Response ID:21 Data

2. ABOUT THE PROGRAM

University Name

University of South Dakota

School/College Name

Beacom School of Business

Department Name

Entrepreneurship, Management, Marketing, Law and Health Services Administration

Program Name

Health Services Administration

Name (with suffix and degrees) of Program Leader

Matthew Heard, MBA

Program Leader Email

Matthew.Heard@usd.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 Health Services Administration Program is: Improving quality of life by advancing tomorrow's health care leaders.

1b. Enter the program's vision statement.

The vision of the Health Services Administration Program is: Health Services Administration prepares and empowers individuals to be contributing professionals who improve today's health care systems.

1c. Enter the program's values statement.

Health Services Administration Department Values:
• Student partnered
• Innovation through creative thinking
• Professionalism with integrity
• Collaboration
• Health care experience

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: 75% of HSAD program students will graduate in 4 years with the undergraduate degree Bachelor of Business Administration with a Health Services Administration specialization / major.
• Goal 2: 75% of graduates from the HSAD undergraduate program will be employed in the healthcare industry and/or be enrolled in Graduate School within 1 year of graduation.
• Goal 3: The HSAD graduating classes will graduate with an average cumulative GPA of 3.0 or above.
• Goal 4: 75% of HSAD students will meet or exceed assessment expectations from the Preceptor's Confidential Feedback and Evaluation Form.
• Goal 5: HSAD-led study abroad opportunities will consist of at least 25% HSAD majors.

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

• Goal 1 objectives:
o Objective #1: Professional advisors will monitor student progress throughout program to ensure the possibility of graduation in 4 years. Advisors will report to the HSAD team to relay concerns about students at risk academically.
o Objective #2: HSAD Faculty will meet with students individually who are at risk and develop a plan for academic success.
o Objective #3: Annual review by the HSAD department of course changes and possible efficiencies to aid in 4-year graduation .
• Goal 2 objectives:
o Objective 1: Introduce employment and graduate school opportunities to students through formal and informal advising.
o Objective 2: Maintain a connection with alumni with opportunities to support the program and students through networking at local, regional, and national events, guest speakers, tours and internships.
o Objective 3: Annual follow-up with graduates regarding employment or graduate school status.
• Goal 3 objectives:
o Objective #1: Professional advisors will monitor student GPA and relay concerns about students who are at risk academically.
o Objective #2: HSAD Faculty will identify at risk students in their classes.
o Objective #3: HSAD Faculty will continue to deliver rigorous classes.
• Goal 4 objectives:
o Objective #1: Periodically review the internship placement process and implement continuous improvement strategies.
o Objective #2: Improve the internship experience for students and preceptors by providing more instruction in essential work skills; support for applied learning; mentoring and advising; and opportunities for networking.
o Objective #3: Increase diversity of internship placements to demonstrate the breadth of the health care industry needs and offer more opportunities to match student interests.
• Goal 5 objectives:
o Objective 1: Increase external funding for research and scholarly short-term faculty-led study abroad activities.
o Objective 2: Increase participation of external stakeholders in short-term faculty-led study abroad activities.
o Objective 3: Develop and implement strategies for the dissemination of faculty and student investigators research findings to practitioners, policymakers, educators and the public.

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

Goal #1: Higher education in a historically conservative state must address the growing parent and public concern highlighting unfocused degree-seeking students and the accompanying student loan debt from extra courses, semesters, and even years. The USD HSAD program has streamlined the curriculum and removed barriers to graduate school so that students can complete their undergraduate degree in HSAD in four years or an MBA with a specialization in HSAD in five years, making this a good business decision for parents and students. The program's first goal is for 75% of students to graduate in four years or less. This goal is in alignment with, but loftier than, the university's retention and graduation goals. Nevertheless, we believe this goal is attainable. Our 4-year graduation rate for the past five years has been 2016 Cohort (2020) – 67%, 2017 Cohort (2021) – 69%, 2018 Cohort (2022) – 94%, 2019 Cohort (2023) – 82%, 2020 Cohort (2024) – 100%. We have exceeded our goal and driven overall improvement. We explain this success through engaged and supportive faculty with genuine care for student success and a roster of alumni actively networking with students on a weekly basis.

Goal #2: Our duty is to prepare undergraduate students for graduate school or working in the healthcare industry. We survey

graduates of our program to monitor whether we have been successful in these endeavors. Our goal is for 75% of graduates from the HSAD undergraduate program to be employed in the healthcare industry and/or be enrolled in Graduate School within 1 year of graduation. All graduating cohorts have met this goal since the last accreditation period. Graduation (2021) – 83.3%, Graduation (2022) – 87.5%, Graduation (2023) – 100%, Graduation (2024) – 80%.

Goal #3: Our business school has an expectation of rigor. While GPA is not a direct correlation to rigor, it can demonstrate the caliber of our graduates. The goal set is that our students will have a cumulative GPA of 3.0 or above. Cumulative GPA over the past 4 years has been: 3.47 (2020), 3.45 (2021), 3.57 (2022), 3.63 (2023), 3.49 (2024). We are proud that our students have achieved this goal.

Goal #4: Goal 4, which states "75% of HSAD students will meet or exceed assessment expectations from the Preceptor's Confidential Feedback and Evaluation Form", was met. There is a series of 10 questions that preceptors use to score student on a scale of 1 to 3 points. Scores earning 20 – 30 points are considered to have met or exceeded expectations. Of the 54 students completing an internship from Spring 2021 to Summer 2024, the average score was 28 and 100% (n=54) of students met or exceeded expectations. Internship preceptors provide an outsider's view of our students' performance in practice. Preceptors have consistently evaluated our students positively. Over the past three years, the percentage of students meeting or exceeding preceptor expectations has been the following among those 54 students:

• 100% among 8 students with an average of 28 out of 30 possible points for spring 2021
• 100% among 12 students with an average of 26 out of 30 possible points in summer 2021
• 100% among 5 students with an average of 28 out of 30 possible points in fall 2021
• 100% among 2 students with an average of 28 out of 30 possible points in spring 2022
• 100% among 2 students with an average of 29 out of 30 possible points in summer 2022
• 100% among 3 students with an average of 29 out of 30 possible points in fall 2022
• 100% among 2 students with an average of 30 out of 30 possible points in in spring 2023
• 100% among 8 students with an average of 27 out of 30 possible points in summer 2023
• 100% among 2 students with an average of 30 out of 30 possible points in fall 2023
• 100% among 1 student with an average of 30 out of 30 possible points in spring 2024
• 100% among 9 students with an average of 28 out of 30 possible points in summer 2024
•

Goal #5: The health care field is changing rapidly. There are many different health care systems throughout the world which are quite successful. While understanding the fragmented and complex system in the United States is critical, it is equally important for healthcare administrators to learn about the other global systems. A knowledge of healthcare systems will help tomorrow's healthcare professionals improve the U.S. system and adapt to changing environmental conditions. We feel it is important to encourage students to engage in a study abroad program to learn about other cultures and health care systems. Dr. South-Winter has led 15 short-term study abroad experiences and has the dean's support and commitment to continue providing these opportunities. In addition, most of these opportunities involve students being actively involved in research and partnerships with health systems. The results of this student research have driven decisions within the partnership organizations and have yielded research publications. This is a testament to the rigor of these experiences; they are not simply a trip abroad. The 2021 opportunity was cancelled because of COVID and the 2022 experience, which was to take place in Europe, was cancelled because of the Ukraine Invasion. The December 2019/January 2020 trip to Cuba had 86% HSAD majors. The SU23 trip to Southeast Asia had 15% HSAD majors. The Costa Rica winter break trip (December 2023) had 38% HSAD majors. We will be revisiting this item and changing the evaluation in the 2025-2026 academic year.

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 University has separate admissions requirements from the business school. For the University, the requirements are earning a grade point average of at least 2.6 (4.0 scale) in all high school courses; or rank in the upper 50% of your high school

graduating class; or achieve an ACT composite score of 21 or above (SAT 1070); or achieve a 3 or higher on the English Language Arts and Mathematics Smarter Balanced Assessments. There are also high school coursework requirements. Currently the business school requires students to apply once they have completed 45 credit hours, have completed the pre-business core courses, and have a 2.6 GPA. At that time, they can declare their major, for example, Health Services Administration. The Admissions Office admits students to the University and the Beacom School of Business Student Services Office admits students to their major within the business school.

