

Course Catalog

Graduate Program in Health Care Administration

2007-2008

Simmons College School for Health Studies

The coeducational School for Health Studies (SHS) was established in July 1989, underscoring Simmons's commitment to the preparation of students for positions of leadership in health care. The School brings together the College's health-related programs in health care administration, nutrition, physical therapy, and primary health care nursing in addition to the post-baccalaureate Dietetic Internship Program in nutrition. In 2001, the School was realigned to include the undergraduate programs in nursing, physical therapy, and nutrition. Further information about these undergraduate programs is available at www.simmons.edu. The School's goal is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment. Its programs are committed to educating students to be sensitive to human needs in terms of access and quality of health care, and to also understand the organizational, institutional, and policy constraints that dominate the health care system. Because it incorporates both clinical and administrative programs in one organization, the School is uniquely positioned to respond to the critical need for well-prepared health care professionals, to enhance the opportunities for interdisciplinary cooperation, and to expand the resources available to faculty, graduate students and the health care community.

SHS students benefit from the College's location in Boston. The city is one of the world's largest medical centers, with more than forty hospitals, dozens of health centers, and hundreds of other health care-related organizations. These countless resources, combined with Boston's equally distinguished high technology and research institutions, provide excellent learning experiences and career opportunities for students in health-related programs. At 300 The Fenway, Simmons is located in the heart of the Longwood Medical Area, neighbor to the Harvard medical, dental, and public health schools and in close proximity to noted medical institutions such as Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Children's Hospital, and Dana Farber Cancer Institute.

Graduate Program in Health Care Administration

The Graduate Program in Health Care Administration (HCA) is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and is a full member of the Association of University Programs in Health Administration (AUPHA).

The program, founded in 1985, has a rigorous, dynamic and competency-based curriculum and focuses on the needs of working professionals in health care. Classes are held in the evenings so that students can continue their employment while attending school, applying their newly acquired skills and knowledge at work, and using that experience to illuminate and enhance their leadership development and learning processes.

Program Vision

The vision of Simmons's College Graduate Program in HCA is to be the program of choice for working professionals who aspire to assume significant leadership positions in the health care industry.

Program Mission

The mission of the program is to develop the leadership potential of its students, foster diversity in executive leadership in health care organizations, and be authority on women in leadership in the health care industry. The program

- excels in the education of working women and men, particularly mid-career managers and professionals to be leaders prepared to demonstrate leadership competencies, skills, and knowledge.
- encourages faculty to conduct scholarly and applied research that contributes to the field of health care administration, to an innovative curriculum, and to enhanced student and graduate learning opportunities within the program.
- supports the preparation of faculty, staff, and students for leadership within health care organizations and systems, and in the broader communities.

Program Values

The fundamental values that form the foundation of the HCA program are

- academic rigor and excellence
- highest standards of ethical behavior in the management of health care services and health care organizations
- collaboration, interdisciplinary perspective, strong network of collegial relationships
- continual personal and professional growth

Educational Objectives

The Program's educational objectives are based upon the CAHME accreditation standards for curriculum content (see Attachment 1, located at the end of this document) and health administration leadership competencies (see Attachment 2, located at the end of this document).

In 2004, the program adopted the Leadership Competency Model of the National Center for Healthcare Leadership (NCHL). Learning objectives in all HCA courses address one or more of the 26 leadership competencies in the model. Students assess themselves and are evaluated on these competencies throughout their time in the Program and graduate with a clear understanding of their leadership strengths. Simmons College participated in a national demonstration project with NCHL and the University of Michigan, University of Minnesota, and the University Washington programs in health management to develop and test this model and implement teaching and student assessment methods that foster leadership growth in students. Simmons HCA is at the leading edge of competency-based management education for the health care industry.

Faculty Commitment

Simmons Health Care Administration faculty members are committed to teaching, scholarship and service. Collectively and individually they:

- conduct research and scholarship within an intellectual community of scholars, students and health practitioners
- consult to health care organizations
- continually improve the curriculum
- incorporate technologies that integrate and enhance learning and scholarly inquiry

Program Options

- Master's of Health Administration Program (M.H.A.)
- Certificate of Advanced Graduate Study (C.A.G.S.) for individuals who have advanced degrees in another field (post-master's)

The Certificate of Advanced Graduate Study (C.A.G.S.) is a credit-based educational and career development program that prepares individuals with advanced education in other disciplines to be health care administrators and leaders. The program of study is designed by the student in consultation with the Department Chair and builds on strengths that the candidate already possesses. Fifteen credits are required to obtain the Certificate. The courses are chosen from the courses of the Graduate Program in Health Care Administration including, if desired, a field experience or an independent study. Prospective students are encouraged to meet with the Department Chair to discuss their goals for the Program.

The 48-credit Master's Program may be completed on either a full- or part-time (U.S. citizens only) basis. Students are expected to take at least five credits a semester except under unusual circumstances. The curriculum consists of three sections:

1. Basic Concepts, Knowledge and Skills (10 courses for 21 credits)
2. Intermediate Concepts, Knowledge and Skills (9 courses for 19 credits)
3. Advanced Concepts, Knowledge and Skills (3 courses for 8 credits)

Sample full-time and part-time courses of study follow.

