

**Proposal for BS in Health Science (BSHS)/MBA in Health Administration and Leadership (MBA-HAL)
Accelerated Dual Degree Program**

Faculty Senate Reading:

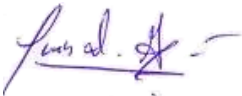
Full Name of Current Program: Bachelor of Science in Health Science; MBA-HAL

Stockton Program Acronym: HLTH; MHAL

Degree/Level of Current Program: BS, MBA

CIP Codes: 51.0000 (Health Science, General)/52.0213 (Business Adm., Org. Leadership)

Names and signatures of Faculty Proposing New Program:



Luis I. Garcia, PhD



Christian Ehiobuche, PhD

Date of Program Faculty Votes to Approved the Proposed New Program

Text Description of Proposed New Program

This proposal describes a dual degree curriculum that would enable students to earn a Bachelor of Science (B.S.) in Health Science degree and a Master of Business Administration in an accelerated timeline.

The proposal provides the rationale for the accelerated program, and it outlines the process by which an undergraduate student, who matriculated into this accelerated dual degree, would complete up to four MHAL courses (12 credits) as an undergraduate HLTH student. The four MHAL courses would count towards the student's undergraduate degree as Upper-Level Cognate courses. In addition, the four graduate courses (12 credits) would also fulfill some of the requirements of the MBA-HAL program. In other words, these four MBA graduate courses will count for both, the BS in Health Science, and the MBA-HAL graduate degree. This is similar to the Stockton [Dual BA/MA Degree Program in Criminal Justice](#) which takes 18 credits from the graduate degree toward the undergraduate degree. Additional details about the curriculum are included at the end of this document.

Implementation of the proposed accelerated dual degree program requires a Dual-Degree Coordinator, for an internal dual-degree program, as described in the MOA for Interdisciplinary Minor, Dual-Degree Program, and Pre-Professional Coordinators signed December 23, 2020; no additional Stockton University resources (*i.e.*, library, ITS, new faculty lines) are deemed needed at this time. While not foreseen now, future evaluation of this program will indicate if new resources will be needed.

Date of Dean's Council Review:

Date of Faculty Senate Committee on Academic Programs and Planning Review:

Date of Provosts' Council Review:

Date of Faculty Senate Review:

I. Admission and Eligibility Requirements

Students may apply to the B.S./MHAL accelerated dual degree program upon or after admission to the university as first-year or transfer students. Students already in the B.S. program may enter the accelerated program at any time; however, no student will be eligible to enroll in graduate courses (5000-level) until they meet these requirements:

- Earn a minimum of 96 credits, including the following courses:
 - HLTH 1101: Introduction to Health Sciences
 - HLTH 1241: Medical Terminology
 - HLTH 2305: Statistics for Health Professionals
 - HLTH 2411: Informatics for the Health Sciences
 - HLTH 2501: Ethics and Teamwork in Health Care
 - HLTH 3411: Writing and Editing for the Health Sciences
- Have a 3.2 GPA in their B.S. Health Science major.

Transfer students with over 96 transfer credits should use the traditional application for the MBA-HAL.

Once enrolled, to maintain accepted status in the accelerated dual degree program, all students must maintain a minimum 3.0 GPA and earn a minimum of a "C" for all BSHS core and cognate courses, and a grade of B or better in all graduate courses.

II. Accelerated Dual Degree Curriculum

A. BS in Health Science Required Courses (41 credits)

- HLTH 1101: Introduction to Health Sciences
 - HLTH 1241: Medical Terminology
 - HLTH 2305: Statistics for Health Professionals (or alt. course approved by BSHS)
 - HLTH 2411: Informatics for the Health Sciences
 - HLTH 2501: Ethics and Teamwork in Health Care
 - HLTH 3411: Writing and Editing for the Health Sciences
 - HLTH 4200: Research for the Health Sciences
 - CHEM 2110/15: Chemistry I/Chemistry Lab I
 - BIOL 1260: Anatomy & Physiology I w/Lab & BIOL 2260: Anatomy & Physiology II w/Lab
- OR
- BIOL 2180: Human Anatomy w/ Lab & BIOL 2150: Principles of Physiology w/ Lab

B. Required Electives

Students in the BSHS/MBA-HAL Accelerated Dual Degree Program must complete the requirements for the minor in Business Studies, including (24 credits):

- ACCT 2110: Financial Accounting
- ACCT 2120: Managerial Accounting
- MGMT 2110: Introduction to Management
- MKTG 2110: Marketing Principles
- ECON 1200 (Macroeconomics) or ECON 1400 (Microeconomics) or ECON 2104 (Health Care Econs)
- Business Studies Elective: the required elective for the BSHS/MBA-HAL Accelerated Dual Degree Program is FINA 3110 (Introduction to Financial Management).

Select four (12 credits) MBA-HAL core courses to count as Upper-Level Cognates in the BSHS program, 2 in the Fall and 2 in the Spring. Note that the available core courses rotate every academic year, so students are eligible to register in whichever MBA-HAL core courses are available in their senior year.