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.

There were 22 students majoring in HSAD and 7 minoring in HSAD at census for the 2023-2024 school year. This includes both part- and full-time students. Again, because students can't declare their major until after 45 credits, there are students with the "pre-business" designation who intend to be HSAD majors, but we don't have the ability to track those students. There were 11 HSAD graduates during the self-study year.

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.

Through recruiting at NACAC fairs, South Dakota high school college fairs, high school visits, Admissions on campus events (open houses and individual potential student visits), social media posts, residential summer camp (specifically for health services administration), and tabling events.

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

Booklet_-_BEACOM_-_Undergrad_Fact_Sheet_-_Individual_-_Health_Services_Administration_-_23.pdf

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://www.usd.edu/Academics/Colleges-and-Schools/beacom-school-of-business
URL 2 : https://www.usd.edu/Academics/Undergraduate-Programs/Health-Services-Administration
URL 3 : https://www.usd.edu/Academics/Colleges-and-Schools/beacom-school-of-business/health-services-management/Healthcare-Leadership-Academy

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

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

The program director is responsible for overseeing the AUPHA accreditation process, planning and directing the advisory board meetings, and serving as faculty advisor for our Health Executives Advancing Leadership, which is our student ACHE group.

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

The program director receives one, three-credit course release annually.

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.

The program director has participated in the following professional development activities in the last calendar year:
AUPHA Annual Meeting - Tampa, FL, June 2024 - This was the program director's first AUPHA event, such a wealth of information was absorbed, not only on the accreditation process, but ways to be more effective in the classroom, interaction with industry, as well as research partnerships.

South Dakota Healthcare Association Spring Institute - Sioux Falls, SD, April 2024
South Dakota Healthcare Association Fall Convention - Sioux Falls, SD, September 2023 - The CEUs obtained at the SDHCA conferences are relevant to keep abreast of industry standards in Long Term Care administration, a field a number of our students enter upon graduation. Keeping up with regulation changes, financing structures, and networking with industry professionals helps ensure we are best preparing our students to work in the healthcare industry.

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

Goodman Shepherd, Jewel, Teaching Load = 3:3
South-Winter, Carole, Teaching Load = 3:3
Heard, Matthew, Teaching Load = 4:3

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.

III. Criteria for Ranks
These criteria are consistent with standards defined in the BOR Policy 4:11 – Rank and Promotion and USD Expectations of the Faculty. The criteria provided below are intended for use in tandem with BOR Policy 4:11 and the University's Expectations of the Faculty for both the annual evaluation of the faculty and the tenure and promotion process.
Instructor
1. Faculty member should have a master's degree relevant to their area of teaching or significant business experience at a leadership level relevant to their teaching area.
2. High quality teaching. (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 60% of courses for the university, discipline, or nation.
b. Student commentary that indicates an inspiring and intellectually challenging environment.
c. Other appropriate indicators of teaching quality.
3. Engagement in continuous improvement activities in teaching.
4. Continued currency in the field of their teaching area.
5. Engagement in Division, School, or University service (see II.C.) with evidence of societal impact.
Lecturer

1. Terminal degree in a related field.
2. High quality teaching (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 50% of courses for the university, discipline, or nation.
b. Student commentary that, in sum, indicates an inspiring and intellectually challenging environment.
c. Other appropriate indicators of teaching quality.
3. Engagement in continuous improvement activities in teaching.
4. Continued currency in the field of their teaching area.
5. Meaningful service to the Division, School, or University service (see II.C.) with evidence of societal impact.

Senior Lecturer
1. Terminal degree in a related field.
2. High quality teaching (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 50% of courses for the university, discipline, or nation.
b. Student commentary that, indicates an inspiring and intellectually challenging environment.
c. Other appropriate indicators of teaching quality.
3. Engagement in continuous improvement activities in teaching.
4. Participation in program development and assessment activities.
5. Continued currency in the field of their teaching area.
6. Substantial record of service to the Division, School, or University service (see II.C.) with evidence of societal impact.

Assistant Professor (years 1-3)
1. Terminal degree or ABD (1st year only) in a related field.
2. Quality teaching (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 70% of courses for the university, discipline, or nation.
b. Student commentary that indicates a positive learning experience for students.
c. Positive supervisory observations.
d. Other appropriate indicators of teaching quality.
3. Engagement in continuous improvement activities in teaching.
4. Published research or scholarly work submitted (see II.B)
5. Evidence of the impact of scholarship.
6. Engagement in Division, School, or University service (see II.C.) with evidence of societal impact.

Assistant Professor (years 4-6)
1. Terminal degree in a related field.
2. High quality teaching. (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 60% of courses for the university, discipline, or nation.
b. Student commentary that indicates an inspiring and intellectually challenging environment.
c. Positive supervisory observations.
d. Other appropriate indicators of teaching quality.
3. Engagement in continuous improvement activities in teaching.
4. Evidence of growth and improvement in teaching appropriate to initial performance.
5. Active research agenda with a developing recognition in the field usually indicated by five intellectual contributions including at least two publications in peer-reviewed academic journals in the past five years.
6. Evidence of the impact of scholarship.
7. Engagement in Division, School, or University service (see II.C.) with evidence of

societal impact.

8. Engagement in service to the profession and/or discipline-related service to the community with evidence of societal impact.

Associate Professor and/or Tenure

The following expectations apply to all Associate Professors and those seeking to be promoted to the rank of Associate Professor and/or receive tenure.

1. Terminal degree in a related field.
2. High quality teaching (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 50% of courses for the university, discipline, or nation.
b. Student commentary that indicates an inspiring and intellectually challenging environment.
3. Engagement in continuous improvement activities in teaching.
4. Participation in program development and assessment activities.
5. Active research agenda with a developing recognition in the field usually indicated by six intellectual contributions including at least two publications in peer-reviewed academic journals in the past five years.
6. Evidence of the impact of scholarship.
7. Substantial record of service to the Division, School, or University service (see II.C.) with evidence of societal impact.
8. Engagement in service to the profession and/or discipline-related service to the community with evidence of societal impact.

Professor

The following expectations apply to all Professors and those seeking to be promoted to the rank of Professor.

1. Terminal degree in a related field.

2. High quality teaching (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 50% of courses for the university, discipline, or nation.
b. Student commentary that indicates an inspiring and intellectually challenging environment.
c. Other appropriate indicators of teaching quality.
3. Engagement in continuous improvement activities in teaching.
4. Participation in program development and assessment activities.
5. Active research agenda with a developed recognition in the field usually indicated by six intellectual contributions including at least three publications in peer-reviewed academic journals in the past five years.
6. A modified research agenda can also qualify when accompanied by substantial administrative and/or leadership responsibilities.
7. Evidence of the impact of scholarship.
8. Formal or informal mentorship of junior faculty.
9. Evidence of a significant contribution to their discipline through scholarship and service.
10. Leadership roles in service to the Division, School, or University (see II.C.) with evidence of societal impact.
11. Engagement in service to the profession and/or discipline-related service to the community with evidence of societal impact.

Assistant Professor of Practice

1. High quality teaching. (see II.A.) usually indicated by:
a. Student IDEA evaluation raw or adjusted summary scores that average in the top 60% of courses for the university, discipline, or nation.
b. Student commentary that indicates an inspiring and intellectually challenging environment.

c. Other appropriate indicators of teaching quality.

2. Engagement in continuous improvement activities in teaching.

3. Evidence of growth and improvement in teaching appropriate to initial performance.

4. Teaching that integrates practical experience and provides students with an understanding of the practical applications within the field.

5. Actively participates in school-sponsored programs collaborating with businesses to improve business performance.

6. Scholarship designed to provide public or private decision-makers with information that improves their decision-making process.

7. Demonstrates competence in evidence-based practice and participates in scholarly activity.

8. Engagement in Division, School, University, or Industry service (see II.C.) with evidence of societal impact.

9. Engagement in service to the profession and/or discipline-related service to the community with evidence of societal impact.

Associate Professor of Practice

The following expectations apply to all Associate Professors of Practice and those seeking promotion to the rank of Associate Professor of Practice.