Sample FULL-Time Course of Study

| YEAR 1 | | |
|------------------------------|--|----------------|
| FALL | | |
| Course | Title | Credits |
| HCA 500 | Health Care Accounting..... | 2 |
| HCA 501 | Self and Small Group Leadership..... | 2 |
| HCA 502 | Quantitative Analysis for Health Care Administration..... | 2 |
| HCA 503 | Managerial Epidemiology and Health Information..... | 2 |
| Semester credits | | 8 |
| SPRING | | |
| SHS 450 | The Health Care System: Interdisciplinary Perspectives | 3 |
| HCA 509 | Health Care Finance I..... | 3 |
| HCA 524 | Health Care Law..... | 2 |
| HCA 515 | Ethical Analysis and Social Values..... | 1 |
| SHS 581 | Basic Negotiation..... | 1 |
| Semester credits | | 10 |
| SUMMER | | |
| HCA 504 | Health Economics..... | 3 |
| HCA 505 | The Nature of Groups and the Nature of Work..... | 2 |
| HCA 522 | Health Information Systems..... | 2 |
| HCA 545 | Health Care Policy and Politics..... | 2 |
| Elective | Elective Credits..... | 2 |
| Semester credits | | 11 |
| YEAR 2 | | |
| FALL | | |
| HCA 520 | Health Care Operations and Quality..... | 3 |
| HCA 523 | Health Care Marketing..... | 2 |
| HCA 530 | Organizational Strategy..... | 3 |
| Semester credits | | 8 |
| SPRING | | |
| HCA 521 | Human Resources Management..... | 2 |
| HCA 531 | Research and Survey Methods..... | 1 |
| HCA 533 | Leadership and Change..... | 3 |
| HCA 534 | Health Care Finance II..... | 3 |
| HCA 540 | Fieldwork..... | 2 |
| Semester credits | | 11 |
| Total Program Credits | | 48 |

Sample PART-Time Course of Study

| YEAR 1 | | |
|------------------------------|---|----------------|
| FALL | Title | Credits |
| HCA 500 | Health Care Accounting..... | 2 |
| HCA 501 | Self and Small Group Leadership..... | 2 |
| HCA 502 | Quantitative Analysis for Health Care Administration..... | 2 |
| Semester credits | | 6 |
| SPRING | | |
| SHS 450 | The Health Care System: Interdisciplinary Perspectives..... | 3 |
| HCA 509 | Health Care Finance I..... | 3 |
| SHS 581 | Basic Negotiation..... | 1 |
| Semester credits | | 7 |
| SUMMER | | |
| HCA 504 | Health Economics..... | 3 |
| HCA 505 | The Nature of Groups and the Nature of Work..... | 2 |
| Semester credits | | 5 |
| YEAR 2 | | |
| FALL | | |
| HCA 503 | Managerial Epidemiology and Health Information..... | 2 |
| HCA 523 | Health Care Marketing..... | 2 |
| HCA 515 | Ethical Analysis and Social Values..... | 1 |
| Semester credits | | 5 |
| SPRING | | |
| HCA 524 | Health Care Law..... | 2 |
| HCA 521 | Human Resources Management..... | 2 |
| HCA 531 | Research and Survey Methods..... | 1 |
| Semester credits | | 5 |
| SUMMER | | |
| HCA 522 | Health Information Systems..... | 2 |
| HCA 545 | Health Care Policy and Politics..... | 2 |
| Elective | Elective Credits..... | 2 |
| Semester credits | | 6 |
| YEAR 3 | | |
| FALL | | |
| HCA 520 | Health Care Operations and Quality..... | 3 |
| HCA 530 | Organizational Strategy..... | 3 |
| Semester credits | | 6 |
| SPRING | | |
| HCA 533 | Leadership and Change..... | 3 |
| HCA 534 | Health Care Finance II..... | 3 |
| HCA 540 | Fieldwork..... | 2 |
| Semester credits | | 8 |
| Total Program Credits | | 48 |

Course Descriptions

Section 1: Basic Concepts and Skills

HCA 500 Health Care Accounting

This course introduces students to basic concepts relating to the business side of health care organizations and ways in which business performance is measured. How are data to be collected? How are those data summarized into measures and analyzed? Students learn the foundations of health care accounting and the basic concepts and skills in financial management. Students also demonstrate competence in writing simple business memos. The course also lays the foundation for the HCA curriculum in quantitative and financial analysis and analytic thinking. (2 credits).

HCA 501 Self and Small Group Leadership

The content and structure of this course and the follow-on courses (HCA 505 and HCA 533) are based on the following premise: There are four arenas in which student leadership competency can be demonstrated: self/individual; group (the small work group); institution and community. Moreover, the function as leader differs in each arena:

- Self: To ensure one's own learning and growth
- Group: To drive the creation and maintenance of appropriate group norms
- Institution: To contribute actively to the creation and maintenance of an outstanding organizational culture
- Community: To advocate effectively for the health and development of the larger community.

HCA 501 and 505 focus on the first two leadership arenas and functions. HCA 533 focuses on institutional and community arenas and functions.

HCA 501 is designed to provide students with a basic understanding of what leading people entails, as well as with opportunities to develop some of the requisite skills and competencies of an effective leader of people. In addition, because of the need for interdisciplinary teamwork in healthcare, another emphasis of the course is to prepare students to lead interdisciplinary teams effectively, as well as to be effective members of such teams. See also the NCHL Leadership Model, Attachment 2. (2 credits).

