Proposal for Public Health B.S./Master of Business Administration in Health Administration and Leadership (MBA HAL) Accelerated Dual Degree Options

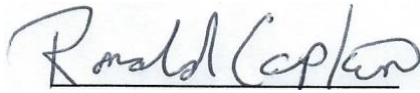## I. Faculty Senate Reading:

Full Name of Current Programs: Bachelor of Science Public Health; MBA (HAL)

Stockton Program Acronym: PUBH, MHAL

Degree/Level of Current Program: B.S., MBA **CIP**

Codes: 51.2201 (Public Health, general)

II. Names and signatures of Faculty Proposing New Option:

Ronald Caplan Ph.D.   Christian Ehiobuche Ph. D.

III. Date of Program Faculty Votes to Approved the Proposed New Option:

December 6, 2022 (program approval in Public Health)

Text Description of Proposed New Option:

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

The proposal describes the process by which an undergraduate student, matriculated into this accelerated dual degree, would complete up to four MHAL courses (12 credits) as Undergraduate PUBH students. These courses would count towards the students' undergraduate degree as 12 credits of Elective courses OR Healthcare Economics (MHAL 5050) is substituted for Health Care Economics {ECON 2104) and up to nine credits are applied towards the electives. In addition, these four graduate courses (12 credits) would also fulfill requirements in the MHAL program. In other words, these four MHAL graduate courses will double count for the B.S. in Public Health and the MBA-HAL graduate degree. This is similar to the Stockton Dual BA/MA Degree Program in Criminal Justice which applies 18 credits from the graduate degree toward the undergraduate degree.

B.S. Public Health and MHAL Accelerated Dual Degree Option Proposal

An accelerated dual degree program, here referred to as a 4+1 program, is a structured educational path designed to allow students to earn both a Bachelor of Science (BS) in Public Health and a Master of Business Administration in Healthcare Administration and Leadership (MHAL) degree in a shorter timeframe than traditional sequential degree programs. The goal of a BS/MBA-HAL 4+1 program is to provide students with a comprehensive and efficient educational experience that prepares them for successful careers in Public Health as well as in Healthcare Administration and Leadership

Primary goals and objectives of a BS/MBA-HAL 4+1 program:

- **Accelerated Learning**: The program aims to condense the time required to complete both degrees. Typically, students earn their BS degree in the first four years and their MBA in the fifth year, saving them time and potentially reducing the overall cost of education.

- **Depth and Breadth of Knowledge**: The BS component of the program focuses on providing students with a solid foundation in a specific field of public health administration, while the MBA component broadens their knowledge by introducing advanced business and health concepts and leadership skills. This dual focus ensures that graduates have both specialized expertise and a holistic understanding of business and healthcare leadership.

- **Professional Skill Development**: Throughout the program, students are encouraged to develop essential professional skills such as critical thinking, problem-solving, communication, teamwork, and leadership. These skills are vital for success in a variety of business roles.

- **Career Advancement**: One of the primary goals of this program is to enhance students' career prospects. Graduates are well-equipped to pursue entry-level positions in their chosen field immediately upon completing their BS degree. Additionally, the MBA portion of the program equips them with the advanced knowledge and skills needed for more senior and leadership roles.

- **Networking Opportunities**: Students in an accelerated BS/MBA program often have the chance to build a strong network of peers, faculty, and industry professionals. This network can be invaluable for future career opportunities and collaborations.

- **Cost-Efficiency**: By completing both degrees in a shorter timeframe, students can potentially reduce the overall cost of their education. This is because they spend fewer years paying for tuition and related expenses and can enter the workforce sooner.

- **Flexibility and Adaptability**: The program equips students with the ability to adapt to rapidly changing business environments. They learn to navigate complexities, innovate, and make informed decisions, which are crucial skills in today's dynamic business world.

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- **Leadership Preparation**: The MBA-HAL component of the program includes graduate level coursework on leadership, strategy, and management. Graduates are well-prepared to take on leadership roles in various industries and organizations.