Students in the BSHS/MBA-HAL Accelerated Dual Degree Program must complete another 4 credits of Lower- or Upper-Level Cognates to complete the expected 80 credits in their major, depending on the level of the Business Studies Elective course chosen.

C. General Studies and At Some Distance (ASD) Courses

Students in the BSHS/ MBA-HAL Accelerated Dual Degree Program must complete the 48 credits in General Studies (32 credits) and At Some Distance (16 credits) required all undergraduate programs at Stockton.

D. MBA in Healthcare Administration and Leadership (42 credits)

The MBA-HAL curriculum includes 42 total credits of required courses. Accelerated Dual Degree students may begin taking MHAL courses in year four of their undergraduate education, once they meet the 96-credit threshold requirement and meet the eligibility requirements outlined previously.

The following are the MHAL core courses (36 credits)

- MHAL 5000 Management & Leadership Development in Health Care (3 credits)
- MHAL 5005 Health Systems (3 credits)
- MHAL 5010 Financial Analysis for Healthcare Decision Making (3 credits)
- MHAL 5015 Healthcare Policy (3 credits)
- MHAL 5020 Law & Ethics for Healthcare Leaders (3 credits)
- MHAL 5025 Healthcare Leadership (3 credits)
- MHAL 5030 Healthcare Operations and Financial Management (3 credits)
- MHAL 5035 Healthcare Informatics (3 credits)
- MHAL 5040 Healthcare Analytics (3 credits)
- MHAL 5045 Population Health for Healthcare Leaders (3 credits)
- MHAL 5050 Healthcare Economics (3 credits)
- MHAL 5055 Healthcare Strategy and Leadership Capstone (3 credits)

BSHS/MBA-HAL Accelerated Dual Degree students can take up to 4 MHAL core courses (12 credits) during their year four (“senior year”). The other eight MHAL core courses (24 credits) must be taken during year four summer, year five, and year five summer. MHAL students must also take 2 MHAL elective courses (6 credits), during the same period, for a total of ten courses (30 credits) after their senior year is complete, and fourteen courses (42 credits) total.

Table 1. Curricular Worksheet for the BS/MBA-HAL Accelerated Program

FIRST YEAR - FALL	16 crds	FIRST YEAR - SPRING	17 crds
Subject: FRST, GAH, GEN, GNM, or GSS Optional Attribute: Freshman Seminar	4	Subject: FRST, GAH, GEN, GNM, GSS, or ASD Attribute: A, H, I, and/or R	4
Subject: GEN 2240 or GSS 2121 Attribute: W1	4	Subject: FRST, GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4
HLTH 1101 – Introduction to Health Sciences	4	HLTH 2305 – Statistics for Health Professionals (Q1)	4
HLTH 1241 – Medical Terminology for Health	4	CHEM 2110/15 – Chemistry I/Chem I Lab (Q2)	5

SECOND YEAR - FALL	16 crds	SECOND YEAR - SPRING	16 crds
Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4	Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4
Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4	Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4
HLTH 2411 – Informatics for the Health Sciences	4	MGMT 2110: Introduction to Management	4
BIOL 1260 – Anatomy & Physiology I	4	BIOL 2260 – Anatomy & Physiology II	4

THIRD YEAR - FALL	16 crds	THIRD YEAR - SPRING	16 crds
Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4	Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4
HLTH 2501 – Ethics & Teamwork in Healthcare (V)	4	HLTH 3411 – Writing and Editing for the HS (W1)	4
ACCT 2110: Financial Accounting	4	MKTG 2110: Marketing Principles	4
ECON 1200 (Macroeconomics) or ECON 1400 (Microeconomics) or ECON 2104 (Health Care Economics)	4	ACCT 2120: Managerial Accounting	4

FOURTH YEAR - FALL	15 crds	FOURTH YEAR - SPRING	17 crds
Subject: GIS Attribute: W2, A, H, I, and/or R	4	Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R	4
MHAL Core Course	3	MHAL Core Course	3
FINA 3110 – Intro to Financial Management	4	MHAL Core Course	3
HLTH 4200 – Research for the Health Sciences (W2/Q2)	4	MHAL Core Course	3
		Cognate (Lower- or Upper- as needed)	4

FOURTH YEAR - SUMMER		6 crds	
MHAL Core Course	3	MHAL Core Course	3

FIFTH YEAR - FALL	9 crds	FIFTH YEAR - SPRING	9 crds
MHAL Core Course	3	MHAL Core Course	3
MHAL Core Course	3	MHAL Core Course	3
MHAL Elective Course	3	MHAL Elective Course	3

FIFTH YEAR - SUMMER			6 crds
MHAL core Course	3	MHAL Core Course	3

III. BSHS/MBA-HAL Program Vision, Mission, Philosophy, Goals, SLO, and ELO Alignment

The Bachelor of Science in Health Science Degree is philosophically aligned with the missions and strategic plans of the College and the School of Health Sciences. Students in the BSHS Program develop the skills needed for the continuous learning and critical thinking required in the rapidly changing healthcare industry.