HCA 502 Quantitative Analysis for Health Care Administration

This course introduces students to the basic concepts of data analysis in the context of the healthcare organization. The course will stress problem solving and manipulating the data provided. The general objective is to familiarize the student with the use of statistics within the healthcare data environment and to prepare them for applications courses in fieldwork, research methods and competitive strategy and marketing. The course is designed to give students experience using basic statistical tools to analyze and interpret data. The emphasis is on multiple regression, t-tests, Chi-square and ANOVA. The course is also concerned with the reliability and validity of data and conclusions. Statistical software is used in this course. (2 credits)

HCA 503 Managerial Epidemiology and Health Information

The purpose of this course is to introduce students to the principles and practice of managerial epidemiology, defined as the study of the distribution and determinants of health and disease, including injuries and accidents, in specified populations, and the application of this study to the promotion of health, prevention and treatment of disease, design of health care services to meet population needs, and health policy. The focus of the course is how managerial epidemiology can be used in the design and management of health care programs for populations. Fundamentals of the science of epidemiology and commonly available sources of health data and information will be presented in the context of their application to managing health information in organizations, planning and marketing of health services, assessing health care needs of populations, and assessing population health outcomes. (3 credits)

HCA 504 Health Economics

This course presents the principles of microeconomic theory as it applies to health care. It answers questions like; how do markets work? What is competition and what does it do? What role does health insurance play? How do regulations in health care influence market behaviors? What other differences in health care make markets work differently? What gives rise to the “nursing shortage”? Why are health care costs so high and what drives the increases? What determines the levels of incomes of nurses and physicians? Why are there often conflicting theories about how markets work, and how are they tested? Students will demonstrate mastery of basic principles by writing short research papers and participate in class discussions. (3 credits)

HCA 505 The Nature of Groups and the Nature of Work

Given a set of building blocks in leading people (HCA 501B), this course provides the bridge from the competencies needed to lead multiple groups effectively (e.g., conflict diagnosis, resolution, and collaboration techniques) to the competencies needed to design work effectively. Design issues include assessment of the technology by which work is accomplished and the impact of technology on the delivery of care; as well as assessment of the structure of the work (in work units and/or departments) and the impact of that structure on the delivery of care. (2 credits)

HCA 509 Health Care Finance I

This course presents basic concepts of finance and financial management in health care organizations. Along with the subsequent course HCA 534, this course is intended to prepare student competence in the basic business principles and analysis approaches that relate to keeping the health care organization financially viable. The main concepts covered include financial statement analysis, capital budgeting, using debt financing, product costing, and decision analysis techniques. In the course, students will utilize case analysis; excel spreadsheet modeling and short papers. Students are required to have completed HCA 500 and 501. (3 credits)

HCA 515 Ethical Analysis and Social Values

This course presents an ethical analytic framework for students to connect ethical philosophy to the derivative principles of beneficence, nonmaleficence, autonomy and justice. Cases in both business and biomedical ethics are discussed. Students review the published professional codes of ethics for the health management profession; and assess their social values and the relationship of these values to behavior. (1 credit)

SHS 450 The Health Care System: Interdisciplinary Perspectives

This course provides a comprehensive overview of the structure, function, and financing of the United States health care system. It focuses on the critical issues facing the United States with emphasis on the relationships among providers, payers, and patients. The course is designed to foster an appreciation for the myriad interdependent actors within the health care system and for the widespread consequences of decisions in the clinical, policy, and management arenas. The behavior of key actors within the system (for example, providers, private and government payers and patients) is examined in the context of current economic, political and ethical developments. Students are encouraged to analyze the system critically and to consider ways in which it might be restructured to improve its efficiency, effectiveness and equity. The course is required for all matriculated graduate students within the School for Health Studies. (3 credits)

SHS 581 Basic Negotiation

Due to the ubiquitous nature of negotiation, it is an absolute necessity that people in virtually any profession must have at least a basic understanding of the negotiation process. As such, this course has two objectives. The first objective is to have students comprehend the basic theories about negotiation. The theories focus on the two dominant models of negotiation, the strategies negotiators employ, why negotiators make certain decisions, why negotiations proceed forward and end in settlement, and why negotiations become deadlocked and end in stalemate. The second objective is to have students learn and practice the critical skills associated with effective negotiation. In order to achieve this objective, experiential learning exercises and simulations will be employed. The overriding challenge for the students will be to absorb these theories and skills and translate them into a form that is applicable to their personal and professional lives. (1 credit)

Section 2: Intermediate Concepts, Knowledge and Skills

HCA 520 Health Care Operations and Quality

The purpose of this course is to introduce students to the operations function in health care organizations and to the technologies, structures and organizational cultures that affect the operations function. A key theme of the course is how organizations address and implement quality and performance measurement and improvement. The course is organized around the types of decisions made by operations managers, ranging from longer-term design decisions to shorter term operating decisions. Design decisions focus on the strategic processes by which health care services are created and delivered. Operating decisions are concerned with utilizing resources to meet the objectives of the organization in an efficient manner. The use of both qualitative and quantitative analytic methods will be presented through readings, lectures, homework assignments, and on-line discussion and project activities. (3 credits)

HCA 521 Human Resources Management

This course is concerned with the management of human resources in health care organizations. It begins with consideration of the human resource function as carried out by managers of units. Major areas covered include recruitment, interviewing and selection; retention (including compensation and benefits); diversity; performance management; and career development. The latter part of the course is devoted to the laws and regulations that frame human resource management including employment law and OSHA; fair employment practices; wrongful termination and privacy; National Labor Relations Act (and unions) and strikes and boycotts. (2 credits)

HCA 522 Health Information Systems

This course will examine issues in the management of health information and related technologies. It includes topics such as systems and data used in managing health information today, strategic and project planning for information technology investments, HIPAA (Health Insurance Portability and Accountability Act) requirements, coding and informatics standards, experiences with computerized medical records and internet applications, and the organization of information management functions. Students are required to develop a plan for technology introductions using a situation from their own institution. (2 credits)

HCA 523 Health Care Marketing

The continued viability of health care organizations depends in large measure on the strategic sophistication of their leadership and their ability to market their products effectively. In this portion of the curriculum, students will learn the concepts and skills required to: develop a strategic vision for a health care organization, taking into account the values of senior management; use economic models to determine the competitive position of a health care organization; recognize product life cycles; assess the effect of an organization's culture on its strategy; and evaluate economic and social barriers to entry and exit of a health care organization. The course also includes the key marketing concepts of SWOT analysis, competitive intelligence, social marketing, market segmentation, market positioning, branding, product differentiation and niche marketing. (2 credits)

