal). Students will have an opportunity to improve writing, networking, and collaboration skills, as well as overall personal effectiveness, all of which are vital qualifications cited by human resource professionals as "soft skills." Students will be asked to increase self-awareness, become cognizant of strengths and weaknesses, step out of their comfort zones, and develop a more effective approach to writing as a process (pre-writing, drafting, evaluating, revising, etc.) developed through "industry specific" projects and other written assignments.

HPA 395 is intended to expose students to real work experience in the field of health administration, policy and/or research. The internship is designed to mirror a full-time job; students typically complete the 320 hours over an eight week (40 hours a week) or 10-week (32 hours a week). Through the internship, students will develop important professional skills that will help them launch a career in the healthcare industry. There is no difference between the Residential and World Campus (online) internship.

22b. Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.

The timing of the field experience opportunity is also important; it typically follows three years of didactic education and allows the student to assimilate and integrate this experience into their final nine months of undergraduate education, prior to entry into the "real" job market. The maturation which occurs in this short period is probably greater

than any other in the student's college career. Furthermore, the internship experience deepens the discussion and learning that occurs in the advanced courses and capstone course (HPA 455) as student balance their classroom experiences with their experiential education.

22c. Describe how internship sites are identified and selected.

HPA students are given primary responsibility for identifying a site and making final arrangements for the internship, with the program's approval. The faculty firmly believes that student responsibility for arranging a preceptor/site agreement has great merit. To assist students in identifying internship locations, students receive during the required pre-internship professional development seminar (HPA390) the password for the HPA internship data base. The data base lists hundreds of organizations where HPA students have been placed in the past three years. Students can search the data base by state and by type of internship (e.g. human resources, marketing, public health focused, etc.). The data bases also provide the student with contact information for the placement site, information on whether the internship is paid, and the most recent intern's review of their experience at the placement.

Most students select their internships from healthcare organizations the Program has worked with in the past; thus, the site, and usually the preceptor, is known to the Program. Where the preceptor is new to the Program, the instructor sends Program and field experience information, requests information about the prospective preceptor, and follows up with a telephone interview. Manuals detailing expectations are provided to both the students and to the preceptors.

22d. Describe how internship preceptors are oriented to the expectations of the internship experience.

Each year preceptors receive a letter from the Director of Professional Development or the HPA Program Lead describing their role and expectations for the internship experience. Preceptors are also given access to the departmental internship website, which contains information about the Program expectations for the internship experience, and the preceptor's role for the internship.

22e. Describe how internship sites and preceptors are evaluated.

Internship sites and preceptors are evaluated based on the structure and content of the student experiences. The internships must be administrative, policy, or research focused, and must provide educational experiences. The internships are not approved for organizations to utilize a student as uncompensated labor where minimal or no experiential outcomes are achieved.

Preceptors must be in a management/leadership position, or a professional equivalent such as a researcher, policy analyst, or other appropriate professional.

22f. Describe how student performance in the internship is evaluated.

Students are evaluated by the course instructor through course assignments they are required to complete. Additionally, they are evaluated by their preceptors regarding the internship itself through review of the student's weekly internship log, the student's internship products and by completing the student internship evaluation form.

22g. Describe the faculty role in internship supervision

In the PSU HPA program, there are five (5) internship coordinators. Four are HPA faculty members and one is a professional staff member. These individuals are responsible for the coordination and management of the HPA student internship program and maintaining relationships with health service organizations and agencies in which students may secure appropriate internships; they provide students with consultation and information helpful in securing and planning internships. They approve each student's internship work plan (developed by the student and their preceptor). They are accessible to both students and preceptors by phone throughout the internship period; and based on their review of the student internship log, assessment of the student's internship portfolio, and the preceptor's report of student performance, will assign a grade for the internship.

22h. Describe the policies regarding the awarding of credit and student remuneration for the internship experience?