1. High quality teaching (see II.A.) usually indicated by:

a. Student IDEA evaluation raw or adjusted summary scores that average in the top 50% of courses for the university, discipline, or nation.

b. Student commentary that indicates an inspiring and intellectually challenging environment.

2. Engagement in continuous improvement activities in teaching.

3. Teaching that integrates practical experience and provides students with an understanding of the practical applications within the field.

4. Participation in program development and assessment activities.

5. Actively participates in school-sponsored programs collaborating with businesses to improve business performance.

6. Scholarship designed to provide public or private decision-makers with information that improves their decision-making process.

7. Publishes in professional journals or other professional venues.

8. Substantial record of service to the Division, School, University, or Industry (see II.C.) with evidence of societal impact.

9. Engagement in service to the profession and/or discipline-related service to the community with evidence of societal impact.

Professor of Practice

The following expectations apply to all Professors of Practice and those seeking promotion to the rank of Professor of Practice.

1. High quality teaching (see II.A.) usually indicated by:

a. Student IDEA evaluation raw or adjusted summary scores that average in the top 50% of courses for the university, discipline, or nation.

b. Student commentary that indicates an inspiring and intellectually challenging environment.

c. Other appropriate indicators of teaching quality.

2. Engagement in continuous improvement activities in teaching.

3. Teaching that integrates practical experience and provides students with an understanding of the practical applications within the field.

4. Participation in program development and assessment activities.

5. Actively participates in school-sponsored programs collaborating with businesses to improve business performance.

6. Scholarship designed to provide public or private decision-makers with information that improves their decision-making process.

7. Publishes in professional journals or other professional venues.
8. Formal or informal mentorship of junior faculty.
9. Evidence of a significant contribution to their discipline through scholarship and/or service.
10. Leadership roles in service to the Division, School, University, or Industry (see II.C.) with evidence of societal impact.
11. Engagement in service to the profession and and/or discipline-related service to the community with evidence of societal impact.

See also the BOR Policy on promotion and tenure at https://public.powerdms.com/SDRegents/documents/1726900

and the BOR Policy on faculty workload at https://public.powerdms.com/SDRegents/documents/1726896

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).

Matthew Heard was promoted from Instructor to Assistant Professor of Practice in the Fall 2024 Semester. This brought his teaching load down from a 4:4 to a 4:3. There is one additional course release for acting as the Program Director for HSAD.

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

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

Our faculty have input to our chair, curriculum and instruction committee, assurance of learning committees, and our input is highly valued and considered when voting on organization and governance of the program.

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

Our faculty generally sit on the hiring committee of a new faculty search. Evaluation and promotion decisions are governed by our board of regents, university, and school policies and procedures.

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

We meet monthly to discuss the program. The meetings normally consist of the three instructors and the department chair. We also confer with our advisory board throughout the year, and specifically at our annual meeting, to discuss the items mentioned in 7c.

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_-_College_Univeristy_Committees.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.

The South Dakota Board of Regents sets general guidelines for faculty performance, which each school, including the Beacom School of Business, refines to meet its needs and accreditation requirements. The university is accredited by the Higher Learning Commission, while the Beacom School of Business holds prestigious AACSB accreditation.

Faculty are evaluated annually on teaching, research, and service. Teaching quality is assessed through student evaluations, chair observations, and student feedback. Tenure-track faculty, holding terminal degrees, are expected to publish 3-5 articles every five years and stay engaged in academic research. Instructors, with a heavier teaching load, have reduced research

expectations and may stay current through field engagement, like consulting.

Due to the small size of both the business school and the HSAD department, faculty have a heavier service load but also more opportunities to engage in school and university governance.

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

According to Board of Regents policy, faculty workload consists of 15 units per semester, with each unit equal to one credit hour of teaching. A full-time faculty member focused solely on teaching would teach five standard three-credit classes per semester. Tenure-track faculty receive a two-course release each semester to support research and service, while instructors receive a one-course release. Additional release time may be granted for faculty with administrative roles or those conducting grant-funded research.

Faculty in the business school allocate their efforts across teaching, research, and service according to AACSB qualifications, typically as follows:

Scholarly academics (tenure-track with terminal degrees): 60% teaching, 25% research, 15% service

Scholarly practitioners (Professors of Practice conducting research): 70% teaching, 15% research, 15% service

Scholarly practitioners (instructors conducting research): 80% teaching, 10% research, 10% service

Instructional practitioners (instructors not conducting research): 80% teaching, 5% research, 15% service

Effort allocation can be adjusted for additional administrative duties. Faculty are encouraged to participate in conferences and professional meetings, arranging coverage for their classes if needed, and receive annual professional development funds to support conference travel.

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.

[Criterion_8_-_Faculty_Service.xlsx](#)
[Criterion_8_-_Faculty_Scholarship.xlsx](#)

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

Matthew Heard transitioned to Assistant Professor of Practice starting the 2024-2025 academic year. Previously, his research requirements were only 5% of his annual contract. Moving forward, this will increase to 15% and therefore, more research.

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

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

In the self-study year, we did not hire any adjunct faculty. All health services administration courses were taught by our full-time faculty. However, in years when we do hire adjuncts, we follow a clear process. Candidates interested in adjunct positions submit a CV, which is reviewed by the division chair and program coordinator. All adjuncts must meet standards set by our accrediting bodies, including the Higher Learning Commission and AACSB, and each hire is approved by the Dean. The selection process also adheres to the standard university policies established by Human Resources.

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

First-time adjunct faculty work with the chair to put together a syllabus and plan for the course. The chair reviews the course periodically to make sure there is appropriate content and assessments. Throughout the semester, the chair monitors adjunct performance, which includes reviewing student evaluations.

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

Most of our adjuncts have prior teaching experience, either with us or other universities, and in these cases, the chair provides them with basic guidelines on our standards and policies. First-time adjuncts receive additional mentoring from the chair, department faculty, and the University's Center for Teaching and Learning (CTL). They are also provided with essential course materials, including sample syllabi, textbook recommendations, and supplemental teaching resources. All adjuncts teaching

online are required to complete formal training for online instruction through CTL.

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

Since our use of adjuncts is rare, they do not play a substantial role in program activities like curriculum development or long-term planning. Their primary focus remains on course delivery, though they are expected to incorporate specified assessment materials into their courses. This allows adjuncts to contribute to our program's learning outcomes without engaging in broader responsibilities.

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 USD budget is generally not filtered down to individual programs within the colleges and schools. Each college/school Dean has the discretion of budgetary allocations for each program. That said, there are opportunities for programs to request extra budget authority for things like the Beacom Opportunity Fund, which we use for travel for our HSAD students. Our department has adequate resources to effectively teach our courses, practice professional development, engage with industry, and participate in scholarly activity. In general, we feel our program is treated in an equitable financial manner when compared to other programs in the business school.

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.

Our program is fully housed within USD's Beacom School of Business. Beacom Hall was completed in 2009 and enjoys such luxuries as smart classrooms, wifi, student study rooms, meeting rooms, and organization rooms, tutoring rooms, and a Bloomberg Lab.
Each faculty member has a dedicated, private office space, which is ample to meet with students.

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.

The University of South Dakota (USD) Library System supports USD's mission by providing extensive access to local and global information resources to aid in instruction, research, and service. It fosters information literacy, research skills, and critical thinking, creating an engaging environment for learning and collaboration.
Through various formats—including electronic, hardcopy, government, and technical documents—the USD libraries enhance the academic experience by supplementing the university's curriculum and supporting research by faculty, students, and the Great Plains community. Resources include online databases, reference desk support, interlibrary loan services, departmental liaisons, and classroom presentations on bibliographic instruction. A priority for USD's library is equipping health services administration students with strong research skills to navigate relevant literature, demographic data, and regulatory information. Known for its efficient interlibrary loan service, the library has earned a reputation for excellent customer support on campus.
To directly support the Beacom School of Business, a library specialist assists faculty and students in accessing relevant information for health services administration. This access extends across USD's four libraries—the main I.D. Weeks Library, two medical libraries, and the McKusick Law Library—enabling students to explore resources spanning fields like law, economics, medicine, social work, public policy, business, and marketing. These libraries hold around 700,000 monographs, 2,500 academic journals, and access to over 250 databases, largely in full-text PDF format, with efforts underway to expand online book access.
The primary health administration collection resides in the I.D. Weeks Library, which houses over 550,000 volumes and

provides facilities like listening and viewing areas, an electronic classroom, and a Special Collections Department. Open for 100 hours weekly, I.D. Weeks Library offers key databases like MEDLINE and CINAHL, serving as a federal and state depository for government documents.