HCA 524 Health Care Law

This course addresses the major legal principles and issues relevant to health care administration. It covers the legal relationships between the patient and the provider, the provider and institution, and the patient and institution. It introduces various forms of corporate organization, including profit, and not-for-profit. It highlights cost control, quality control, and access to services. Legal issues relating to admission and discharge, emergency treatment, medical records, and mental health treatment are covered. (2 credits)

HCA 530 Organizational Strategy

This course is designed to (1) enable students to assess a health care organization's competitive position; (2) introduce the rationale for a strategic vision and the framework by which a strategic vision can be created; (3) introduce a framework for analyzing a turbulent external environment; and (4) give students experience in crafting recommendations appropriate to the market and the organization's capabilities and strategic objectives. The course emphasizes the use of information technology for weak signal issue surveillance and strategic intelligence gathering. By means of case analyses as well as field application (by creating a strategy for one's own institution), this course emphasizes the development of higher-level analytic and strategic competencies. (3 credits)

HCA 531 Research and Survey Methods

This course exposes students to research methods used in health care organizations to understand customer and staff behavior, marketplace characteristics, and indicators of unmet needs for services. Topics covered include research design basics, designing and implementing surveys, sampling, and analyzing survey data. All students must have a prerequisite of HCA 502 (Quantitative Analysis). (1 credit)

HCA 545 Health Care Policy and Politics

This course introduces students to health policy and politics. The course provides students with the skills and knowledge needed to participate effectively in the development and analysis of legislation and policy. Students examine the processes within which legislation and policy are developed. The course identifies the rationales for public policy and major actors and stakeholders within the myriad health policy communities. The course also addresses ethical dilemmas that arise in policy-making and analysis. (2 credits)

Section 3: Advanced Concepts, Knowledge and Skills

HCA 533 Leadership and Change

This course focuses on the institutional and community leadership arenas and the roles of the leader in each: to contribute actively to the creation and maintenance of an outstanding organizational culture, and to advocate effectively for the health and development of the larger community. Students will be encouraged to take a coaching/mentoring perspective in terms of leading professionals, navigating political shoals, managing overt and covert resistance, and organizational development. Emphasis is on discerning organizational culture and evaluating likely momentum as well as inertia regarding change; as well as selecting among change models and tactics, based on a better understanding of the deep structures characterizing the organization. (3 credits)

HCA 534 Health Care Finance II

This course deals with advanced financial concepts that relate to decision making regarding long-term business strategy in the organization. The main concepts covered in the course are cost of capital, capital structure analysis, valuation of the organization, mergers and acquisitions, and business plan development. In the course, students will utilize case analysis, excel spreadsheet modeling and group problem solving to demonstrate competence in concepts and methods. Students are required to have completed HCA 509. (3 credits)

HCA 540 Fieldwork

At the end of the program, students are required to do **two** credits of fieldwork with supervision by a faculty member and a field preceptor. Field projects are designed by students and faculty so they round out a student's leadership "portfolio" in terms of the NCHL Leadership Model (Attachment 2), skill acquisition and career development. The field projects are presented and defended to the faculty and fellow students. Students choose from the following options for fieldwork:

1. A health care research, management research, or policy-analysis paper of publishable quality (the potential journals must be identified and the research be designed, conducted, and reported according to one of the journal's standards)
2. A short-term internship within a health care institution (a project must be described and submitted, demonstrating quantitative and/or financial analytic competency).

Academic Program Information

Advising

Students are encouraged to meet with the Department Chair before enrolling in their first course. Once in the program, students are assigned an advisor who will assist the student in developing an academic plan and advice on other academic matters.

Awards and Scholarships

Outstanding Achievement Award. Each year the program presents an award to one student (usually a graduating student) as the outstanding student in the program. The award is based on scholarship and service to the program.

Upsilon Phi Delta National Honor Society. Students with outstanding academic performance may qualify for the national honor society in health management education.

The Tom Crossman Prize for Public Policy is awarded by the Graduate Program in Health Care Administration to a student who has demonstrated a significant interest in public policy in health. It is given in memory of Tom Crossman, an alumnus of the program, who was passionately interested in public policy and at the time of his death was the Director of the Hospital Division of the Massachusetts Rate Setting Commission.

Linda Roemer Scholarship for Excellence in Community Service. This scholarship is given in honor of Linda Roemer, retired Health Care Administration Program Director. Each fall the program awards a scholarship to a student who demonstrates excellence and commitment to volunteer work and community service.

AUPHA/McGaw Scholars. Each year the program selects AUPHA/McGaw Scholars from among students who have completed one-third or less of the program and who are in financial need. The funds are provided by the Association of University Programs in Health Administration.

Course Registration

Course registration for newly accepted and enrolled or non-degree (special) students must be completed in written form.

Complete a registration form (which can be downloaded from our website at http://www.simmons.edu/shs/forms/regform_spo4.pdf). For new students, please check the line indicating you are a new student and fax your form to the Registrar's Office at 617.521.3144. For non-degree students, please indicate that you are a School for Health Studies non-degree student and fax this form to the Office of Admission for the School for Health Studies at 617.521.3137. This form will be verified and forwarded to the Registrar's Office. When your registration is complete, you will be billed for the course at a later date. Courses are billed by the credit hour. Visit the Tuition and Fees at a Glance page on the SHS website at <http://www.simmons.edu/shs/admission/finaid/> for the current cost per credit hour. The registration bulletin will also contain the number of credit hours and schedule for the courses.