Bachelor of Science in Health Science (BSHS)

- A. Vision:** To become the regional academic model for pre-health professional education and to inspire the practice of interprofessional collaboration and clinical excellence across the learning continuum.
- B. Mission:** The mission of the BSHS Program is to provide a quality, contemporary, pre-health professional education for students who desire careers in the healthcare system. The curricular underpinning provided by the Core Competencies for Interprofessional Collaborative Practice¹ provides the foundational learning continuum for interprofessional competency development across the healthcare professions and the lifelong learning trajectory.
- C. Philosophy:** The BSHS Program supports the development of critical thinking, communication, and interpersonal skills; the development and integration of personal, and professional, values and ethics; and the development of a deep understanding of healthcare provider roles and responsibilities. Each student is a unique person with differing value systems, motivations, life experiences, and knowledge. Students are supported in the development of individualized educational goals and are held accountable for meeting them. The faculty of the BSHS Program aspires to operationalize the Program philosophy through the creation of learning environments where the principles of Interprofessional Education (IPE) are fostered. The faculty believes that successful learning is a shared experience and that students must be committed, active participants in the educational process.
- D. Program Goals:** The primary goal of the BSHS Program is to prepare graduates for a range of career options, from entry-level positions in the healthcare field to entry into graduate or professional programs leading to identified careers. Graduates will contribute to optimal healthcare outcomes as they participate in meeting society's 21st Century healthcare needs.

The BSHS Program courses are built upon four major IPE programmatic themes, namely: Values/Ethics, Roles/Responsibilities, Communication, and Teams/Teamwork¹. In addition, the concepts of integrative health and wellness are utilized throughout the program to link and operationalize the IPE themes. These themes conceptually synthesize the progression of program outcomes throughout the BSHS curriculum. Program outcomes are congruent with the themes presented in the *Core Competencies of Interprofessional Collaborative Practice*¹. From these core themes/competencies the following desired principles are integrated throughout the program, they include:

1. Patient/family centered.
2. Community/population oriented.
3. Relationship focused.
4. Process-oriented.
5. Able to integrate across the learning continuum.
6. Sensitive to systems context/applicable across practice settings.
7. Applicable across professions.
8. Stated in a language common and meaningful across professions.
9. Outcome driven.
10. Linked to learning activities and educational strategies appropriate to the learner.

E. Program Outcomes: At the completion of the BSHS Program, students will be able to:

1. Analyze the impact the Core Competencies for Interprofessional Collaborative Practice (IPCP) have on health care.
2. Describe integrative health and wellness practices.
3. Analyze the U.S. Healthcare System and its impact on healthcare access, quality, and outcomes.
4. Evaluate the influence of values and ethics on healthcare practice and research.
5. Demonstrate the ability to locate, critically evaluate, analyze, and use information to solve problems or to produce an argument.
6. Demonstrate effective oral and written communication skills.
7. Demonstrate skills in teamwork and collaboration.
8. Utilize statistical analyses and health data management technologies.
9. Examine the influence of health determinants and other factors on health equity.
10. Demonstrate sound foundational knowledge of human body systems.

¹ Interprofessional Education Collaborative Expert Panel. (2016). *Core competencies for interprofessional collaborative practice: 2016 Update*. Washington, D.C.: Interprofessional Education Collaborative.

F. BSHS Program's Student Learning Outcomes and University ELO's: Table 2 shows the mapping and alignment of the BSHS program's Student Learning Outcomes (SLO) and the university's Essential Learning Outcomes (ELOs). The alignment of these two demonstrates the BSHS program's support for the institutional priorities. While no one course meets all the SLOs or ELOs, in the aggregate, the program exposes students to all of them at least once, but most of them, several times. Further, BSHS students are further exposed to most ELOs through General Studies and at some distance (ASD) courses, complementing the education they get from the program; therefore, helping them move from "aware" to "competent" and from "competent" to "skilled" by the time they graduate.

The BSHS program treats students as future healthcare professionals. As such, the program utilizes the ELO's most closely related to the skills healthcare professionals need to be effective clinicians. For example, clinical judgment relies heavily on Critical Thinking (CT), so this ELO is used heavily in the program. Similarly, Communication Skills (CS) are imperative for healthcare professionals to avoid human error and practice effectively. Finally, all healthcare professionals are required to use evidence-based practice; therefore, the BSHS program also relies on the Information Literacy & Research Skills (IL) ELO, so students learn how to access valid and reliable sources of information.