The McKusick Law Library, South Dakota's largest law library, holds over 170,000 volumes and supports not only the USD community but also the state's legal professionals and residents. All USD libraries feature an online catalog and access to extensive bibliographic and full-text search services. Library One Search consolidates search capabilities for books, journals, and articles at libguides.usd.edu/primo. USD's library collections—spanning books, periodicals, audiovisual materials, databases, scores, microforms, maps, and manuscripts—are curated to support USD's educational, research, and cultural mission.

We are also fortunate to benefit from the existence of a Medical School and School of Health Sciences on campus which provides a library specific to supporting healthcare, education and research for the University of South Dakota and USD partners. The Wegner Library is open to all students, faculty, staff and healthcare providers who are affiliated with our partner groups, patients & family members or visitors of a patient, or those actively seeking health information.

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?

Most USD students have their own computers, but the Beacom School of Business provides a computer lab with computers and printers, a mobile computer cart for classroom use, and additional computers in campus libraries and labs. The business school offers campus-wide wireless and wired connections, with IT support available to students.

The Ellis Finance and Analytics Lab features 12 Bloomberg terminals and 20 computers with advanced software including SAS, SPSS, and Python, supporting in-depth industry and healthcare research.

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

The Beacom School of Business offers students valuable academic resources, including peer and alumni mentoring, tutoring labs, and professional advisors. The university further supports students with resources like one-on-one sessions with Learning Specialists, a writing center, the Math Emporium, a presentation center, and specialized tutoring. The Center for Teaching & Learning (CTL) also provides academic assistance for both on-campus and online students. Students are also offered business specific career placement support, business specific student organizations such as HEAL, and paid consulting opportunities through Coyote Business Consulting. Additionally, students have access to the Office of Accessibility and Opportunity Center.

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 HSAD major, part of the Beacom School of Business, shares a core curriculum with other business majors. Courses within the HSAD program also serve as required or elective options in Health Sciences (undergraduate, Master's, and Ph.D. programs) and Arts & Sciences (undergraduate and master's programs) across the university.

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

The University uses Desire to Learn (D2L) as its learning management software for its online courses, offering similar features to platforms like Blackboard and supporting video tools including Zoom and Panopto. The Center for Teaching and Learning (CTL) provides training and workshops on course design and software usage. A designated Teaching Innovation Coordinator in the business school mentors faculty teaching online, leading regular discussions to enhance course quality. Every three years, or when a new instructor teaches a course, online courses are reviewed by both the department chair and a CTL online teaching expert.

15. STUDENT SUPPORT SYSTEMS (Criterion 12)

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

Our programs operate under a professional advising model. This means every student is assigned an advisor in the program when they start at USD and that advisor continues with them all the way through until graduation (or graduate school). They are required to meet with that advisor at least once a semester. We also have an early alert system for faculty and staff to help monitor student progress and address issues early. The University as whole has tutoring for all subjects the Business School also hires its own tutors that provide free tutoring services to all business students throughout the year for business related courses. Additionally, the Business School has a signature Peer Advising programs for all new first-time students. This program is mandatory. All new students are assigned an upper-level business student who serves as their mentor for the first semester of their freshmen year. Students meet with their peer advisor every other week to help with the transition from high school to college. Finally, the Business School employs its own Career Services specialist for our students. This person hosts a variety of career building/preparedness workshops and activities throughout the year and sends weekly career opportunities for all business students. University-wide, students have access to the student counseling center and the CARE team.

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

The Business School employs its own Career Services specialist for our students. This person hosts a variety of career building/preparedness workshops and activities throughout the year. The person also helps with resume building, interview skills, job searches, etc. Because our program also requires an internship, we have an internship coordinator for the program that helps each student with their internship search and the logistics during the internship.

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.]

Incoming freshmen participate in a peer advising program where they are paired with high-achieving juniors and seniors, helping them acclimate to college life. The Beacom School of Business also sponsors nine other student organizations, offering additional networking and professional development opportunities. All business students can create LinkedIn profiles with a professional headshot. Beacom School of Business also has social media presence among various platforms.

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

HSAD majors primarily engage with the Health Executive Advancing Leadership (HEAL) group, a student chapter of the American College of Healthcare Executives (ACHE). HSAD students join HEAL at a rate of around 65%. HEAL is student-led with faculty advisor support for executive mentoring. HEAL meets twice a month, hosts regional guest speakers, and participates in annual meetings of the South Dakota Association of Healthcare Organizations (SDAHO), South Dakota Medical Group Management Association (SDGMA), and South Dakota Healthcare Association (SDHCA). HEAL brings guest speakers from various facets of the industry and travels to various health care facilities for tours and to meet management.
The business school also has other organizations which are open to all business majors, and campus-wide, there are numerous academic and social clubs open to participation. Participation rates are unavailable for these clubs.

17. STUDENT SUPPORT SYSTEMS (Criterion 14)

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

If additional support is needed, students can turn to student services, department chairs, or the Associate Dean, all of whom have open-door policies. In cases that are more serious, sensitive, or involve legal aspects, formal processes and procedures are in place. The Board of Regents outlines general policies regarding student complaints, while the University of South Dakota establishes specific implementation procedures. A complete list of university policies is available in the student handbook: https://www.usd.edu/-/media/Project/USD/DotEdu/About/Departments-Offices-and-Resources/Dean-of-Students/USDStudentHandbook.pdf

Additionally, the university employs a Title IX officer to allow for students to voice concerns and complaints relating to Title IX issues.

Here are some links pertaining to this topic:
Academic Appeals:
BOR policy: https://www.sdbor.edu/policy/documents/2-9.pdf
USD policy: https://www.usd.edu/-/media/Project/USD/DotEdu/Policies/Academics/1001-Student-Academic-Appeals.pdf?rev=b41f010edfd64fd3a53195fcffa60579&hash=0E0D0599E27F99E1DAAC8C61A5FD6D72
Academic Misconduct:
BOR policy: https://www.sdbor.edu/policy/Documents/2-33.pdf
USD policy: https://www.usd.edu/-/media/Project/USD/DotEdu/Policies/Academics/1017-Academic-Misconduct-Policy.pdf?rev=b18a74e0788d4e65949bed9f204816f9&hash=F66D21F0E80261CBEE4CA9588DF09E88
Student Conduct:
BOR policy: https://www.sdbor.edu/policy/Documents/3-4.pdf
Harassment (including sexual harassment)
BOR policy: https://www.sdbor.edu/policy/documents/1-17.pdf
Equal Opportunity:
BOR policy: https://www.sdbor.edu/policy/documents/1-19.pdf

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

Students can voice their concerns or complaints through various channels, depending on the nature of the issue. Broad student body concerns are addressed via student government representatives. For individual matters, students are encouraged to first discuss their concerns with the relevant parties; for example, if a student is dissatisfied with a grade, they should meet with the instructor to resolve the issue, which usually leads to resolution.
If additional support is needed, students can turn to student services, department chairs, or the Associate Dean, all of whom have open-door policies. In cases that are more serious, sensitive, or involve legal aspects, formal processes and procedures are in place. The Board of Regents outlines general policies regarding student complaints, while the University of South Dakota establishes specific implementation procedures. A complete list of university policies is available in the student handbook. The university's Opportunity Center helps students navigate their complaints and concerns.

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.

There have been no formal student grievances in the past 4 years.

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

N/A

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?

Each major in the business school has its own advisory council. The HSAD Advisory Council, which has been active for over 20 years, meets annually and focuses exclusively on the HSAD program. We have intentionally cultivated the council's membership to enhance its positive impact on the program's success. The council represents four key areas of Health Services Administration: Hospital Administration, Long Term Care Administration, Clinic Management, and professional organizations. It includes representatives from all major health care systems in South Dakota.
The Beacom School of Business also has a Dean's Advisory Board that meets twice a year to advise the Dean on strategic growth opportunities, potential new academic programs, and engagement initiatives. Members of the Dean's Advisory Board include top business leaders from the state.