Degree Requirements

Candidates for the Master in Health Administration degree must satisfactorily complete the degree requirements, including the field experience. Candidates for the degree must have demonstrated professional and ethical conduct as defined in the Student Handbook. The program should be completed within five years of matriculation. The Department Chair may grant an extension of one additional year to complete the program. Further extensions must be approved by the Dean of the School for Health Studies.

Graduation with Distinction

Any student completing the program course work with a grade point average of 3.80 or higher will be awarded the Master of Health Administration degree with Distinction.

Orientation

Orientation sessions for new students are held at the beginning of the fall and spring semesters. Students will be notified about the date and time of these programs.

Student Handbook

A SHS Student Handbook, distributed to students before the start of the academic year, details student rights and responsibilities, SHS academic regulations, tuition and fees, financial aid for graduate students, college facilities, student services, and other useful general information.

Student Records

Simmons College, in accordance with the Educational Privacy Act of 1974 (the Buckley Amendment), provides for the privacy and accessibility of certain student records. Students are permitted to review and inspect their own records and to challenge specific parts of them thought to be inaccurate. Academic records can be reviewed under the supervision of the Department Chair.

Health Care Administration Faculty

Robert F. Coulam, Ph.D., J.D.

Research Professor, Health Care Administration
Director, Center for Health Policy Research

B.A. Harvard University

J.D. Harvard Law School

Ph.D. Kennedy School of Government at Harvard University

Dr. Coulam has been an academic and researcher for almost 30 years. He was formerly a Principal at Abt Associates, where he managed large-scale research and evaluation projects on Medicare and Medicaid policy issues. He has been active in research efforts supporting recent federal initiatives to reform the Medicare program. Dr. Coulam's work has been published in Health Services Research, Health Affairs, Health Care Financing Review and other health services research journals. At Simmons, his primary responsibilities are to teach courses in health policy, law and economics, and to enhance the program's research activities and funding.

Gary Gaumer, Ph.D.

Assistant Professor, Health Care Administration

B.S. Bradley University

Ph.D. Northern Illinois University

Dr. Gaumer is a health economist with program responsibility for courses in Finance, Economics, Information Systems and Statistics. He has been a prominent health services researcher, leading the activities of Cambridge-based Abt Associates in this area for many years. He is an expert on incentive payment systems in health care, and has helped Medicare develop such systems and has established programs for Medicaid in states such as Massachusetts, Maine, Connecticut, Montana, Alaska and New Mexico. He is also doing research on Alternative Medicine in Managed Care. As a consultant, he implements health financing and information systems reforms for World Bank and the State Department in Egypt, Jordan, Albania, Armenia, Kosovo and Iraq. He serves on the Board of the VNA Care Network Hospice. He publishes in and reviews papers for leading health policy journals.

John M. Lowe, III, Ph.D.

Department Chair, Associate Professor of Health Care Administration

B.S. Duke University

M.S. Ohio State University

Ph.D. University of Illinois/Chicago

Dr. Lowe teaches health care quality, community health and operations and project management in the HCA curriculum as well as the introductory course (on the health care system) in the School for Health Studies. His scholarly work focuses on health quality and healthcare leadership competencies. Dr. Lowe was co-principal investigator on a Helene Fuld Fund grant to incorporate CI concepts into the community health, nursing curriculum. He co-authored a descriptive study of mental health and substance abuse services for adolescents in Somerville, MA; and co-directed school-based health center needs assessment projects in Boston and Fall River, MA. He is principal investigator on a National Center for Health Care Leadership grant to incorporate leadership competencies into curriculum, teaching methods and student assessment. He is chair of the Board of Directors of Emerson Health System and serves on the boards of the Association of University Programs in Health Administration and the Domestic Violence Victim Assistance Program.

Alice Sapienza, D.B.A.

Professor of Health Care Administration

B.S. Stonehill College

M.A. Boston College

MBA and DBA Harvard University

Dr. Sapienza has a rare combination of credentials: experience as a general manager in a Harvard teaching hospital (Beth Israel); master's and doctoral degrees from Harvard Business School; consultant to national and international science and technology organizations as well as government organizations; and wide graduate teaching experience. Since 1990, Dr. Sapienza has been on faculty of the Healthcare Administration Department in Simmons College, Boston, where she teaches courses in organizational strategy in the healthcare environment; her executive teaching focuses on leadership and organizational development.

In her academic research, Dr. Sapienza has focused on the management of research and development and strategic planning in high-technology firms. In addition to articles, case studies, and book chapters, she has written *Managing Scientist: Leadership Strategies in Scientific Research* (Wiley, 2004 (2nd ed) (translated as *Forscher Managen*, VCH, 1997) and *Creating Technology Strategies* (Wiley, 1997) and is co-author of *Leading Biotechnology Alliances-Right From the Start* (Wiley, 2001) and *Successful Strategies In Pharmaceutical R&D* (VCH, 1996). Dr. Sapienza has an active consulting practice with high-technology organizations, particularly multinational pharmaceutical and biotechnology companies, working with scientist and executives on problems ranging from culture and organization development to competitive intelligence, strategy determination, and project management. Her public sector clients have included the U.S. Veterans' Administration, Centre for Medicines Research (U.K.), Birmingham National Health Service (U.K.), and the National Aeronautics and Space Administration (NASA).

Notice of Non-Discrimination

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as currently established. Admission to specific courses and programs will be dependent upon qualifications of students and availability of instruction, Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

Simmons College is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general college community.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color, religion, ancestry, national origin, age, sex, sexual orientation, legally-recognized disability, or veteran status.

Simmons College admission and financial aid policies are administered in accordance with the Education Acts of 1965, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The College is committed to admitting students of any race, color, or national origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran status.