The Internship is tied to a variable credit course, HPA 395: Field Experience in Health Policy and Administration which requires a minimum of minimum 320 hours with a health services, policy and/or research organization. In addition,

students are required to complete a weekly log of activities and experiences and complete an internship portfolio documenting their internship work. Grades are assigned, as detailed above, on successful completion of these activities.

All agreements about compensation are ultimately up to the preceptor, the organization, and the intern. Preceptors are encouraged to offer compensation to the students, if possible. If students cannot be salaried, compensation can be provided in several other creative ways. Interns can be put on wage payroll like other temporary employees. Stipends for travel or other expenses, meal passes, lodging, attendance at conferences, and tuition reimbursement are all valuable forms of compensation."

26. EXPERIENTIAL AND APPLIED LEARNING (Criterion 23)

23a. What criteria does the program use to excuse students from the internship requirement and direct them to the alternate applied learning experience?

If a Penn State undergraduate student believes they possess significant prior experience in health care, they may pursue credit by portfolio for prior learning experiences. The prior experience in health care must be at a level equal to that of an HPA internship. The student first consults with an academic adviser and/or HPA internship coordinator(s) as appropriate. If it seems appropriate, the student submits a request for credit by portfolio assessment for a specific course through the prior learning assessment form in the student information system. This request is then reviewed by the HPA program lead (Dr. Sciegaj for University Park and World Campus and Dr. Yuskaskus for the Commonwealth Campuses). The HPA program lead will then send the request to one of the internship coordinators who will assess the portfolio and determines whether credit is to be awarded.

23b. Since the program's last certification review, how many students have been approved for an alternate applied learning experience? How many students have completed an alternate applied learning experience in lieu of the internship?

There has only been one student who has received internship credit for prior learning experience.

23c. If applicable: provide at least one example of an alternate applied learning experience completed by a student who was waived from the internship.

N/A

23d. Describe how alternate applied learning experiences are identified and selected.

The student first consults with an academic adviser and/or HPA internship coordinator(s) as appropriate. If it seems appropriate, the student submits a request for credit by portfolio assessment for a specific course through the prior learning assessment form in the student information system.

23e. Describe how student performance in the alternate applied learning experience is evaluated.

Academic standards in assessing the amount and quality of learning demonstrated by a portfolio are to be equivalent to the learning expected in the course when credit is acquired via instruction. The following elements are evaluated by an HPA faculty member:
• Resume
• Educational Goals Statement: This section provides an important overview by introducing the student to the faculty member through a chronology of life experiences relevant to the portfolio submission. The goals statement is generally 300-400 words in length.
• Detailed Description of the Experience(s): The portfolio can include knowledge or skills gained from their prior health care experience(s).
• Description of the Learning: The description of the experience and learning may be blended into one essay. This section is generally 8-20 pages in length. Students are expected to review relevant course materials and to refer to the course syllabus and other materials in demonstrating learning equivalent to the content of the course. Through observation and reflection, students are expected to demonstrate, when appropriate, conceptual, theoretical and practical knowledge and competencies derived from their experiences. See below for some additional details.
• Letters of verification for documentation. Letters can be used to corroborate any type of activity; students are requested to use the guidelines listed below:

o The author must indicate knowledge of the student and the learning for which the student wishes to receive prior learning credit.

o The letter should be written on the official letterhead of the company or organization with which the author is or was associated, if available.

o The content of the letter should focus on the duties, responsibilities, tasks, and/or activities which were a part of the learning experience that is under consideration. The letter should say who, what, when why, where, and for how long.

o The author of the letter should clearly state the nature of the relationship between author and student. Family members and friends are not good sources as they may be biased and may not have firsthand knowledge of the learning.

The faculty member will evaluate the portfolio with a primary focus on 2 critical questions:

• Does the portfolio document learning, not just experience?

• Does the learning matching the learning outcomes for the Penn State course requested and is that learning at the appropriate level?