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

The HSAD Advisory Council consists of recognized industry leaders, reflecting our alumni's success, and their industry experience helps refine the program's objectives. Council members frequently serve as guest speakers in classes and at HEAL meetings. Many serve as mentors, participate in mock interviews, attend dining etiquette sessions, and serve as preceptors for internships. Dr. Shepherd led the establishment of an Upsilon Phi Delta Honor Society chapter at the university, with the advisory council helping to set the criteria for recognizing excellence in healthcare management. The HSAD Advisory Council has participated frequently in the induction ceremony.

19. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

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

In addition to the networking opportunities provided through HEAL, students regularly engage with Advisory Council members during campus visits. C-suite executives, administrators, managers, and early-career professionals are frequently invited to the classroom to share their insights and guidance. Professional networking events, both on and off campus, include activities such as a mock dinner interview with Advisory Council members. Through HEAL, students also have the chance to tour local healthcare facilities. HEAL has begun collaborating with other student organizations on campus for events such as hosting the South Dakota Secretary of Health. Additionally, students in the HSAD study abroad program participate in research projects for Sanford Health.

Students are consistently invited to attend meetings hosted by major healthcare administration organizations in the state, including the South Dakota Association of Healthcare Organizations (SDAHO), the South Dakota Medical Group Management Association (SDGMA), and the South Dakota Health Care Association (SDHCA). SDHCA has instituted a mentor program at their semiannual meetings where students are paired with administrators.

Coursework further fosters connections with the healthcare community. For example, in the Health Services Administration and Epidemiology course (HSAD 400), students complete a community needs assessment on a specific area or health condition. From this, they determine any resource gaps or shortcomings in health promotion efforts. Students then create an educational brochure or handout for community awareness and collectively represent a Health Services Administrator in a healthcare facility. Working as part of a research team, they explore the issue, provide a written analysis, and suggest possible improvements.

HSAD faculty are also actively involved in the healthcare community. Our attendance at industry meetings, networking with health care leaders in the region, and executive education sessions created for health systems and trades keeps us abreast of the ever-changing world we are tasked with preparing our students for.

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

NA

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

SDAHO and SDGMA still have extended standing invitations for HSAD students and faculty to attend their annual board meetings. HEAL students also present our Compassionate Aging Reimagining Empathy (CARE) training at the South Dakota Healthcare Association meetings. From there, facilities invite HEAL to present CARE to their staff for a free will donation, which is a major source of fundraising for HEAL.

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.

Again, referencing 16a to highlight events such as hosting the South Dakota Secretary of Health, Melissa Magstadt. We have had numerous Coyote Business Consulting projects which link students with businesses in the healthcare sector. We also have a student voting member of South Dakota Healthcare Executive Group (changing to SDACHE).

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.

Our alumni are a huge resource to our students. They are guest speakers in the classroom and at events. They serve on our advisory board. They are a source of countless internship opportunities, which often lead to full-time employment after graduation. Many of our regional health care leaders are alumni of our HSAD program, Beacom School of Business, and USD at large. They consistently ensure students can attend conferences and meetings in trade organizations at little to no cost.

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.

Our program employs a wide variety of teaching methodologies and formats. Certainly, there are traditional lectures, but because of the dynamic nature of health care, we must ensure we are providing our students with the best possible preparation to enter the field. Here are some examples of how we accomplish this:

HSAD 305 storyboarding, guest lecturers, oral presentation
HSAD 400 guest lectures, community project, research project
HSAD 406 guest speaker, literature review, poster presentation, tabletop presentation, survey writing
HSAD 407 flipped classroom, guest speaker, field trip
HSAD 492 study abroad with short-term faculty-led program, research paper, journal reflection
HSAD 425 public health policy debate
HSAD 4/559 students volunteer 10 hours in a long-term care facility to gain real-world experience.
HSAD 4/560 students complete a fictional plan of correction (CMS form 2567)

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 undergraduate program is a mix of face-to-face and online. All online classes are taught using an online learning software, Desire to Learn, and are asynchronous. We make every effort to bring personalization into our online courses, so our students see us as "real people." Many of our students in online courses also participate in our face-to-face courses, so we have previously established rapport.

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

For the self-study year of 2023-2024, there were 2 HSAD courses online. This makes up 25% of our HSAD courses.

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?

We do not require any on campus time for our online courses.

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

Our regular, full-time, faculty teach both in person and online courses. We will occasionally use the services of an adjunct instructor, especially if they have experience in a given field of study.

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

No.

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

We do not distinguish between online and face-to-face when developing skills and competencies. We do look to our Continuing and Distance Education (CDE) department and Center for Teaching and Learning (CTL) when teaching online. The CDE's handbook can be accessed at:
https://docs.google.com/document/d/1Z3nrO0LwsQHALTtaIHQ3HjqjcfNukdXRZ3K9kGnsrJY/view?tab=t.0#heading=h.vn0rs7tlguds

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

Course learning objectives and outcomes remain consistent between face-to-face and online modalities.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.
All students have online access to all library resources. Other resources including IT support and computer networks are also available online.

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.

All students have online access to all library resources. Other resources including IT support and computer networks are also available online.

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.

The University and the Beacom School of Business offer extensive support services for technology. Both faculty and students have access to the university Knowledge Base (Coyote One Stop), an IT helpline, the Center for Teaching and Learning, and Continuing and Distance Education, all of which provide training and technological assistance. The business school designates a faculty member as a technology mentor to help integrate technology into coursework. Additionally, a full-time librarian dedicated to the business school supports both students and faculty, while an on-site IT technician manages equipment installation and maintenance. Librarian experts are invited for research lecture in HSAD 406 as well as professional poster creation. Faculty can also request assistance from a technology fellow for support in managing online materials.

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.

All faculty complete initial training in distance learning provided by the Center for Teaching and Learning (CTL). Regular training sessions are offered as refreshers, updates, and for specialized topics. Faculty performance in online courses is evaluated using the same criteria as for traditional courses. Course materials are reviewed by both the department chair and CTL staff, and student evaluations are also incorporated. Also, as mentioned in 18j, we have a teaching innovation mentor who holds monthly learning sessions on topics not only related to our learning management system, but other topics such as Digital Accessibility and AI in the classroom.

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 American College of Healthcare Executives' Healthcare Executive Competencies Assessment Tool is offered as an instrument for healthcare leaders to use in assessing their expertise in critical areas of healthcare management.
Competencies used by the Program:
ACHE Competencies:
1. Communication and Relationship Management
2. Leadership
3. Professionalism

4. Knowledge of the Healthcare Environment
5. Business Skills and Knowledge

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.

We adopted The American College of Healthcare Executives' Healthcare Executive Competencies Assessment Tool in 2022. The ACHE Healthcare Executive Competencies Assessment Tool is offered as an instrument for healthcare leaders to use in assessing their expertise in critical areas of healthcare management. In educating future HSAD Administrators, we use this tool as the program competencies that we strive for in our academic program. Program competencies are aligned with program goals, course objectives, KSAs, and course assessments.
Program competencies were developed by the Health Services Administration program's entire faculty and chair of the division in which the program is housed within the Beacom School of Business. First the HSAD Team identified what success would look like when the program's mission met the needs of stakeholders. The HSAD advisory council is comprised of representatives at the C-level from all healthcare systems in South Dakota and professional associations. Representation is also purposely curated with post-acute, hospital, clinic, association and long-term care experts in South Dakota and Iowa. Student representation was also included.

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

Criterion_19_-_Course_Competencies.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.

HSAD_305_SYLLABUS2023fall.docx
HSAD_305_SYLLABUS2023sp.docx
HSAD_400_Full_Syllabus_Fall_2023.pdf
HSAD_406_SYLLABUS_Spring_2024.docx
HSAD_410_SYLLABUS_Fall_2023.pdf
HSAD_435_Syllabus_Spring_2024.pdf
HSAD_450_SYLLABUS_Spring_2024.pdf
HSAD_459_SYLLABUS_Fall_2023.pdf
HSAD_460_SYLLABUS_Spring_2024.pdf
HSAD_494_594_Syllabus_Fall_2023.pdf

Additional syllabi uploads:

HSAD_494_594_Syllabus_Spring_2024.pdf
HSAD_510_SYLLABUS_Fall_2023.pdf
HSAD_559_SYLLABUS_Fall_2023.pdf
HSAD_560_SYLLABUS_Spring_2024.pdf
HSAD_710_Full_Syllabus_Fall_2023.pdf
HSAD_740_SYLLABUS2023.docx
HSAD_770_Syllabus_Spring_2024.pdf
HSAD350syllabusFall2024.docx
hsad488_syllabus_costa_rica.docx

Additional syllabi uploads:

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_(2).xlsx

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

Course content is delivered through a variety of tools to appeal to various learning styles. Content is assessed through objective published rubrics. Industry application is included in each assignment description.