Table 2. Alignment of Program’s Student Learning Outcomes and University ELO’s

	BSHS Program Core Courses							
<p>PO:P = Program Outcome Partial Completion PO: X = Program Outcome Completion</p> <p>Adapting to Change (AC) Communication Skills (CS) Creativity & Innovation (CI) Critical Thinking (CT) Ethical Reasoning (ER) Global Awareness (GA) Information Literacy & Research Skills (IL) Program Competence (PC) Quantitative Reasoning (QR) Teamwork & Collaboration (TC)</p> <p>Levels: 1 = Aware 2 = Competent 3 = Skilled</p>	HLTH 1101 Introduction to Health Science	HLTH 1242 Medical Terminology	HLTH 2221 Functional Anatomy	HLTH 2305 Statistics	HLTH 2411 Informatics	HLTH 2501 Teamwork & Collaboration	HLTH 3411 Writing & Editing	HLTH 4200 Research
<p><i>Program Outcome 1:</i> Analyze the impact the Core Competencies for Interprofessional Collaborative Practice (IPCP) have on health care.</p>	PO:P PC: 1	PC: 1			PO:P PC: 1	PO: X PC: 3		PO:P PC: 3
<p><i>Program Outcome 2:</i> Describe integrative health and wellness practices.</p>	PO:X PC: 1	CS: 1 PC: 1	PO:P CT: 1 IL: 1			PC: 3		
<p><i>Program Outcome 3:</i> Analyze the U.S. Healthcare System and its impact on healthcare access, quality, and outcomes.</p>	PO:X PC: 1			PO:P PC:1 CT: 1	PO:P CT: 1 PC: 1	CT: 2 GA: 1 PC: 3		CT: 2 IL: 2
<p><i>Program Outcome 4:</i> Evaluate the influence of values and ethics on healthcare practice and research.</p>	PO: P ER: 1			PO:P ER: 1 PC: 1		PO:X CT: 2 ER: 2 PC: 3	ER: 2	PO: P CT 3 ER 3

<i>Program Outcome 5:</i> Demonstrate the ability to locate, critically evaluate, analyze, and use information to solve problems or to produce an argument.	PO:P IL: 1			PO:P CT: 2 PC: 2 QR: 2	PO:P CT: 2 IL: 2 PC: 2 QR: 1	PO:P CT: 2	PO: P CT: 2 IL: 2 PC: 2	PO:X CT: 3 IL: 3 PC: 3 QR: 2
<i>Program Outcome 6:</i> Demonstrate effective oral and written communication skills.	PO: P CS: 1	PO:P CS: 1 & 2		PO:P CS: 2 CT: 2 QR: 2		PO:P CS: 2 TC: 2	PO:X CS: 3 CT: 3 IL: 2	PO:P CS: 3 CT: 3
<i>Program Outcome 7:</i> Demonstrate skills in teamwork and collaboration.	PO:P TC: 1 PC: 1					PO:X CS: 2 TC: 3	PO: P CS: 2 TC: 2	PO:P TC: 3
<i>Program Outcome 8:</i> Utilize statistical analyses and health data management technologies.				PO:X-S PC: 3 IL: 2 QR:3	PO:X-HDMT CT: 2 ER: 1 IL: 2 PC: 2			PO: P CT: 3 IL: 3
<i>Program Outcome 9:</i> Examine the influence of health determinants and other factors on health equity.	PO:P ER: 1 PC: 1			PO:P PC:1		PO:X ER: 2 PC: 2		
<i>Program Outcome 10:</i> Demonstrate sound foundational knowledge of human body systems.		PO: P PC:1	PO:X PC: 3					

MBA in Healthcare Administration and Leadership (MBA-HAL)

Stockton’s Master of Business Administration in Healthcare Administration and Leadership Degree program prepares students to manage and lead health care operations and services across a diverse range of health care facilities and organizations. It includes instruction in healthcare management, leadership, finance, systems, ethics, law, strategy, policy, economics, analytics, informatics, and population health. MHAL is a graduate degree program aimed at providing graduates with the competencies necessary to excel in a variety of health care-focused businesses, such as hospitals, medical practices, pharmaceutical companies, insurance companies, medical device companies, digital health, and in entrepreneurship. This program falls within the programmatic mission of Stockton University as a master’s degree granting institution.

A. Vision: The Master of Business Administration in Healthcare Administration and Leadership (MBA-HAL) is an interdisciplinary program that supports the interdisciplinary tenet of Stockton University's mission. Although the program is housed in the school of business, the MBA-HAL is jointly staffed and led by faculty from both the school of business and the health science program. These two programs collaborated to develop a degree program that meshes the health sciences with management and leadership, to provide a gateway for students desiring to enter leadership and management positions within the field of healthcare.

The program provides students with increased opportunity to pursue professional education in healthcare administration and leadership beyond the current undergraduate curriculum. Through advanced graduate studies, the program supports the lifelong learning and professional education tenets of Stockton University's mission.

B. Mission: The Master of Business Administration in Healthcare Administration and Leadership (MBA-HAL) program provides high-quality, affordable graduate education that prepares students for leadership and management positions throughout the healthcare industry. The program features an interdisciplinary curriculum that integrates business theories and techniques while considering current approaches to healthcare leadership.