The goal of an accelerated BS/MBA 4+1 program is to provide students with a well-rounded and expedited education in healthcare related fields, enhancing their career prospects and equipping them with the skills and knowledge needed for success in the business world. This type of program appeals to motivated individuals who are eager to accelerate their educational and career advancement.

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:

IV. 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 any time; however, no student would be eligible to enroll in graduate courses (5000-level) until they meet these requirements:
- Minimum of 96 credits
- Minimum of 20 credit hours in B.S. major courses
- 3.0 GPA in the B.S. major
- Successful completion of Introduction to Public Health (PUBH 1200), and Health Policies and Issues (PUBH 2402) or Health Insurance (PUBH 3225) each with a grade of B or better.

Transfer students with over 96 transfer credits should use the traditional application for the MHAL.

Once enrolled, to maintain accepted status in the dual degree program, all students must maintain a 3.0 GPA and earn a grade of B or better in all graduate courses.

II. Accelerated Dual Degree Curriculum

A. **B.S. Public Health Common Core: 7 courses, 28 credits total**
These courses are required of all B.S. Public Health majors:
- PUBH 1200-Introduction to Public Health
- PUBH 2330 Public Health Research Methods and Statistics
- PUBH 2450 Public Health and Marketing
- PUBH 2530 Basic Environmental Health
- PUBH 3415 Writing for Health Professionals
- PUBH 3420 Epidemiology
- PUBH 4950 Public Health Internship

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At least 2 of these courses are offered each semester.

B. **Required Electives:**

Undergraduate Public Health majors may choose either the Community Health Education concentration or the Health Administration concentration; required electives vary by concentration. This dual degree proposal focuses on the PUBH Health Administration students. Students in the PUBH Health Administration track are better trained and prepared for the M.B.A. in Healthcare Administration & Leadership.

However, students in the Community Health Education concentration are certainly eligible for this accelerated dual degree program and are encouraged to apply, if interested. They would have to complete all the prerequisites before taking any MHAL courses or receive special permission from the Chair of the MHAL program.

"Focus" Concentrations:
1. Community Health Education (42 credits): For cognates, students, in consultation with a PUBH preceptor, are advised to select a cluster of courses from GERO, WGSS, HHM, Childhood Studies, Cannabis studies, or any other health/population health related course of study.

2. Health Administration (40 credits): For cognates, students, in consultation with a PUBH preceptor, are advised to select a cluster of courses from GERO, WGSS, HHM, Childhood Studies, Cannabis Studies, Business, or other health-related courses as electives

C. B.S. Public Health Program Competency and Cognates/ASD: 96 credits total
The B.S. Public Health Program Competency Requirement may be met by completing the PUBH courses in the core and concentration of each track. The B.S. Public Health program competencies are:
A. Students will demonstrate effective oral and written communication skills
B. Students will have an understanding of the principles of Public Health practice.
C. Students will be able to demonstrate appropriate, ethical and professional behavior when in a role as a Public Health Professional.

The following are competencies for Health Administration:

1. Describe, compare, and contrast various components of the U.S. health care system, services, and settings.

2. Describe and discuss management theory and applications, including structure, managerial processes, and evaluation.

3. Apply organizational behavior and development theory, including leadership, team building, and management of human resources in health care settings.

4. Employ the concepts and tools of organizational management and behavior to assess and enhance the performance of human resources in healthcare organizations, both public and private. In particular, these skills include leadership, interpersonal relationships, communication, group processes, decision-making, and conflict resolution.

5. Examine and evaluate financial principles and measures in health care organizational settings, including analysis of budgets and financial statement.

6. Appraise foundational legal and ethical principles related to health care, evaluate applicable laws in health care settings, and articulate the policy making process.

7. Interpret information and evaluate methods to improve and measure quality in health settings.

8. Conduct evaluation and research related to health administration

B.S. Public Health Program: Health Administration Track (80 credits total)

The Health Administration Concentration

In the health administration concentration, there are 10 required four-credit public health courses (with PUBH acronym) and 7 required cognates (required courses which do not have a PUBH acronym). This equals a total of 68 credits. In addition, there are three required electives, for a total of 12 credits.