Goal 4, Objective 2 for the Undergraduate Assessment / Assurance of Learning states "Graduates will apply program specific standards of the profession to an ethical dilemma." In HSAD 400 Epidemiology and Health Services Administration, students are introduced to creating a culture of integrity, accountability and high moral standards in the workplace. This is considered ethical leadership and a leader must develop it, integrate it and demonstrate it daily for patients, staff, alliances, partners, community members and stakeholders. One such required activity is mandatory reporting to the local department of health. Students review the Mandatory State Reporting Requirements as per Legal Statutes. This exercise is one of several that fulfills the following HSAD 400 course learning objectives which require students to: Recognize the ethical dimensions of population health and health services administration. Dr. Shepherd integrates the South Dakota Department of Health protocol as authorized by SDCL 34-22-12 and ARSD 44:20 mandating the collection and processing of reports of communicable diseases by physicians, hospitals, laboratories, and institutions. There are specific instructions for weekly influenza reporting as well as outbreak reporting. The metric is that 70% of students will average 70% on this assignment. For the reporting period, the metric was met with 93% of the students meeting this goal.

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 program uses the internship to demonstrate and enhance student competencies. Design of the internship provides students with application of the concepts learned from the curriculum. Interns work with Dr. Shepherd and their preceptor to establish outcome goals and design projects for the internship that are bidirectional in benefit – meeting the needs of the preceptor and host agency while also incorporating the student's interests and preparing them for their intended entry level position.

Program Objective 4: 75% of HSAD students will meet or exceed assessment expectations from the Preceptor's Confidential Feedback and Evaluation form.

i. Outcome: This was met. There are a series of 10 questions that preceptors score using 1 to 3 points for each item. Scores earning 20 – 30 points are considered as met or exceeded. Of the 54 students completing an internship from Spring 2021 to Summer 2024, the average score was 28 and 100% (n=54) earning met or exceeded expectations. Internship preceptors provide an outsider's view of our students' performance. Preceptors have consistently evaluated our students positively. Over the past three years, the percentage of students meeting or exceeding preceptor expectations has been the following among those 54 students:

• 100% among 8 students with an average of 28 out of 30 possible points for spring 2021
• 100% among 12 students with an average of 26 out of 30 possible points in summer 2021
• 100% among 5 students with an average of 28 out of 30 possible points in fall 2021
• 100% among 2 students with an average of 28 out of 30 possible points in spring 2022
• 100% among 2 students with an average of 29 out of 30 possible points in summer 2022
• 100% among 3 students with an average of 29 out of 30 possible points in fall 2022
• 100% among 2 students with an average of 30 out of 30 possible points in in spring 2023
• 100% among 8 students with an average of 27 out of 30 possible points in summer 2023

• 100% among 2 students with an average of 30 out of 30 possible points in fall 2023
• 100% among 1 student with an average of 30 out of 30 possible points in spring 2024
• 100% among 9 students with an average of 28 out of 30 possible points in summer 2024

1. Operational Action 4.1: Annually at the end of each summer semester, the internship coordinator reviews the internship placement process and implement continuous improvement strategies.
2. Operational Action 4.2: Improve each internship experience for students and preceptors by providing individual instruction in essential work skills; support for applied learning; mentoring and advising; and opportunities for networking.
3. Operational Action 4.3: Review all host agencies and preceptors to determine if they meet the standard to be an eligible / approved internship experience host site using the 3-tiered approval approach.
4. Operational Action 4.4: Annually increase variety of internship locations to demonstrate the breadth of the health care industry needs and offer more opportunities to match student interests.

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

The Internship Course is completed during the Spring Semester of the fourth / final year of the program. That is the formal sequence. However, most students will complete the internship during the Summer prior to the start of the fourth / final year. This allows students to dedicate the entire summer, engage with the agency on a full-time basis, and not have to complete other coursework simultaneously. Students are required to have a minimum of 75 credits completed to request they be allowed to complete the internship course.

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

Most states provide a public listing of all health care organizations in the State that have met certification and licensure requirements. For instance, the State of South Dakota publishes this list on its Department of Health's Office of Health Facilities Licensure and Certification webpage: https://doh.sd.gov/providers/licensure/
under the heading for Consumer Information. Other States have varying mechanisms for housing such information, but the host agency should be licensed by the State. The Student and Internship Experience Coordinator may also contact agencies in other States based on professional encounters, active alumni and local leaders to secure additional sites and potential internship opportunities.

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

Preceptor Responsibilities: Preceptors, with support from Internship Experience Coordinator as needed, will:

• Review and sign Preceptor Internship Memorandum of Understanding (MOU) provided by the student (Student submits to Program Faculty).
• Identify potential administrative projects based on the organization's needs.
• Discuss options for the Administrative Project with Student.
• When the Project decision is finalized, sign the Administrative Project Proposal provided by the student (Student submits to Program Faculty).
• Ensure the student is engaged early on in completing the Administrative Project so that it is beneficial to the organization
• Provide an update at end of Internship experience outlining the utility of the administrative project.
• Complete Certification of Program form provided by Student (Student submits to Program Faculty).
• Complete Student Evaluation and provide feedback on the Internship program online. A survey link will be emailed to you by Program Faculty.

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

Dr. Shepherd has developed a 3-part process to approval process for internship agencies to be considered an appropriate site. The Agency and Preceptor will be considered as meeting the standard if:
Level 1: The Agency is licensed by the State's Division of Health's Office of Health Facilities Licensure.
States provide a public listing of all health care organizations in the State that have met certification and licensure requirements. For instance, the State of South Dakota publishes this list on its Department of Health's Office of Health Facilities Licensure and Certification webpage: https://doh.sd.gov/providers/licensure/ under the heading for Consumer Information. Other States have varying mechanisms for housing such information, but the host agency should be licensed by the State. The Student and

Internship Experience Coordinator may also contact agencies in other States based on professional encounters, active alumni and local leaders to secure additional sites and potential internship opportunities.

Level 2: The Preceptor agrees to assist the student in accomplishing educational objectives and accepts roles and responsibilities.

The HSAD Internship Experience Coordinator sends potential preceptors a letter discussing the protocol for the internship experience course. There is a dedicated section of the Internship Experience Handbook that outlines the Educational Goals and the Preceptor's role in assisting the student with meeting those goals stating such:

The host health services organization plays a significant role in the Internship experience of a health services administration student. The preceptor's supervision and active educational involvement with the student will ensure the objectives of the Internship are met and that both the Administrative Project and the Research Project are deliverables that the agency will find a significant utility. This Internship experience is designed to be valuable to both the student and the preceptor. The preceptor will be considered as meeting the standard if they agree to:

• Review and sign Preceptor Internship Memorandum of Understanding (MOU) provided by the student
• Identify potential administrative projects based on organization's needs and discuss options with Student
• Sign the Administrative Project Proposal provided by the student
• Ensure the Student is engaged early on in completing the Administrative Project
• Plan internship workload to be consistent with the Agency's needs and educational program's objectives
• Ensure the student is introduced into the health care organization and has access to the appropriate and necessary resources to complete all assigned tasks
• Ensure Student's orientation includes HIPAA training and other appropriate training required of employees
• Provide an update at the end of internship experience outlining the utility of the administrative project
• Complete the Certification of Program Completion form provided by Student
• Complete an online Evaluation providing feedback on the Student and the Internship program

Level 3: The Preceptor provides a Comprehensive, Engaging and Meaningful Internship Experience.