Furthermore, Simmons College is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to Director of Human Resources, or the applicable dean for appropriate action.

Admission Policies

Admission Requirements

The Graduate Program in Health Care Administration seeks highly qualified women and men who represent a diversity of backgrounds and interests. Candidates for admission must offer assurance of capacity for graduate work, as well as professional aptitude. Applicants are expected to have substantial experience in health care or be working in health care. Students are required to have access to the web and be able to use standard software packages for word processing, spreadsheets and presentations. C.A.G.S. applicants must possess a graduate degree.

An applicant for admission should hold an undergraduate degree from an accredited college or university and have achieved an average of B or better in the major field of study. Applicants should have a basic knowledge of statistics. The applicant must submit a completed application form including all supporting documents by the designated deadlines. Students desiring to apply by the waiving the GRE/GMAT, can enroll and successfully complete (grade of B+ or better in both) HCA 500: Health Care Accounting and HCA 501: Self and Small Group Leadership, as a non-degree student (**not for international students who must enroll full time**).

Non-Degree Students (U.S. Citizens only)

Non-degree students enroll in two courses, HCA 500: Health Care Accounting and HCA 501: Self and Small Group Leadership before being formally admitted into the program. This option is not available to C.A.G.S. applicants. To be admitted into the program, students must:

- attain a grade of B+ or better in **both** courses;
- demonstrate the expected standards of quantitative skill and written communication;
- show professional behavior in the classroom and within the larger Simmons community

Students meeting these requirements may formally apply to the program with a waiver of the GRE/GMAT requirement. In such cases, course performance is considered a part of the application; however, it does not guarantee acceptance into the program. Students desiring to enter as non-degree students should consult with the Program Director prior to enrollment. Non-degree students are not required to submit an application to the Office of Admission of SHS until they are midway through the HCA 500 and HCA 501 sequence. However, students must apply by the specified deadline and be accepted in order to continue their enrollment.

Application Procedure

Applicants are responsible for mailing the application packet in one unit (except academic transcripts, test scores, and letters of recommendation) to the School for Health Studies by the specified deadline date to avoid delays in application review and notification. All documents submitted become the property of Simmons College and cannot be returned to the applicant. The packet includes:

1. A completed application form, including essays, resume, checklist and Certification of Finances Form (for non-U.S. citizens only).
2. A non-refundable \$50 application fee, made payable to Simmons College.

In addition, the following should be sent directly to the School for Health Studies by the testing or educational agencies and recommenders:

1. The results of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) taken within the past five years unless the applicant is applying to

the C.A.G.S program or chooses the option of successful completion (grade of B+ or better) of HCA 500 and HCA 501, in lieu of the GRE or GMAT (not for international students who must enroll full-time). There is no minimum required score. Copies of student score reports are not acceptable. The SHS code is 3761. Further information can be obtained by directly contacting: GRE, Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000, or by telephone, 609.771.7906, or www.gre.org. GMAT, Educational Testing Service, Box 966, Princeton, New Jersey 08540, telephone 609.771.7730.

2. Official academic transcripts from all undergraduate and graduate academic institutions attended whether or not a degree was awarded, and whenever courses were completed or if courses are not specific to the program for which you are applying or whether courses appear on another transcript. Applicants who are completing an undergraduate degree in the year of application must submit grades from the most recently completed academic term.
3. Three professional or academic recommendations (written on letterhead stationery and included in signed and sealed envelopes). These individuals should not represent a single faculty or institution.
4. Official scores of the Test of English as a Foreign Language (TOEFL) taken within the past two years, for all applicants whose first language is not English, regardless of language of schooling or citizenship. Official copies from the Educational testing Service (ETS) are required. Copies of student score reports are not acceptable. A minimum score of 570 (paper based) or 230 (computer based), or 88 (internet based) is required. The TOEFL requirement is based on native language not citizenship and does not replace GRE or GMAT; both exam scores are required.
5. Applicants who have studied abroad must submit academic documents in the native language as well as official English translations by someone other than the applicant or a family member. Additionally, academic records may need to be evaluated by an agency as specified by the School for Health Studies.

No application can be acted upon unless all items are received.

Application Deadlines

Applicants for regular admission are urged to file their applications and supporting documents **well in advance** of the term for which they are applying, in order to ensure proper consideration of their credentials. **International students may apply only for September entry, and due to stricter immigration regulations, they should apply at least six months in advance of the application deadline for the September start term.** U.S. students may begin in the fall, spring, or summer semesters. The HCA Admissions Committee meets periodically to review applications.

All materials should be received, not postmarked, by the deadline date. Completed applications should be received no later than:

- June 1 for Fall (September) semester
- November 1 for Spring (January) semester
- March 1 for Summer (May) semester

Non-degree students who wish to apply as regular students should submit applications by:

- November 1 for Spring (January) semester
- March 1 for Summer (May) session
- June 1 for Fall (September) semester

Enrollment Deposit

Accepted students must submit a non-refundable deposit of \$500 upon their decision to attend to assure a place in the class. This deposit is applied to the first term bill.

Deferred Entrance

An accepted student may request in writing to the Assistant Dean/Director of Admission of SHS a deferral of the entrance date for a maximum of one year. The student must indicate what he/she will do in the interim. If granted a deferral, a non-refundable enrollment deposit of \$500 is required to ensure enrollment. International students will be considered on an individual basis, due to immigration issues.

Transfer Credit

Students who enter the program with prior credits from another institution may petition the Department Chair to transfer a maximum of six credits provided:

- The applicant had earned a B or better,
- The credits were not used for a degree that was conferred, and
- They were completed within five years of the petition.

This petition must be approved by the Department Chair and the Dean of the School for Health Studies.