PUBH Courses (40 credits)

PUBH 1200 Introduction to Public Health (4)
PUBH 2330 Public Health Research Methods and Statistics (4)
PUBH 2450 Public Health & Marketing (4)
PUBH 2530 Basic Environmental Health (4)
PUBH 24092 Health Policies and Issues (4)
PUBH 3225 Health Insurance (4)
PUBH 3420 Epidemiology (4)
PUBH 3415 Writing for Health Professionals (4)
PUBH 4401 Health Management (4)
PUBH 4950 Public Health Internship (4)

Track Cognates (28 credits)

ACCT 2110 Financial Accounting (4)
ACCT 2120 Managerial Accounting (4)
ECON 2104 Health Care Economics (4)
HLTH 2221 Functional Human Anatomy (4)
MKTG 2110 Intro to Management (4)
MKTG 2110 Marketing Principles (4)
MGMT Human Resource Management (4)

Electives (12 credits)

There are three required electives (12 credits), which may include ANTH 2136, ECON 1200, GERO 1100, GERO 2107, GNM 1026, GNM 2144, GSS 1044, GSS 2128, MGMT 3124, PLAW 2120, PLAW 3110, PLAW 3120, POLS 2209 POLS 2280, PUBH 3102, PUBH 3620, and PUBH 4115. In addition, other courses from GERO, WGSS, HHM, Childhood Studies, Cannabis Studies, Business, or other health-related courses could also be used as electives if approved by the head of the Health Administration concentration.

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

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Students in the PUBH /MBA-HAL Accelerated Dual Degree Concentration 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 Total 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)

PUBH/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.

Credit transfers between the PUBH program and the MHAL program

Undergraduate public health students in the health administration concentration who are accepted into this accelerated dual degree could choose between two options- option A or option B.

Option A
Up to 12 credits are taken in the MBA-HAL program as an undergraduate senior and all are transferred back into the public health program as electives.

Option B
Up to 12 credits are taken in the MHAL program as an undergraduate senior. The Healthcare Economics course (MHAL 5050) would substitute for Health Care Economics (ECON 2104) and the remaining graduate credits (up to nine) are transferred back into the public health program as electives.

If because of these credit transfers, there is less than 52 credits in the health administration

concentration, the undergraduate student would have to either take an additional undergraduate course or adjust credits for the internship to make up for any missing credits.

Degree Map
Bachelor of Science in Public Health and Masters in Business Administration in Health Administration and Leadership (MBA-HAL)
Accelerated Dual Degree Options

The following is a **suggested** plan of study for completion of this degree program.
The **goal of a Degree Map** is to ensure that students graduate with no more than 128 credits and in four years.

- All students should speak with their preceptor about their academic programs.
- Students are encouraged to take overload and summer courses to facilitate their progress towards graduation as necessary.
- Transfer students may not need to take all courses in the plan; they should consult with an academic advisor.

OPTION A

FIRST YEAR – FALL	Credit	FIRST YEAR - SPRING	Credit
Course load	**16**	**Course load**	**16**
PUBH 1200 Introduction to PUBH	4	PUBH 2530 Basic Environmental Health	4
G course (First-Year Seminar)	4	MGMT 2110 Introduction to Management	4
G course	4	G course	4
ASD	4	ASD	4

SECOND YEAR – FALL	Credit	SECOND YEAR - SPRING	Credit
Course load	**16**	**Course load**	**16**
PUBH 2450 Public Health & Marketing	4	PUBH 2330 Research Methods and Statistics	4
MKTG 2110 Marketing Principles	4	HLTH 221 Functional Human Anatomy	4
ASD	4+1	PUBH 2402 Health Policies and Issues	4
G course	4	G course	4

THIRD YEAR – FALL	Credit	THIRD YEAR - SPRING	Credit
Course load	**16**	**Course load**	**16**
PUBH 3415 Writing for Health Professionals	4	PUBH 3225 Health Insurance	4
PUBH 3420 Epidemiology	4	ACCT 2120 Managerial Accounting	4
MGMT 3111 Human Resource Management	4	ECON 2104 Health Care Economics	4
ACCT 2110 Financial Accounting	4	G course	4