The Internship Experience Coordinator considers the Agency and the Preceptor as an approved site if the Preceptor is willing to meet the above responsibilities in a manner which ensures the experience is comprehensive, engaging and meaningful. Based on the student feedback of individual Preceptors and Agencies, the Internship Experience Coordinator may establish additional criteria to ensure that students have an improved experience moving forward with a particular host Agency and Preceptor. Students are required to complete a feedback and evaluation form to reflect upon their Internship Experience with the Host Agency. In the Preceptor's Handbook, there is an outline of the evaluation items that students will complete. Dr. Shepherd makes these available as they may be helpful for the Preceptor in preparing to receive the student to their Agency and in planning the workload. Once completed by the student, these forms will be considered confidential and not shared with the Host Agency nor Preceptor. Additionally, as part of the approval process, student feedback on the Preceptor and the Host Agency are utilized. Based on the student feedback of individual Preceptors and Agencies, Dr. Shepherd may establish additional criteria to ensure that students have an improved experience moving forward with a particular host Agency and Preceptor.

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

Preceptors are asked to complete a confidential feedback and evaluation form. We ask that the Preceptor reflect upon the student's engagement, initiative, impact, and professionalism while completing the Internship Experience. These items may be helpful as you are preparing to receive the student to your Agency and in planning the workload. Once completed, these forms will be considered confidential and not shared with the student. A response scale with three (3) categories will be available for each of the following 10 items and Preceptors also have an opportunity to offer a direct qualitative response in addition to selecting one of the three (3) response categories: Exceeded expectations = 3 points; Met expectations = 2 points; or Did not meet expectations = 1 point. Students can earn as little as 10 points or up to 30 points on the rating scale by earning 1, 2 or 3 points for each of the 10 items.

22g. Describe the faculty role in internship supervision

Dr. Shepherd is closely involved with entire process in coordinating the internship experience. This can be viewed as a 3-part process as well: the Semester Prior to the Internship Semester; the Semester during the Internship; and the Final Deliverables of the Internship.

The Semester prior to the Internship, Dr. Shepherd coordinates with and oversees the student in completing the following:

• Schedule meeting with the Manager of the Career Success Center at the Beacom School of Business for assistance in updating resume, and to discuss interests and explore opportunities for the HSAD Internship Experience.
• Make contacts with potential host facilities and preceptors to secure Internship opportunity.
• Download forms and information posted in the D2L Internship Information and Materials course, which is referred to as the HSAD Pre-Internship Course.
• Complete all pre-Internship requirements, including any additional requirements specified by the host facility, and upload completed documents in D2L Dropbox prior to the start of semester.
• Follow the instructions to register for the Internship Experience Course received from the Beacom School of Business' Student Services Office upon receipt of all required forms and the Internship Experience Coordinator's signature on the Drop / Add form and the Internship Cover Sheet.
Likewise, Dr. Shepherd ensures the preceptor has:

• Reviewed and signed Preceptor Internship Memorandum of Understanding (MOU) provided by the student (Student submits to Program Faculty).
• Identified potential administrative projects based on the organization's needs.
• Discussed options for the Administrative Project with Student.
• When the Project decision is finalized, sign the Administrative Project Proposal provided by the student (Student submits to Program Faculty).

The semester during the internship, Dr. Shepherd supports the student to ensure that the student completes the following:

• Post weekly attendance and self-reflection journal entries in designated D2L Dropbox.
• Submit Administrative Project Proposal for approval to designated D2L Dropbox.
• Submit Research Project Proposal for approval to designated D2L Dropbox.

Dr. Shepherd coordinates with and supports the Preceptor in ensure the student is engaged early on in completing the Administrative Project so that it is beneficial to the organization.

Additionally, Dr. Shepherd works closely with the student and the Preceptor to ensure that upon completion of this Internship Experience, the student will have:
• Demonstrated the ability to apply health care organizational principles, leadership skills, including general management; financial management; human resources and personnel management; organizational dynamics and governance; strategic planning and marketing; information management; risk management and assessment; and quality improvement.
• Demonstrated the ability to communicate clearly and concisely, both in writing and orally, with internal and / or external partners, interacting with individuals and groups.
• Developed skills relating to customer service and satisfaction, specific to health services administration.
• Developed a working knowledge of the information technology systems requirements and technical skills for health services administration related to knowledge management hardware, software, storage and security.
• Demonstrated an ability to apply laws and regulations that impact health services organizations, including local, state and federal mandates; accrediting agencies; and managing directives and be able to analyze those impacts of politics and economics on health service delivery.
• Demonstrated an ability to describe the governance structure in health services organizations including the role of the governing board, the administrators and other officials.

As the internship comes to a close, Dr. Shepherd ensures the student.
• Submits finalized Administrative Project
• Submits finalized Research Project
• Submits completed Certificate of Program Completion to the appropriate D2L Dropbox.
• Provides feedback on the Internship Experience online using the survey link posted in D2L.

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

The internship course is an applied, monitored, and supervised field-based learning experience for which the student may or

may not be paid. Students gain practical experience while they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Students must complete a minimum 120 hours on site with the host agency for 3 academic credits. Agencies that offer pay, a stipend, or other monetary award are not required to discuss such with the University nor the program. That is discussed and agreed upon between the student and the agency. The University does require that the information be reported on the internship cover sheet form that is required for the University's National Council for State Authorization Reciprocity Agreements (NC-SARA). All programs, including the HSAD program, must complete this form for each student so that the University meets the SARA reporting guidelines.

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?

Students are not exempt from the internship requirement. The Program has not had any requests for an alternate experience for the internship and has therefore not developed a set of criteria to allow such.

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?

During the pandemic, the program utilized the AUPHA defined allowable internship alternates during that time period only. Those criteria included a remote internship experience; the Business School's Coyote Business Consulting initiative; substitute courses in the HSAD department and in the Business School; independent research projects with HSAD department faculty.

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

One example is the Coyote Business Consulting (CBC) program, a student-centered service-learning initiative to provide consultation to South Dakota businesses. The school launched the Coyote Business Consulting in 2020 as a student-driven, faculty-advised business consulting venture to assist South Dakota businesses with the following goals: 1) to survive during the pandemic, and 2) to succeed in the post-pandemic economy. In response to the Call for Projects, Beacom received 70 projects, with requests for help in various business functions. Two HSAD faculty, Jewel Shepherd, Matt Heard, and the HSAD Program Director / Division Chair Mark Yockey served as the Steering Committee and spent several days reviewing each project submission; assessing its suitability, scope, complexity; and deliverables. CBC offers student engagement with industry for both online and on-campus students. There are two parts of this initiative: CBC, which requires online meetings among the student consultants, the faculty advisor and the business representative; and CBC Corporate, which is a subset of CBC, allows the student consultants to meet with the business representative in person over the course of the semester. This face-to-face engagement and mentorship from a business representative allows students to build upon those soft skills and professional development. Both programs have a built-in method for mentorship from the faculty advisor, the co-chairs, and engagement with staff and the business.

An HSAD student (L.K.) was assigned to Angelhaus. Angelhaus is a family of assisted living communities with two locations in Aberdeen, two in Yankton, and one location in Huron. They offer three different care models: Senior Living, Memory Care, and Behavioral Health Care. As with any growing company, their ability to scale operations efficiently has been one of their greatest challenges. The student consulting team would provide a three-fold deliverable. Concerning Human Resources Management: Create an HR Process to include a fillable PDF for each new employee forms packet as well as a process to indicate proof of certifications and licenses. These new fillable forms and training details will document employee responsibilities; Concerning Financial Resources Management: Develop a process for financial planning and forecasting. Concerning Marketing Resources Management: Develop a process for marketing services to commercially insured patient populations, specifically rural areas; underserved areas, etc. and large employers in the area.

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

This is an established program so that all departments across the school of business have an experiential learning experience in which all majors can participate.

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

The Faculty Advisor, the Business Representative and the Student all complete a separate feedback survey. Performance is evaluated based on the scope of the project, the deliverable and additional recommendations.

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

The Faculty Advisor and the Business Representatives provide guidance and mentorship respectively. The internship experience coordinator supervises the experience as well by ensuring students submit the required deliverables as well as meet the objectives of the internship experience. The program lasts 10 weeks and weekly check-ins are required.

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

The student must submit the same required assignments as are required for the internship course: 10 weekly reflections based on a specific writing prompt; identified professional goals expected to be achieved during the experience; an administrative project; and a research project.