23f. Describe how alternate applied learning experiences are supervised.

The portfolio for prior learning process is not supervised.

23g. What are the policies regarding the awarding of credit and student remuneration for the alternate applied learning experience?

If the faculty member determines the portfolio meets the standards of acceptable achievement equivalent to a grade of C or better, they submit the results into the student information system. No grades are assigned to credits awarded by portfolio assessment. Credit earned via portfolio assessment will be designated on the transcript in the same manner as transfer credit. No entry is made on the student's transcript when no credit is awarded.

Student remuneration in not applicable in this instance.

27. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

24a. Does the program provide its students with a capstone experience? Is the capstone experience separate from the internship/alternate applied learning experience?

Yes. HPA 455 HPA 455: Strategic Planning and Marketing is designed to be the HPA program's capstone course. The prerequisite is HPA 395: Field Work which is the 320-hour internship experience. Faculty requested HPA 395 as the prerequisite as they wanted students to have had first-hand experience in a health care setting. On rare occasions a student is allowed to take both HPA 395 and 455 concurrently.

HPA 455 instructors have the option to either use a case-based approach to address a strategic planning or marketing issue or to work with a community partner on an actual project in these areas. The enrollment cap for HPA 455 is 25 so students can be placed in small consulting teams of five. In these teams' students address issues raised by the case or the community partner.

After students analyze the situation, they develop action plans and make recommendations. The students present their analyses, recommendations, and suggested implementation plan to the class or the community partner.

24b. Describe the activities provided by the program, other than the internship/alternate applied learning 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.

The HPA curriculum structures integration into its advanced courses, as well as in the internship, so that students encounter integrative exercises throughout their final semesters in the program. Some examples, include the following:

HPA 401 Comparative Health Systems takes a global approach and requires student to do an in-depth investigation of and report on the health system of a country not covered during the semester. Providing an overview of the country's demographics, culture, geography, and political climate, an overview of its health care system including how/why it developed, what is covered, how these were decided on and how the system is financed.

Students must also complete a policy memo on a topic of their choice. The purpose is to concisely provide advice to a policy maker on a current major healthcare policy issue or debate. They must identify 2-3 options, one of which must be informed from the experiences of another nation.

HPA 430 Health Care Leadership focuses on helping students learn about their own strengths and weaknesses as Leaders; to give students an opportunity to build their skills in small group leadership; and to explore leadership competencies and challenges in health care. As part of this class students lead weekly discussion sections of HPA 101: Introduction to Health Care Organization to mentor first and second year students through discussions and projects as a way for them to develop small group leadership skills they are learning in the course. Through this experience, reflective reading and writing, and discussion, students explore their own leadership capabilities

HPA 442 Long-Term Care Management. This course has several engaged learning projects with different long-term care community partners. Through these projects students learn about the roles of community-based organizations (e.g. Senior Centers, Area Agencies on Aging) and residential care facilities (Assisted Living, Skilled Nursing, etc).

HPA 444 Aging Policy requires students to select a specific health or long-term care policy. Then using Bardach's Eightfold Path to More Effective Problem Solving (https://en.wikipedia.org/wiki/Eightfold_path_(policy_analysis) conduct background research, identify a specific policy change to analyze, and present their analysis to the class.

HPA 454 Health Care Professional Communication. Students in this course will be expected to identify, analyze, develop, and evaluate communication skills needed for professional success in interpersonal situations, group interactions, and professional written documents and oral presentations. Students plan and write a recommendation report and a grant proposal, while identifying, analyzing and applying health literacy standards to reach intended audiences.

HPA 470 Health Care Information Management does theory and application about health care information systems. The first half of the course is devoted to IT terminology, structures, and applications including IT systems specific to industry segments. The second half of the course is devoted to cases and exercises assigned weekly to supplement and practices the concepts to understand how health IT is used in health care.