FOURTH YEAR – FALL	Credit	FOURTH YEAR - SPRING	Credit

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Course load	18	Course load	14
PUBH 4401 Health Management	4	PUBH 4950 Internship	4
MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economics	3	G course	4
MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economics	3	MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economics	3
FINA 3110 (as required ASD course) G course	4 4	MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economics	3

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

ADDITIONAL INFORMATION

- **FIRST (FRST).** All newly admitted freshmen or transfer students with 15 or fewer credits are required to fulfill the University's first-year competency requirement. The requirement may be met by demonstrating competency on the placement tests, or by passing, with a grade of C or better, all FRST courses: FRST 1101 – College Writing, 1002 – Critical Thinking and Reading, and 1103 – Quantitative Reasoning into which students have been placed. Students enrolled in FRST 1100 – Developmental Mathematics must receive a grade of C or better, and then enroll in and receive a grade of C or better in FRST 1103 to demonstrate competency. Full-time students must register for all required FRST courses in their first semester. Depending on time to completion of competency requirements, some students may need additional time for degree completion. *Note-* certain FRST courses also meet the requirements of the General Studies course distribution categories.
- **General Studies.** Students must complete 48 credits of General Studies with the distribution requirement of: 8 GAH, 4 GEN, 4 GIS, 8 GNM, 8 GSS and 16 ASD (At Some Distance). See 2021-2022 Bulletin for more information.

- **W1/W2- Writing requirement.** Students are required to complete (C or better) four Writing intensive (WI/W2) courses. One W1 is required in the first year and an additional three W1 or W2 with one in the upper-level division (3000-level or higher). W1/W2 courses can be found in General Studies or Program/cognate courses depending on major.
- **Q1/Q2- Quantitative Reasoning.** Students are required to complete (C or Better) three Q1/Q2 courses. One Q1 in the freshman year and at least one Q2. Q1/Q2 courses may be found in General Studies or Program/cognate course depending on major.
- **R1/R2- Race and Racism.** Students are required to pass one (1) R1 and one (1) R2 courses. R1/R2 courses may be found in General Studies or Program/cognate courses depending on major.

Minor program. Students may select a Minor program of study, in consultation with their preceptor. Minor courses would replace some of the ASD or Program/cognate courses in the Degree Map.

Degree Map
Bachelor of Science in Public Health and Masters in Business Administration in Health Administration and Leadership (MBA HAL)
Accelerated Dual Degree Options

The following is a **suggested** plan of study for completion of this degree program.
The **goal of a Degree Map** is to ensure that students graduate with no more than 128 credits and in four years.

- All students should speak with their preceptor about their academic programs.
- Students are encouraged to take overload and summer courses to facilitate their progress towards graduation as necessary.
- Transfer students may not need to take all courses in the plan; they should consult with an academic advisor.

OPTION B

FIRST YEAR - FALL	Credit	FIRST YEAR - SPRING	Credit
Course load	16	**Course load**	16
PUBH 1200 Introduction to PUBH	4	PUBH 2530 Basic Environmental Health	4
G course (First-Year Seminar)	4	MGMT 2110 Introduction to Management	4
G course	4	G course	4
ASD	4	ASD	4
SECOND YEAR - FALL	Credit	SECOND YEAR - SPRING	Credit
Course load	16	**Course load**	16
Pubh 2450PUblic Health & Marketing	4	PUBH 2330 Research Methods and Statistics	4
MKTG 2110 Marketing Principles	4	HLTH 221 Functional Human Anatomy	4
ASD	4	PUBH 2402 Health Policies and Issues	4
G	4	G	4

THIRD YEAR - FALL	Credit	THIRD YEAR - SPRING	Credit
Course load	16	**Course load**	15
PUBH 3415 Writing for Health Professionals	4	PUBH 3225 Health Insurance	4
PUBH 3420 Epidemiology	4	ACCT 2120 Managerial Accounting	4

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MGMT 3111 Human Resource Management	4	Substitute MHAL 5050 for ECON 2104 Health Care Economics	3
ACCT 2110 Financial Accounting	4	G	4