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, the program offers a capstone course. Consideration of the implementation of a capstone course is the result of a program evaluation for continuous improvement in the curriculum and in developing the competency-based skills that have been identified for the HSAD program. The development of the capstone course was led by the internship coordinator who also teaches HSAD 435 Administration of Health Services Organizations. The curriculum in this course is a natural summation of the program. Guests include medical school students, practicing physicians, industry administrators, alumni, and principal investigators and collaborators of grant-funded projects. During one semester, the HSAD faculty who teaches the course participated on a National Institute on Drug Abuse (NIDA) grant-funded project and allowed the students in the course to develop the personas and infographics required of the project. Students applied the communication and marketing tools learned in the course to these practical exercises. This was assessed by students having to prepare material to be reviewed by medical doctors and advisors to consider if the messaging was effective and correct. The course also covers the necessities and tools for integrating healthcare strategic planning and management. This is assessed by an activity requiring students to apply the healthcare strategic planning model to an agency and integrate what they have learned in the course specific to Change Management; Process Modeling and Mapping; Health Equity; and Organizational Culture. The course has been offered once as face-to-face and once as online. Determinations are still being considered on which is the best approach for students, but we are leaning toward the online version.

The culmination of the course, whether online or on campus, requires students to develop a rationally based management/administrative style and demonstrate leadership skills in internal and external environments for effective functioning relationships and building partnerships. This activity is assessed by the Leadership Project Portfolio Presentation with the application of quality and performance improvement concepts to address organizational performance issues by using the Joint Commission Guidelines on Measures and the HEDIS measures developed by the National Committee for Quality Assurance. Students also work to identify logical principles that provide the foundation for leadership and ongoing leadership development by completing self-assessments; application of results from the material that teaches them about value-based care, provider motivation, and standardizing patient outcomes measurement. The course also covers an introduction to medical terminology as it is important to have a solid grasp of medical terminology for Health Services Administrators. Using a shared vocabulary aims toward effective communication with other healthcare professionals, including clinicians and allied health professionals. This is assessed by the completion of exercises on how using the prefix, suffix, root word, etc. can be helpful in learning new terminology. EHR meaningful use, marketing as a tool for communication, and risk assessment are also covered in the course using the 8 domains of the Risk Enterprise Management approach. Students are encouraged to share their experiences as well as their suggestions for improving the health care experience for all persons, and particularly vulnerable, minority, special and underserved populations. Evaluation is based on students earning 80% or more on most of the assignments; feedback and questions from students as they are completing the assignments serve as a guide to updating the

instructions and providing additional information for clarification.

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 USD HSAD program is fortunate to have had 15 short-term study abroad courses or faculty-led programs (FLPs) since 2010. Over 200 USD students have gained global healthcare knowledge and experience in Australia, New Zealand, Costa Rica, Cuba, Ghana, Italy Germany, Switzerland, France, Taiwan, Singapore, and Malaysia. Dozens of students become model citizens serving global health needs, several by returning to the host country to continue our research activities or to volunteer with a local non-governmental organization. Our research has been an integral part of Sanford World Clinic strategic plan in 10 clinics in Ghana.

Evidence of students' learning and achievement has been apparent since December 2019, with the Compassionate Aging: Reimaging Empathy (C*A*R*E). To date, HEAL has successfully developed a repeatable, scalable process, and developed important relationships with health systems and private long-term care providers who are enthusiastic about using these services. Demands facing healthcare providers in the past few years leading up to the additional burden resulting from the pandemic include heavy caseloads, limited control over the work environment, long hours, as well as organizational structures and systems in transition. The negative conditions have been directly linked to increased stress and symptoms of burnout, which in turn, have adverse consequences for clinicians including lack of empathy effecting the quality of patient care. Lack of empathy is a symptom or red flag to burnout. Burnout is akin to healthcare workers as PTSD is to soldiers. C*A*R*E creates an escape room experience. The concept is the result of expansion of the empathy experience to considerations surrounding the human condition of aging experience offered as training in post-acute settings across the state, region, nation and globe.

Evidence of students' learning and achievement This project became a class project when the Quality in Healthcare Class partnered with Avera's LIGHT program for physicians experiencing stress. This was the precursor to Coyote Consulting. Project teams present their project at a poster session to members of the Advisory Council and at IdeaFest. The reputation of the experience precedes the assignment. Students are often told to practice their 'elevator speech' during the poster/project demonstration. Many offers for positions, internship placements, and sponsorships have occurred as a direct result of this project. In October 2021, Madison Regional Health System, a small regional Hospital, participated in C*A*R*E to combat burnout experienced post-pandemic for employees lead by current and past students and again in Fall 2022 and Spring 2023 semester. A comparable regional hospital, Sanford Vermillion, participated in C*A*R*E in Spring 2023.

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

One of the most important strategies utilized in the HSAD program in Beacom School of Business is to give students the opportunity to work in "real-world" environments or "hands-on" learning. While rigorous and interactive course design and direct contact with industry professionals are both important parts of this learning, one of the most effective methods used in the undergraduate program are the faculty-led programs. Our students receive more attention and accolades because of their involvement in research abroad and cultural competency. Sanford Health System along with Dr. South-Winter, coordinated research over 6 years resulting in the addition of 2 clinics in Ghana to serve maternal health.

Internal research demonstrates student success markers because of these programs using the intercultural assessment model (INCA) is a project, originating in the United Kingdom, grounded in HR, and funded by the European Union within the Leonardo da Vinci framework. It is a transnational interdisciplinary process of assessing intercultural competence. The model further identifies that a fully intercultural competent person demonstrates these characteristics: Tolerance of Ambiguity, Behavioral Flexibility, Communicative Awareness, Knowledge Discovery, Respect for Otherness, and Empathy. Empathy is a thread throughout FLP's and research across all cultures.

Each faculty-led program requires students to submit a 2500-word research paper. The purpose of the comparison/contrast paper is to research on a topic in healthcare, usually two to four ideas, which are juxtaposed to determine the similarities and find the differences between the host countries and the U.S. This assignment is intended to help students promote and manage change, collect and analyze data from internal and external sources, and prepare and deliver business communications, including meeting agendas, presentations, business reports and project communications plans. Students present their papers to the group on site during the FLP. The paper is due to the instructor before departure and returned to students onsite. Opportunities to edit and submit within 5 days of return is an option. This approach has proven to allow students the ability to analyze and evaluate information to support a decision prior to the visit. Through this approach the principles of operating,

project, and capital budgeting are discussed, and students participate in decision making on operations, finances, healthcare, and quality of care.

In addition, students are required to share daily journal entries with provided prompts such as
• Summarize 3 similarities regarding health care challenges between host country(s) versus the United States.
• Summarize 3 differences regarding health care challenges between host country(s) versus the United States.
• What features of host country if any would you apply to the United States healthcare?
• Describe what you think makes a person healthy; how would you describe a healthy person.
• Explain how you feel or act when you are in a situation where everyone looks, speaks, and behaves differently than you. If you haven't been in this situation before, anticipate how you would feel or act and explain why.
• Explain how you expect this experience to affect your career as a health care professional.

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?

The internship course requires an Administrative Project and a Research Project. The Administrative Project provides the student with the opportunity to learn about managing and submitting work which addresses a real-world need with real-world implications. Administrative projects are usually opportunity or problem focused—such as researching new market opportunities, redesigning a process, reviewing cost-saving alternatives, evaluating current pay scales, job descriptions, etc. The Research Project Students may select from three (3) options for the Research Project. Options include projects such as a Needs Assessment, Grant Proposal, or Strategic Plan Proposal for a new or revised program, service or resource.

28. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 25)

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

Criterion_25A_-_Data_Measures_for_Student_Competencies_(2).xlsx

25b. Complete the Student Competencies Improvement Table.

Criterion_25B_-_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_-_Data_Measures_for_Program_Level_Outcomes_(3).xlsx

26b. Complete the Program Level Outcomes Improvement Table.

Criterion_26B_-_Program_Level_Outcomes_Improvement_Table_(2).xlsx

30. Additional Documents

1. Please upload any additional documents here.

Goal_Charts.pdf

2. Please upload any additional documents here.

3. Please upload any additional documents here.

4. Please upload any additional documents here.

5. Please upload any additional documents here.

31. Thank You!

New Send Email

New Send Email