HPA 475 Health Care Quality) uses a similar approach to quality management and also requires students complete certification through the Institute of Healthcare Improvement. Students in HPA 475: Health Care Quality can earn IHI's certificate in quality and safety, indicating they possess a well-rounded understanding of quality, safety, population health, equity, health care leadership, and person- and family-centered care.

In addition to these are the programs international study and field experience courses including IES: London, Health Practice and Policy which includes an intensive service learning and practicum in London and Kingston at the University Of West Indies School Of Nursing, Mona. In the last two week of the semester students participate in an extended field study trip to Kingston at the University Of West Indies School Of Nursing, Mona when they learn through lectures, discussions and a practicum at community health clinics.

IES: Santiago, Health Studies which allows students to fully immerse themselves in the daily life and culture of Chile while studying Spanish for Health Practitioner's and taking a clinical observation course. Due to Chile's community centered health system, students have the unique opportunity to gain understanding in culturally based health practices and an understanding of navigating the health care system in a developing nation.

There are additional faculty lead programs (HPA 499), one to the Netherlands (focusing long-term services and supports) and another to Sweden (focusing on best practices in human resources management). Both trips are structured similarly, students enroll in a two-credit class in the spring semester to learn about the countries culture, political structure, economics, history, and health care system. The students then enroll for a one-credit to cover their time on the trip.

24c. If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to program objectives.

None is required.

24d. Describe how both the internship and alternate applied learning experience provide students the opportunity to:

- Learn by doing
- Reflect on their experience
- Integrate and apply what they have learned in the classroom to their applied learning experience?

As stated previously in 22a, the field experience is a variable-credit sequence of two courses: HPA 390 (Professional Development in Health Policy and Administration), a 3-credit course
typically taken in the 5th or 6th semester, and HPA 395 (Field Experience in Health Policy and Administration), a variable credit course (based on hours) which is typically taken between the 6th and 7th semester.

HPA 390 is intended to help students develop a set of professional skills necessary to launch a career in health care administration. This course is designed to enhance students' professional development and communication skills (written and verbal). Students will have an opportunity to improve writing, networking, and collaboration skills, as well as overall personal effectiveness, all of which are vital qualifications cited by human resource professionals as "soft skills." Students will be asked to increase self-awareness, become cognizant of strengths and weaknesses, step out of their comfort zones, and develop a more effective approach to writing as a process (pre-writing, drafting, evaluating, revising, etc.) developed through "industry specific" projects and other written assignments.

During their actual field work assignment, students submit weekly job logs that both describe and reflect on their placement activities and experience. This culminates with the student making a final poster presentation on their internship experience. Students also write a review of their experiences to be included on the internship portal so that future students can get a sense of what it would be like to intern at that location.

28. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 25)

25a. Complete the Data Measures for Student Competencies Table and upload it here.

Criterion_25A_-_PSU_HPA_Data_Measures_for_Student_Competencies_(1).xlsx

25b. Complete the Student Competencies Improvement Table.

Criterion_25B_-_PSU_HPA_Student_Competencies_Improvement_Table_(1).xlsx

29. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 26)

26a. Complete the Data Measures for Program Level Outcomes Table.

Criterion_26A_-_PSU_HPA_Data_Measures_for_Program_Level_Outcomes.xlsx

26b. Complete the Program Level Outcomes Improvement Table.

Criterion_26B_-_PSU_HPA_Program_Level_Outcomes_Improvement_Table.xlsx

30. Additional Documents

1. Please upload any additional documents here.

Teaching_Methods_Crosswalk_for_18A.xlsx

2. Please upload any additional documents here.

2022-23_HPA_PSU_Program_Assessment_report_8-31-23.docx

3. Please upload any additional documents here.

2023-24_HPA_Assessment_report_6-25-24_(1)_(1).docx

4. Please upload any additional documents here.

5. Please upload any additional documents here.

31. Thank You!

New Send Email

New Send Email