C. Philosophy: The MBA-HAL program delivers project-based courses that merge theory with practice and utilize evidence-based teaching techniques to create engaging learning experiences. By offering an interdisciplinary curriculum that integrates business theories and techniques with the social and ethical aspects of healthcare leadership, the program strives to educate leaders who will positively impact the southern New Jersey community and beyond.

D. Program Goals: Graduates of the MBA-HAL program will be provided with the knowledge and skills as outlined in AACSB standard 9, specifically:

The general skills that graduates of the MBA-HAL program will garner include:

- Written and oral communication (graduates will be able to communicate effectively orally and in writing);
- Ethical understanding and reasoning (graduates will be able to identify ethical issues and address the issues in a socially responsible manner);
- Analytical thinking (graduates will be able to analyze and frame problems);
- Information technology (graduates will be able to use current technologies in business and management contexts);
- Interpersonal relations and teamwork (graduates will be able to work effectively with others and in team environments);
- Diverse and multicultural work environments (graduates will be able to work effectively in diverse environments);
- Reflective thinking (Graduates will be able to understand themselves in the context of society);
- Application of knowledge (Graduates will be able to translate knowledge of business and management into practice);

- Leading in healthcare organizational situations (Graduates will be able to lead in healthcare organizations);
- Managing in a diverse global context (Graduates will be able to manage in diverse global contexts);
- Thinking creatively (Graduates will be able to think creatively);
- Making sound decisions and exercising good judgment under uncertainty (Graduates will be able to exercise good judgment under uncertainty);
- Technology agility graduates will be able to utilize technology effectively and adapt to new technologies);
- Integrating knowledge across fields (Graduates will be able to integrate knowledge across fields);
- Understanding the healthcare discipline from multiple perspectives (Graduates will be able to understand healthcare from multiple perspectives);
- Framing problems and developing creative solutions in the healthcare discipline (Graduates will be able to frame problems and develop creative solutions in healthcare settings); and
- Applying specialized healthcare knowledge in a diverse global context (Graduates will be able to apply specialized healthcare knowledge in a diverse global context).

E. Program Knowledge Areas: The knowledge areas of the MBA-HAL program include:

- Economic, political, regulatory, legal, technological, and social contexts of healthcare organizations in a global society.
- Social responsibility, including sustainability, diversity, and ethical behavior and approaches to leading in healthcare management.
- Healthcare financial theories, analysis, reporting, and markets.
- Systems and processes in healthcare organizations, including planning and design, production and operations, supply chains, marketing, and distribution.
- Group and individual behaviors in healthcare organizations and society.
- Evidence-based decision-making that integrates current and emerging business statistical techniques, data management, data analytics, and information technology in the curriculum.
- Student experiences will integrate real-world healthcare business strategies, leadership strategies, privacy, and security concerns, ethical issues, data management, data analytics, technology-driven changes in the healthcare work environment, and the complexities of decision-making; and
- Other specified areas of leadership and other study related to the specialization in healthcare administration and leadership.

- F. MBA-HAL Program’s Student Learning Outcomes and University ELO’s:** The specific leadership competencies that students will learn are rooted in the NCHL health leadership competency model. The NCHL health leadership competency model “was developed from extensive academic research and widespread application outside healthcare.” The model incorporates three broad domains containing 26 competencies for effective healthcare leadership. The three domains are transformation, execution, and people. The “Transformation” domain includes the following competencies: achievement orientation, analytical thinking, community orientation, financial skills, information seeking, innovative thinking, and strategic orientation. The “Execution” domain includes the following competencies: accountability, change leadership, collaboration, communication skills, impact and influence, information technology management, initiative, organizational awareness, performance measurement, process management/organizational design, and project management. The “People” domain includes the following competencies: human resources management, interpersonal understanding, professionalism, relationship building, self-confidence, self-development, talent development, and team leadership.

IV. Program Assessment

BSHS Program Assessment

The BSHS program has several levels of assessment to maintain the high quality of the program, and to update the content of the program on an ongoing basis. The main assessment of the program happens through the Program's *Systematic Evaluation*; this evaluation assesses the Program’s Student Learning Outcomes. Because the program utilizes so many adjuncts, each core course is monitored by a *course facilitator*. These course facilitators function as a point of contact for everyone teaching the course to maintain the flow of communication about updates and problems in the course. Finally, the program also has an Exit Survey to track the impact the program is having on the students after they graduate. All these assessments are used to update the curriculum and delivery of the program.

- 1. BSHS Program Systematic Evaluation:** The BSHS program adopted 10 Student Learning Outcomes (SLO). Two of those SLOs are assessed every semester in the core course in which the students are expected to master the outcome. This means the systematic evaluation has a five-and-a-half-year cycle to evaluate the 10 Student Learning Outcomes. The faculty teaching the course in which the outcome will be assessed, in collaboration with the BSHS Assessment Committee and designated Course Facilitator, decide on the method to assess the outcome. For example, the evaluation could be performed by extracting data from a project or by adding an item to the final examination.
- 2. Course Facilitators:** As part of their agreed duties, each *course facilitator* conducts an informal assessment among all the instructors teaching their designated course through regular discussions about the course to highlight successes and to propose any recommended changes. The Course Facilitator reports any recommendations to the Curriculum Committee.
- 3. BSHS Exit Survey:** The BSHS program conducts an *exit survey* at the end of the Fall and Spring semesters. The purpose of this survey is two-fold: 1) to retain permanent contact information so the graduating students can be contacted in the future, and 2) to assess how well the program was able to help them meet their goals. For example, we ask them if they applied to a graduate program and if they were accepted, among other questions about their career plans. This data is supplemented with data from the National Clearinghouse, so we have a long-term picture of how many of our students are going to professional/graduate programs, and their success in graduating from those programs.