FOURTH YEAR - FALL	Credit	FOURTH YEAR - SPRING	Credit
Course load	**14**	**Course load**	**19**
PUBH 4401 Health Management	4	PUBH 4950 Internship	5
		G course	4
MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economics	3	MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economics	3
FINA 3110 (as required ASD course) MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economic	4 3	MHAL core course (substitute for an elective) Any MHAL course except MHAL 5050 Healthcare Economic G course	3 4

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

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- **General Studies**. Students must complete 48 credits of General Studies with the distribution requirement of: 8 GAH, 4 GEN, 4 GIS, 8 GNM, 8 GSS and 16 ASD (At Some Distance). See 2021-2022 Bulletin for more information.
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- **R1/R2- Race and Racism.** Students are required to pass one (1) R1 and one (1) R2 courses. R1/R2 courses may be found in General Studies or Program/cognate courses depending on major.
- **Minor program.** Students may select a Minor program of study, in consultation with their preceptor. Minor courses would replace some of the ASD or Program/cognate courses in the Degree Map.

III. Program Mission, Goals, and Learning Outcomes

B.S. in Public Health Mission, Program Goals, Learning Outcomes and Competencies

The importance of Public Health today is indisputable. As a public institution we have a clear responsibility to educate competent public health professionals. The Public Health undergraduate degree is designed to make available to students the skills and knowledge necessary to attain employment in health-related fields within the public and private sector. It is also a pre-professional degree that may be used to pursue graduate study in a variety of allied health fields.

Mission

Stockton's Public Health undergraduate program is committed to its original mission as stated in the 1974 Program Approval Document. Table 3 illustrates how the program mission aligns with the University's Mission Statement.

Table 2. Alignment of Public Health Program Mission with Stockton University Mission

Stockton University Mission	Mission of the Public Health Program
We insist on excellence in teaching and dedication to learning.	To provide the educational environment and opportunity necessary to educate competent, professional public health administrators and environmental health specialists. (Since the goal was originally articulated, concentrations have fluctuated due to internal and external demands).

Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with graduate academic or professional study. At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum.	To provide program graduates both eligible for and motivated to continue in graduate level of study.
Stockton is committed to the positive development of southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the University is located.	To provide high quality and appropriate continuing education opportunities to those professionals presently employed in the field.
We value diversity and the differing perspectives it brings.	To develop a well- educated citizen with an expanded social consciousness and sensitivity to social needs.

The B.S. Public Health program is committed to creating an educational experience that will enable students to become enlightened, contributing members of the global community. The faculty are all dedicated to excellence in teaching and learning and remain current in their respective areas of specialty. The curriculum is revised based on the needs of the field as well as data gathered from students, faculty, internship supervisors, and professional advisory board members. The curriculum offers breadth and depth and utilizes an interdisciplinary approach by offering practicum, internships, service learning, and special events. Public health students are encouraged to actively engage in co-curricular activities and to pursue minors in areas of interest to augment their personal and professional growth. All of these program strengths are closely aligned with the Mission and Vision of Stockton University.

B.S. Program Goals and Student Learning Outcomes (SLOs)
B.S. Program Goals:
1. Offer Public Health courses, internships and precepting to facilitate students' learning and to ensure current majors will be able to graduate in a timely manner.
2. Promote the program in order to increase both visibility and admissions.
3. Utilize the data gleaned from the Public Health program assessment process to maintain a strong curriculum, relevant to current public health issues.
4. Afford students and faculty opportunities for professional and community engagement.
5. Continue active faculty involvement in professional development and service to the community and university.
6. Develop a curriculum that addresses diversity, inclusion and antiracism.

B.S. Program Core Competencies:
A. Communication
- Students will demonstrate effective oral and written communication skills

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- Students will demonstrate effective oral communication skills and effectively utilize electronic methods for communication.
- Students will demonstrate effective written communication skills.