Course Waivers

Students who enter the program with a strong background in a particular content area may petition the Department Chair for a course waiver. Such waivers require demonstration of mastery of the course content. Students receiving course waivers must still complete the required number of credit hours by taking additional elective credits to replace the waived course.

Frequently Asked Questions (FAQ) and additional information on admission may be found at <http://www.simmons.edu/shs/admission/faq.shtml>

Please visit: <http://www.simmons.edu/shs/academics/hca/faq.shtml> for the HCA FAQ.

Tuition and Fees

For information about the current tuition and fees, please visit our website at <http://www.simmons.edu/shs/admission/finaid.html>

Financial Aid for U.S. Citizens

While the responsibility for educational financing belongs with the student, Simmons College administers a low-interest loan program that assists students in financing their education. At Simmons, financial aid is based on both academic excellence and financial need. The Office of the Dean offers assistance in the form of scholarships and assistantships. SHS offers limited scholarships or assistantships for teaching and research. These awards will not cover the entire cost of tuition. These awards are competitive and are based on merit.

Applicants are automatically considered for these merit awards. There is no separate, special application for merit awards. Financial need is used to determine eligibility for federal financial aid (low-interest loans). Financial need is determined through an evaluation of a student's ability to contribute toward educational expenses.

Potential first year graduate students must submit a FAFSA (Free Application for Federal Student Aid) form and Simmons College Supplemental Form for federal financial aid (low-interest loans) to

the Office of Student Financial Services by the March 1 deadline for summer and fall entry and November 1 for spring entry. Students must be enrolled at least half -time to be eligible for federal financial aid. Check with the specific program you are interested in to determine the minimum number of credits considered to be half time. The Simmons FAFSA code is 002208.

All Simmons financial aid decisions are made on an academic year basis. In order to receive aid in subsequent years, you must reapply each year, and for priority consideration, meet established deadlines. Renewal of financial aid is contingent upon meeting satisfactory academic progress as well as all other eligibility criteria. The amount of future aid will depend on calculated financial need and available funding levels. Financial aid can be higher or lower in future years if student circumstances or the college's ability to provide aid change.

Students interested in further information about financial aid at Simmons can find comprehensive information on the financial aid web site at <http://my.simmons.edu/sfs/> or by calling the Office of Student Financial Services at 617.521.2001.

Expenses

Information on policies, procedures, charges, registration and other financial matters is provided by the Office of Student Financial Services (617.521.2001). All students are responsible for becoming familiar with these regulations of the College.

College charges for tuition, fees, and residence must be paid according to the scheduled payment dates. Please note that no student is allowed to complete registration and attend classes without account approval from the Office of Student Financial Services. The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, placement materials, and using various offices and facilities.

It should be noted that Simmons has no deferred payment plan, but cooperates with commercial payment plans, for which information is available. All College charges are payable by the applicable due dates, or a late payment fee will be applied. If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

The College has a tuition reimbursement policy for graduate students. The Student Accounts Office should be contacted for applications and eligibility information.

Simmons also offers tuition insurance, The Tuition Refund Plan, through A.W.G. Dewar, Inc., which is an optional, inexpensive tuition insurance program that costs approximately 1% of the total cost of tuition. Under specific circumstances the program refunds a portion of tuition and fees for withdrawal due to personal illness, accident, or emotional disorder. Students are encouraged to consider purchasing this insurance option. If you are a full-time student and wish to purchase this insurance, you should purchase it for the academic year. Payment must be made before the opening date of the academic year to ensure that coverage will be in effect.

Details and applications are available at the Simmons College Finance Office (C-002), or by contacting A.W.G. Dewar, Inc., 4 Batterymarch Park, Quincy, MA 02169, telephone 617.774.1555 or www.tuitionrefundplan.com. If you are a part-time student or a full-time student planning to take a summer semester course, you can purchase this insurance on a semester-by-semester basis; please contact A.W.G. Dewar, Inc. at the telephone number above for further information and an application. Applications and payment for part-time students or for summer semester students cannot be accepted after the start of the semester for which you are purchasing the insurance.

The Commonwealth of Massachusetts mandates proof of medical insurance for students who are at least three-quarters time (nine credits). You may be required to purchase this insurance if you are not already covered by your personal health plan.

Refund Policy

The College's general policy regarding refunds to students is stated on a separate flyer titled Financial Information. Questions regarding refunds should be directed to Student Accounts' personnel in the Office of Student Financial Services at 617.521.2001.

Information for International Applicants

The School for Health Studies (SHS) welcomes applications from international students (U.S. citizens living and studying abroad, non-U.S. citizens and permanent resident aliens) because the campus community is made richer by the presence of individuals with different perspectives from other countries. To assist applicants in understanding the nature of the application and admission process, this section highlights important information to make the transition easier. **Due to immigration stipulations, international students requiring a student visa to study in the U.S. must be enrolled full time in an academic program.** Carefully review the individual program descriptions in this catalog since not all programs are full time. Additionally, if you are currently in the U.S. and have any visa other than an F-1, you **must** check with the Bureau of Citizenship and Immigration Services regarding procedures for changing your visa status.

Application Deadlines

Application deadline dates differ for health care administration programs. Check the first page of the application for specific dates. **These dates are when all materials must be received, not the postmarked date. It is imperative that students who have or are studying abroad apply at least six months prior to the application deadline date for the September term.** Please allow ample time for the pace of international postal systems, obtaining visa documents, arrival in the U.S. and transitioning to a new environment. **International students will not be allowed to enroll if they arrive after the official start of the term.**

Required Academic Records

In the U.S. academic records or mark sheets are called "transcripts" (this is the term used throughout this catalog). All applicants who have studied abroad must submit official (signed in original ink and stamped with a seal) academic records for study completed at **all** universities (including schools where no degree or certificate was earned by the student). These documents should include end-of-year result sheets, national exam results and a copy of degrees or certificates, both in the native language and English translations. **Photocopies or facsimiles are not acceptable.** Additionally, the academic records may need to be evaluated by an agency specified by the School for Health Studies.