MBA-HAL Program Assessment

The program goals for the MBA-HAL are:

1. To produce graduates who can articulate and connect the economic, political, regulatory, legal, technological, and social contexts of healthcare organizations in a global society, including their own and other professionals' roles and responsibilities in healthcare contexts.
2. To produce graduates who can implement social responsibility strategies, including sustainability, diversity, and ethical behavioral strategies and approaches to healthcare management.
3. To produce graduates who can utilize financial theories, analysis, reports, and markets.
4. To produce graduates who can articulate and connect systems and processes in healthcare organizations, including planning and design, production, operations, supply chains, marketing, quality assurance, and distribution.
5. To produce graduates who can characterize and accommodate group and individual behaviors, including leading, collaborating, and coordinating in healthcare organizations and society.
6. To produce graduates who can implement evidence-based decision-making that integrates current and emerging technologies, including healthcare statistical techniques, data management, data analytics, and information technology.
7. To produce graduates who can communicate effectively in healthcare environments.

Table 3. MHAL's Alignment of Program Goals, Student Learning Goals, Student Learning Goals, Student Leadership Competencies, and Points in the Curriculum Where Outcomes are Assessed.

Program Goals	Student Learning Goals	Student Learning Outcomes	Student Leadership Competencies	Courses or other points in the curriculum where outcomes are assessed
1. To produce graduates who can articulate and connect economic, political, regulatory, legal, technological, and social contexts of health care organizations in a global society, including their own and other professionals' roles and responsibilities in health care contexts.	1.1 Students will learn the formal and informal decision-making structures and power relationships in a healthcare organization.	1.1.1 Graduates will be able to explain the internal, external, and global systems of healthcare.	1.a Community orientation	Health Systems (1.1.1, 1.1.3)
	1.2 Students will learn to lead and manage in diverse, global healthcare contexts.	1.1.2 Graduates will develop strategies for healthcare organizations to meet the needs of the communities and populations they serve.	1.b Organizational awareness 1.c Process management/ organizational design 1.d Self-confidence 1.e Self-development	Managing Population Health (1.1.2)
	1.1 Students will learn to understand health care in multiple environments.	1.1.1 Graduates will demonstrate an understanding of their own and other's roles and responsibilities in healthcare contexts.		
	1.2 Students will learn to understand themselves in the context of health care organizations and society.			

<p>2. To produce graduates who can implement social responsibility strategies, including sustainability, diversity, and ethical behavioral strategies and approaches to healthcare management.</p>	<p>2.1 Students will learn to identify and analyze questions involving ethical issues and produce ethically justifiable and socially responsible solutions.</p> <p>2.2 Students will learn to analyze and frame problems and develop creative and innovative solutions in healthcare environments.</p> <p>2.3 Students will learn to engage professionally with others by engaging in sound professional practices, social accountability, and community stewardship.</p>	<p>2.1.1 Graduates will demonstrate the ability to apply ethical theory to reach justifiable and socially responsible conclusions.</p> <p>2.1.2 Graduates will demonstrate the ability to make reasoned decisions and provide a rationale for their actions.</p>	<p>2.a Human resources management</p> <p>2.b Interpersonal understanding</p> <p>2.c Professionalism</p> <p>2.d Accountability</p> <p>2.e Talent development</p>	<p>Law and Ethics in Healthcare Administration (2.1.1)</p> <p>Healthcare Policy (2.1.2)</p>
<p>3. To produce graduates who can utilize financial theories, analysis, reports, and markets.</p>	<p>3.1 Students will learn to translate knowledge of business and healthcare management into practice.</p> <p>3.2 Students will learn to budget, forecast, and report finances for health care organizations.</p> <p>3.3 Students will learn to understand financial and economic information, and how to make sound short and long-term investment decisions.</p>	<p>3.1.1 Graduates will be able to read and understand financial reports.</p> <p>3.1.2 Graduates will be able to budget and forecast finances in healthcare settings.</p> <p>3.1.3 Graduates will be able to develop a financial plan for health care that meets the needs of payers, manages risk, and reflects efficiencies in operations.</p> <p>3.1.4 Graduates will demonstrate an understanding of medical markets, and the ability to compare and contrast market systems.</p>	<p>3.a Financial skills</p> <p>3.b Performance measurement</p> <p>3.c Achievement orientation</p>	<p>Healthcare Financial Analysis (3.1.1, 3.1.2, 3.1.3)</p> <p>Healthcare Economics (3.1.4)</p>
<p>4. To produce graduates who can articulate and connect systems and processes in healthcare organizations, including planning and design, production, operations, supply chains, marketing, quality assurance, and distribution.</p>	<p>4.1 Students will learn to work within a stakeholder and market system.</p> <p>4.2 Students will learn to lead, plan, and design in the context of health care supply chains and operations.</p> <p>4.3 Students will learn to adapt to changing environments and circumstances.</p>	<p>4.1.1 Graduates will be able to explain health care systems and operations.</p> <p>4.1.2 Graduates will demonstrate knowledge of health care delivery in US and trends impacting the system.</p>	<p>4.a Project management</p> <p>4.b Impact and influence</p> <p>4.c Organizational awareness</p> <p>4.d Process management/ organizational design</p>	<p>Healthcare Operations and Financial Management (4.1.1, 4.1.2)</p>