B. Competency
- Students will have an understanding of the principles of Public Health practice
- Students will have an understanding of fundamental techniques relevant to research in Public Health

C. Credibility
- Students will perform basic Computational Analysis: portfolio includes examples of student generated analysis of data for internship site projects
- Students will have an understanding of Epidemiological methodology and will be able to accurately describe the epidemiological principles that are utilized in their internship experiences.
- Students will demonstrate an understanding of basic marketing principles and will demonstrate the ability to apply marketing principles when planning, implementing, and evaluating public health initiatives
- Students will have knowledge of Public Health in relation to social historical, political, and/or economic contexts: demonstrate personal knowledge of the social (i.e. the influence of cultural beliefs on health care practices), historical (i.e. evolution of existing health care structure),political (i.e. influence of governmental policies on access to health care), and economic (i.e. influence of socioeconomic status on the quality and quantity of available health care) dynamics that influence Public Health practice.

D. Civic Mindedness
- Students will be able to demonstrate appropriate, ethical and professional behavior when in a role as a Public Health Professional.
- Students will demonstrate appropriate behavior: shows up for work consistently and on-time, follows instructions by carrying out duties, and displays professional behavior and attitude while working as a Public Health Professional.
- Students will use critical thinking in professional decision making: A proficient critical thinker employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance and fairness, when making decisions or during problem solving.
- Students will demonstrate cultural competence when working in the public health sector.
- Students will develop the ability to demonstrate leadership when applicable.

As noted earlier the following are competencies for Health Administration:

1. Describe, compare, and contrast various components of the U.S. health care system, services, and settings.

2. Describe and discuss management theory and applications, including structure, managerial processes, and evaluation.

3. Apply organizational behavior and development theory, including leadership, team building, and management of human resources in health care settings.

4. Employ the concepts and tools of organizational management and behavior to assess and enhance the performance of human resources in healthcare organizations, both public and private. In particular, these skills include leadership, interpersonal relationships, communication, group processes, decision-making, and conflict resolution.

    5. Examine and evaluate financial principles and measures in health care organizational settings, including analysis of budgets and financial statement.

    6. Appraise foundational legal and ethical principles related to health care, evaluate applicable laws in health care settings, and articulate the policy making process.

    7. Interpret information and evaluate methods to improve and measure quality in health settings.

    8. Conduct evaluation and research related to health administration

Goal Alignment with University ELO's

The University's Essential Learning Outcomes are provided in Table 3, which demonstrates alignment to the mission and vision statements for the Stockton ELO initiative. It is understood that not all courses will meet all ELOs, nor will all ELOs be found in the curriculum of all majors. It is believed, however, that with a robust curriculum which includes major, at-some-distance, and general studies courses, students will be exposed to all the ELOs through their academic careers and become either "aware", "competent", or "skilled" at each of the ELOs. In response to the ELO initiative, the B.S. in Public Health program reviewed the syllabi for all 27 courses.

Table 3: Number of Courses that Address Individual ELO

Essential Learning Outcome	Number of B.S. Public Health Courses that Address the ELO
Adapting to Change	8
Communication Skills	6
Creativity and Innovation	4
Critical Thinking	7
Ethical Reasoning	8
Global Awareness	10
Information Literacy and Research Skills	9
Program Competence	17
Quantitative Reasoning	6
Teamwork and Collaboration	3

A review of the curriculum map reveals that the ELOs that are emphasized the most within the B.S. Public Health program courses are Global Awareness and Program Competence. The two strongest ELOs reflect the values that dominate the field of Public Health. Public Health is the study of population health; therefore, having global awareness is critical among all entry-level public health professionals. Practitioners require skill-based competence; therefore, the emphasis based on program competence aligns with the needs of the profession. Strong quantitative reasoning skills are necessary for all public health practitioners, yet quantitative skills are not incorporated into all of the PUBH program courses. However, students are encouraged to take courses outside the PUBH program that strengthen their quantitative skills while simultaneously satisfying the university-wide quantitative reasoning requirement. Teamwork and collaboration are soft skills that all competent public health professionals should possess. A review of the curriculum map reveals that it is adequately covered in three PUBH courses.