A "college" abroad usually means a secondary institution whereas in the U.S., a college is an institution providing higher education. A college can be part of a larger university or represent a singular institution such as Simmons College. Academic records from overseas colleges which are actually secondary schools (high schools in the U.S.) are not required as part of the application process. Courses taken at the secondary level do not fulfill the prerequisite requirements for application and admission to a graduate program. A baccalaureate in the U.S. is a first university degree. Many overseas systems award baccalaureates that represent the completion of secondary education or a year beyond.

Required Standardized Test Results

All applicants must submit official scores of the GRE (Graduate Record Exam) or GMAT, taken within the past five years. There is no required minimum score. Copies of student score reports are not acceptable. The SHS code is 3761. Further information about these exams can be obtained by directly contacting: GRE, Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000, telephone 609.771.7670 or www.gre.org.

Students whose first language is not English (regardless of language of schooling or citizenship) must submit official scores of TOEFL (Test of English as a Foreign Language), taken within the past two years. No other English proficiency exam is acceptable. The TOEFL requirement is based on native language not citizenship or the type of school a student attended. The minimum acceptable score is 570 (paper test) or 230 (computer test), or 88 (internet test). Copies of student score reports are not acceptable. The SHS code is 3761. Further information about this exam can be obtained by directly contacting: TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, telephone: 215.750.8050 or www.toefl.org. TOEFL does not replace the GRE or GMAT: both exams are required.

Applications cannot be reviewed without the receipt of these test scores. It is very important that applicants register for these exams well in advance of applying for admission.

Required Financial Documentation

All non-U.S. citizens who will require a student visa for study in the U.S. must provide accurate and current (within six months prior to applying) evidence of ability to pay for the cost of a Simmons education. These costs are variable (but include fixed **and** living costs beyond tuition) and outlined on the “Certification of Finances Form” enclosed in the application. **This form must be completed and returned directly to the SHS Office of Admission.** If this form is not used, an original signed statement from the applicant’s sponsor indicating a willingness to provide financial support and a statement from the sponsor’s bank verifying the availability of sufficient funds must be received.

All documents must be signed in original ink, written in English and funds must be shown in U.S. dollars (\$). Certain countries limit the amount of money that may be sent abroad. Thus, it is very important for the applicant to inquire about the regulations in the home country concerning transfer of funds. Applications cannot be reviewed without certification and documentation of financial resources. This information is required in order to process an I-20 to obtain an F-1 student visa.

The School for Health Studies offers **limited scholarships** for teaching and or research. These small awards are very competitive, and are based on merit. Students must be enrolled full-time for consideration. **Applicants should understand that stipends would not cover the entire cost of tuition but the award is applied directly towards the student’s tuition charges.** All applicants are considered for merit awards during the application review process; no separate application is required. Simmons College does not offer state or federal financial aid to non-U.S. citizens. **Because Simmons College and SHS are unable to provide extensive funding to non-U.S. citizens, please carefully consider the ability to meet the financial obligations before submitting an application.**

Please visit our website at http://www.simmons.edu/shs/forms/intl_loans.pdf for a partial listing of private loan sources.

Academic Year

For each academic semester, students receive grades for each subject (course) taken. The first (fall) semester generally begins in early September and ends in mid December. The second (spring) semester begins in mid January and ends in mid May. Additionally, there is a summer sessions lasting from May to mid July. Most programs begin in the fall semester.

Grading and Credit Hours

The School for Health Studies at Simmons College awards letter grades for all completed courses: A=Excellent, B=Good, C=Fair, D=Poor, F=Fail and P=Pass. Each letter grade is assigned a value: A=4.00, B=3.00, C=2.00, D=1 and F=0. Each course carries a certain number of credit hours, where, usually, one credit is equal to one hour of classroom instruction. Graduate courses are usually worth three credits although some are worth four, two or one. The total number of credit hours required to obtain a specific degree will determine the number of courses a student needs to complete the program.

Arrival at Simmons College

It is important that international students plan properly to arrive at the required time to commence their studies. Allow ample time for obtaining immigration documents, shipping personal items, and adjustment due to time and climactic changes. **Students will NOT be allowed to enroll in classes if they arrive after classes have officially started. It is imperative that students allow adequate time for moving, student orientation and establishing contacts.** Students who choose to live in campus housing are allowed to use those facilities during official school breaks in December/January and May to August.

Attachment 1

To achieve CAHME accreditation, graduate programs in health management must demonstrate curriculum coverage in 13 key areas.

Curriculum Content Standards

1. Structuring, marketing, positioning, and governing health organizations to achieve optimum performance
2. Financial management of health organizations
3. Leadership, interpersonal relations, conflict and change management, and written and oral communication skills
4. Managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms)
5. Managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision making
6. Economic analysis to support decision making
7. Legal and ethical analysis applied to business and clinical decision making
8. Government health policy formulation, implementation, and evaluation
9. Assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations
10. Management of change in health care organizations in diverse communities, drawing broadly on the social and behavioral sciences
11. Quality assessment of both business practices and health care delivery focusing on outcomes, measurements, process/outcome relationships, and methods for process improvement
12. Application of critical-thinking and problem-solving skills as well as management knowledge and skills in appropriate situations
13. Integrative experiences that demonstrate students' ability to draw upon and apply material covered throughout the program of study and to demonstrate skills in continuous learning through information access, synthesis and use in critical thinking.

NCHL Leadership Model, version 2.0