<p>5. To produce graduates who can characterize and accommodate group and individual behaviors, including leading, collaborating, and coordinating in healthcare organizations and society.</p>	<p>5.1 Students will learn to make sound decisions and exercise good judgment under uncertainty.</p> <p>5.2 Students will learn to work effectively with others and in diverse team environments.</p>	<p>5.1.1 Graduates will demonstrate the ability to work effectively in team settings to develop strategies and affect change.</p> <p>5.1.2 Graduates will be able to explain the importance of respecting diverse viewpoints.</p> <p>5.1.3 Graduates will be able to explain leadership theory and the group process.</p>	<p>5.a Team leadership</p> <p>5.b Collaboration</p> <p>5.c Analytical thinking</p>	<p>Management Practice and Development in Healthcare (5.1.1, 5.1.2)</p> <p>Healthcare Leadership (5.1.3)</p>
<p>6. To produce graduates who can implement evidence-based decision-making that integrates current and emerging technologies, including healthcare statistical techniques, data management, data analytics, and information technology.</p>	<p>6.1 Students will learn to think creatively.</p> <p>6.2 Students will learn to integrate knowledge across fields.</p> <p>6.3 Students will learn to integrate real-world business strategies, privacy and security concerns, ethical issues, data management, data analytics, and technology driven changes to find solutions in the work environment.</p> <p>6.4 Students will learn to use current technologies in business and healthcare management contexts.</p> <p>6.5 Students will learn the ethical use and dissemination of data, including privacy and security of data.</p> <p>6.6 Students will learn the role of technology in healthcare organizations, society, and the behavioral implications of it.</p>	<p>6.1.1 Graduates will demonstrate the ability to utilize technology ethically and effectively.</p> <p>6.1.2 Graduates will be able to analyze and explain data relevant to health care systems.</p> <p>6.1.3 Graduates will demonstrate the ability to utilize data to effectively devise strategies for health care organizations.</p>	<p>6.a Information technology management</p> <p>6.b Initiative</p> <p>6.c Information seeking</p> <p>6.d Strategic orientation</p>	<p>Healthcare Informatics (6.1.1, 6.1.2)</p> <p>Analytics for Healthcare (6.1.3)</p>
<p>7. To produce graduates who can communicate effectively in healthcare environments.</p>	<p>7.1 Students will learn to write in a clear, logical, and grammatically correct manner in formal and informal situations.</p> <p>7.2 Students will learn to orally communicate effectively both interpersonally and in front of groups.</p>	<p>7.1.1 Graduates will demonstrate the ability to write effectively.</p> <p>7.1.2 Graduates will be able to prepare presentations and orally present in front of groups.</p>	<p>7.a Collaboration</p> <p>7.b Communications skills</p> <p>7.c Self-confidence</p> <p>7.d Self-development</p>	<p>Healthcare Policy (7.1.1)</p> <p>Healthcare Strategy and Leadership Capstone (7.1.2, 7.1.3)</p>

	<p>7.3 Students will learn to communicate with individuals of diverse backgrounds and experiences.</p> <p>7.4 Students will learn to prepare cogent business presentations.</p> <p>7.5 Students will learn to successfully lead, facilitate, and participate in group activities.</p>	<p>7.1.3 Graduates will demonstrate the ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions, and communicate successful strategies that continually improve the long-term success and viability of the organization.</p>		
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Table 4. MHAL's Level of Learning Outcomes Coverage in Each Core Course