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 set forth 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. *PUBH Program Assessment*

The PUBH program has been actively involved in assessing program effectiveness using a systematic evaluation of the internship experience. The development of an initial assessment protocol for the PUBH program was completed during the 2008-2009 academic year. To begin, each faculty member submitted outcome expectations for specific PUBH competencies for each of their classes. Using these outcome expectations, Dr. Calamidas and Dr. Crowell developed a Likert scale to assess internship portfolios. The internship portfolios, reaction papers, and final internship presentations were chosen as the most appropriate factors to assess student outcome since they are all final products and are based on student classroom and fieldwork experiences; hence, they are the best representation of the level of PUBH competence our students attain by graduation. Based on the assessment data, a "feedback" loop was created, and improvements were made to the development, implementation, and evaluation in our program components.

In 2015, Dr. Crowell and Dr. Calamidas published a manuscript entitled "A Comprehensive Five-Year Program Assessment Study" to the Journal of Assessment and Institutional Effectiveness. The manuscript illustrates the entire assessment cycle and assessment results. The following is an excerpt from the article:

> *This comprehensive five-year program assessment study illustrates the full circle of the assessment cycle; development, implementation, feedback and reshaping of curriculum. First, this study provides specific information on the development and implementation of multiple measures of program assessment for both core and track goals and objectives. Second, it provides five years of quantitative and qualitative data illustrating the use of internship e-portfolios and presentations in assessing students' proficiencies on 13 specific core competencies and numerous track competencies. Students' self-rating along with faculty's rating on these variables provides descriptive statistics on students' level of proficiencies for program core and track goals and objectives. Site supervisors also provide evaluations of students' performance and levels of preparedness to enter the public health field. Results from all three sources indicate high levels of proficiencies for students and support that program and track goals and objectives are being met. Qualitative data support these statistics and provide insight into program needs that are not being met. Based on both sets of data, program solutions are identified and implemented creating an assessment feedback loop. Finally, audience feedback from internship presentations provides a final measure of program assessment. Both quantitative and qualitative data support the benefit of students attending these events and posit that students gain a better understanding of the internship process, the public health field and careers, and the link between public health classrooms and careers. Results of all these measures provide valuable insight into future program and course curriculum, along with teaching strategies and techniques in order to increase student learning. (Crowell, T. & Calamidas, E., 2015).*

As of Spring 2021, assessment data has been collected on over 400 public health students.

MBA-HAL Program Assessment

The program goals for the MBA-HAL are:

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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. Students will learn the formal and informal decision-making structures and power relationships in a healthcare organization. 2. Students will learn to lead and manage in diverse, global healthcare contexts. 3. Students will learn to understand health care in multiple environments. 4. Students will learn to understand themselves in the context of health care organizations and society.	1. Graduates will be able to explain the internal, external, and global systems of healthcare. 2. Graduates will develop strategies for healthcare organizations to meet the needs of the communities and populations they serve. 3. Graduates will demonstrate an understanding of their own and other's roles and responsibilities in healthcare contexts.	a. Community orientation b. Organizational awareness c. Process management/ organizational design d. Self-confidence e. Self- development	Health Systems (1.1.1, 1.1.3) Managing Population Health (1.1.2)

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1. To produce graduates who can implement social responsibility strategies, including sustainability, diversity, and ethical behavioral strategies and approaches to healthcare management.	1. Students will learn to identify and analyze questions involving ethical issues and produce ethically justifiable and socially responsible solutions. 2. Students will learn to analyze and frame problems and develop creative and innovative solutions in healthcare environments. 3. Students will learn to engage professionally with others by engaging in sound professional practices, social accountability, and community stewardship.	1. Graduates will demonstrate the ability to apply ethical theory to reach justifiable and socially responsible conclusions. 2. Graduates will demonstrate the ability to make reasoned decisions and provide a rationale for their actions.	a. Human resources management b. Interpersonal understanding c. Professionalism d. Accountability e. Talent development	Law and Ethics in Healthcare Administration (2.1.1) Healthcare Policy (2.1.2)
3. To produce graduates who can utilize financial theories, analysis, reports, and markets.	1. Students will learn to translate knowledge of business and healthcare management into practice. 2. Students will learn to budget, forecast, and report finances for health care organizations. 3. Students will learn to understand financial and economic information, and how to make sound short and long-term investment decisions.	1. Graduates will be able to read and understand financial reports. 2. Graduates will be able to budget and forecast finances in healthcare settings. 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. 4. Graduates will demonstrate an understanding of medical markets, and the ability to compare and contrast market systems.	a. Financial skills b. Performance measurement c. Achievement orientation	Healthcare Financial Analysis (3.1.1, 3.1.2, 3.1.3) Healthcare Economics (3.1.4)

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.	1. Students will learn to work within a stakeholder and market system. 2. Students will learn to lead, plan, and design in the context of health care supply chains and operations. 3. Students will learn to adapt to changing environments and circumstances.	1. Graduates will be able to explain health care systems and operations. 2. Graduates will demonstrate knowledge of health care delivery in US and trends impacting the system.	a. Project management b. Impact and influence c. Organizational awareness d. Process management/ organizational design	Healthcare Operations and Financial Management (4.1.1, 4.1.2)
5. To produce graduates who can characterize and accommodate group and individual behaviors, including leading, collaborating, and coordinating in healthcare organizations and society.	1. Students will learn to make sound decisions and exercise good judgment under uncertainty. 2. Students will learn to work effectively with others and in diverse team environments.	1. Graduates will demonstrate the ability to work effectively in team settings to develop strategies and affect change. 2. Graduates will be able to explain the importance of respecting diverse viewpoints. 3. Graduates will be able to explain leadership theory and the group process.	a. Team leadership b. Collaboration c. Analytical thinking	Management Practice and Development in Healthcare (5.1.1, 5.1.2) Healthcare Leadership (5.1.3)
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.	1. Students will learn to think creatively. 2. Students will learn to integrate knowledge across fields. 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.	1. Graduates will demonstrate the ability to utilize technology ethically and effectively. 2. Graduates will be able to analyze and explain data relevant to health care systems. 3. Graduates will demonstrate the ability to utilize data to effectively devise strategies for	a. Information technology management b. Initiative c. Information seeking d. Strategic orientation	Healthcare Informatics (6.1.1, 6.1.2) Analytics for Healthcare (6.1.3)

	4. Students will learn to use current technologies in business and healthcare management contexts. 5. Students will learn the ethical use and dissemination of data, including privacy and security of data. 6. Students will learn the role of technology in healthcare organizations, society, and the behavioral implications of it.	health care organizations.		
7. To produce graduates who can communicate effectively in healthcare environments.	1. Students will learn to write in a clear, logical, and grammatically correct manner in formal and informal situations. 2. Students will learn to orally communicate effectively both interpersonally and in front of groups. 3. Students will learn to communicate with individuals of diverse backgrounds and experiences. 4. Students will learn to prepare cogent business presentations. 5. Students will learn to successfully lead, facilitate, and participate in group activities.	1. Graduates will demonstrate the ability to write effectively. 2. Graduates will be able to prepare presentations and orally present in front of groups. 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.	a. Collaboration b. Communication skills c. Self-confidence d. Self-development	Healthcare Policy (7.1.1) Healthcare Strategy and Leadership Capstone (7.1.2, 7.1.3)

Table 4. MHAL's Level of Learning Outcomes Coverage in Each Core Course

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Core Course Coverage L = Light: Some discussion, but no depth M = Medium: Covered with some depth, but not primary focus. H = Heavy: Major emphasis LEARNING OUTCOMES	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. FINACIAL 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. HEATHCARE LEADERSHIP	H	M	L	M	H	H	M	L	L	M	M	H	M	M
5A. TREAMWORK	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 PUBH /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

As stated earlier, the Public Health undergraduate degree is designed to make available to students the skills and knowledge necessary to attain employment in health-related fields within the public and private sector. It is also a pre-professional degree that may be used to pursue graduate study in a variety of allied health fields. Its mission is to provide a quality, contemporary, pre-health professional education for students who desire careers in public health. 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 would provide students with a simpler, streamlined, and less expensive pathway to a graduate degree in Healthcare Administration and Leadership. This *Accelerated Dual Degree Program* would combine the skillset provided by the undergraduate program in public health, including critical thinking, an in depth understanding of the health care and public health systems, and a solid business 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.