Core Course Coverage L = Light: Some discussion, but no depth M = Medium: Covered with some depth, but not primary focus. H = Heavy: Major emphasis <u>LEARNING OUTCOMES</u>	MHAL 5000	MHAL 5005	MHAL 5010	MHAL 5015	MHAL 5020	MHAL 5025	MHAL 5030	MGMT 5035	MHAL 5040	MHAL 5045	MHAL 5050	MHAL 5055	MHAL 5060 Elective	MHAL 5065 Elective
1 LEADERSHIP	H	L	L	L	L	L	L	L	L	L	H	H	M	L
1A. DECISION-MAKING	H	L	L	L	L	L	L	L	L	L	H	H	M	L
1B. DIVERSITY	H	L	L	L	L	L	L	L	L	L	H	H	M	L
1C. GLOBAL SYSTEMS	H	L	L	L	L	L	L	L	L	L	H	H	M	L
2. ETHICS	L	L	L	H	H	L	L	L	L	L	L	M	M	M
2A. SOCIAL RESPONSIBILITY /JUSTICE	L	L	L	H	H	L	L	L	L	L	L	M	M	M
2B. ACCOUNTABILITY	L	L	L	H	H	L	L	L	L	L	L	M	M	M
3C. PROFESSIONALISM	L	L	L	H	H	L	L	L	L	L	L	M	M	M
3. HEALTHCARE FINANCE MANAGEMENT	L	M	H	L	L	M	H	M	H	M	M	H	L	M
3A. FINANCIAL REPORTS	L	M	H	L	L	M	H	M	H	M	M	H	L	M
3B. BUDGETING AND FORECASTING	L	M	H	L	L	M	H	M	H	M	M	H	L	M
3C. FINANCIAL PLANNING	L	M	H	L	L	M	H	M	H	M	M	H	L	M
3D. FINANCIAL MEDICAL MARKETS	L	M	H	L	L	M	H	M	H	M	M	H	L	M
4. HEALTHCARE MGMT COMPETENCY	M	L	M	M	L	L	H	M	M	M	L	H	M	H

4A. HEALTHCARE SYSTEM AND OPERATIONS	M	M	M	M	L	M	H	M	M	M	L	H	M	H
4B. HEALTHCARE DELIVERY SYSTEMS	M	M	M	M	L	M	H	M	M	M	L	H	M	H
5. HEALTHCARE LEADERSHIP	H	M	L	M	H	H	M	L	L	M	M	H	M	M
5A. TEAMWORK	H	M	L	M	H	H	M	L	L	M	M	H	M	M
5B. DIVERSITY	H	M	L	M	H	H	M	L	L	M	M	H	M	M
5C. LEADERSHIP	H	M	L	M	H	H	M	L	L	M	M	H	M	M
6. TECHNICAL AGILITY	L	M	L	L	L	L	M	H	H	M	H	M	M	M
6A. INFORMATION TECHNOLOGY MANAGEMENT	L	M	L	L	L	L	M	H	H	M	H	M	M	M
6B. HEALTHCARE ANALYTICS	L	H	L	L	L	L	M	H	H	M	H	M	M	M
6C. DATABASE MANAGEMENT	L	H	L	L	L	L	M	H	H	M	H	M	M	M
7. COMMUNICATION SKILLS	H	M	M	H	M	H	H	H	M	H	M	H	M	H
7A. ORAL	H	M	M	H	H	H	H	H	M	H	M	H	M	H
7B. WRITTEN	H	M	M	H	H	H	H	H	M	H	M	H	M	H
7C. DIGITAL PRESENTATION/ TECHNICAL REPORTS	H	M	M	H	H	H	H	H	M	H	M	H	M	H

Accelerated Dual Degree Program Assessment

The assessment of student learning in the BSHS/MBA-HAL Accelerated Dual Degree program will be conducted through the periodic assessment measures detailed above for the B.S. and MBA-HAL degrees. The Dual Degree program will use data provided by the Office of Institutional Research, the School of Health Sciences, the School of Business, the Career Center, and survey instruments to assess how well the Accelerated program meets students' needs by tracking time to degree completion, course grades, and student grade point averages, post-graduation outcomes, and student feedback.

V. Conclusion

The mission of the BSHS Program is to provide a quality, contemporary, pre-health professional education for students who desire careers in the healthcare system. Graduate programs in the health professions are competitive, they require significant effort to apply to them and they are expensive. The proposed accelerated dual degree program will provide students with a simpler, streamlined, and less expensive pathway to a graduate degree in Healthcare Administration and Leadership. This *Accelerated Dual Degree Program* will combine the skillset provided by the undergraduate program in health sciences, including critical thinking, understanding of the health care system, teamwork and collaboration, and a solid ethical base, with the skillset of the graduate program.

The objective of the MBA-HAL is to provide students with the knowledge, skills, and abilities necessary for leadership positions in healthcare organizations. It is a professional degree program aimed at educating students about the fundamentals of healthcare administration, such as hospital and other healthcare organization management. Although Stockton University's ELOs were designed for undergraduate programs, they carry through to graduate studies. The MBA-HAL program goals incorporate the ELOs, which are: 1) Adapting to Change; 2) Communication Skills; 3) Creativity and innovation; 4) Critical Thinking; 5) Ethical Reasoning; 6) Global Awareness; 7) Information Literacy and Research Skills; 8) Program Competence; 9) Quantitative Reasoning; and 10) Teamwork & Collaboration.

The students who graduate from this accelerated dual degree program will be well-prepared to make significant contributions to their communities, and the healthcare system, and represent Stockton University with pride.