

School of Health Administration
Administrative Residency Guide



**School of Health Administration
Texas State University**

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**School of Health Administration
Reference and Contact Information**

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Guidelines for Administrative Residency

Overview

The administrative BHA and MHA residencies are full-time, organization-based administrative residency placements providing the students with exposure to healthcare administration and experience working on assigned projects, commiserate with the level of degree requirements. The students will be on-site for at least 40 hours per week. All course requirements are described in the associated HA 4848/HA 5840 course syllabi. The administrative residency begins on the first class day of the semester and concludes at the end of the last class day of the semester (the semester final exam period is not included). The content of administrative residencies will differ from one student to another depending upon specific program, the individual needs of a student, and the characteristics of the host organization.

Summer semester placements are possible with early coordination the placement coordinator.

Purpose

The purpose of the administrative residency is to integrate students' academic preparation with participation in and observation of actual management practice in a health or healthcare organization. Students will participate in the experience by exploring the healthcare service and management environment; observing healthcare administrative processes; attending meetings; listening to critical conversations; examining healthcare administrative practice, management, and leadership; and integrating skills and competencies learned in the relevant programs to practical experience and administrative residency placement assignments and expectations.

In addition, students will:

- Explore all departments and sections within the organization;
- Explore other organizations within the organizational family;
- Explore other organization types to broaden knowledge;
- Examine the full range of health administration and management; and
- Attend a variety of staff, senior, and executive meetings and activities.

Students are to observe healthcare management in action and participate in assigned projects under the guidance of a preceptor from the host organization. Supporting students and their preceptors is the academic advisor, a Texas State University faculty member responsible to oversee the academic and administrative elements of the administrative residency.

Objectives

Upon completing the administrative residency, students should be able to:

1. Demonstrate professionalism, the ability to make decisions through rational methods, and communications skills – both written and oral;
2. Describe how the field placement activities integrate with knowledge acquired in the classroom;
3. Explain the roles and responsibilities of the various administrative positions, departmental functions, and various services provided by the host organization;
4. Identify formal and informal communication processes and aspects of the host organization;
5. Describe the organizational and legal structure of the host organization;
6. Describe the leadership styles and predominant cultures of the host organization;
7. Describe services provided by the host organization; and
8. Describe change management, quality assessment, and the practice of ethics within the host organization.

Additionally, students will complete a major, individual project mutually agreed upon by students and preceptors and approved by the academic advisor. The project will demonstrate that students have a working understanding of project management in support of any particular organizational units or programs of the host organizations.

Placement Process

1. Students will coordinate with the placement coordinator in the required HA 4141/HA 5191 course during their final didactic semester. Students are to be engaged and network with healthcare industry leaders to develop contacts and knowledge about potential placement locations. Students are encouraged and notified throughout their program of study to network as soon as possible by attending and engaging in local, state, and even national professional organizations and related events.
2. The placement coordinator, in consultation with program faculty, will place students with sites that align as closely as possible with students' needs as identified by the students and in collaboration with the practice coordinator.
3. After completing administrative residency required paperwork in HA 4141/HA 5191, the placement coordinator will work to place the student based on their provided expectations (location, type of organization, etc). The placement coordinator will contact the preceptor at the designated site to ensure that the preceptor can accept a student for the semester in question.
4. Students will have interviews with potential preceptors. The placement coordinator will check with the sites and the students to ensure compatibility.
5. At no time will a student entertain multiple interviews and/or appointments with potential preceptors. Only one placement opportunity will be pursued at any time. This is to ensure that SOHA's preceptors' time and energy is respected, and that no student will turn-down one preceptor/placement opportunity over another.
6. If a student fails to complete pre-placement academic and regulatory requirements, such as obtaining necessary immunizations, completing all required health forms, passing the required background checks, and successfully passing the comprehensive exam, the placement coordinator will notify the preceptor and student by registered letter that the administrative residency will not start until further notice.

Completing an Administrative Residency at a Place of Employment

Students may request to complete their administrative residency at their place of employment. Placement will be under the direction of preceptors other than the student's current employment supervisor(s). In addition, the administrative residency will be listed under the HA 4440/HA 5450 course and thus be considered part-time (20 hours/week). This part-time residency will be for two semesters, not one. Students are responsible for discussing these requests with the placement coordinator early in the placement process. Students must clearly understand that a key priority of the School of Health Administration and the program is to provide well-rounded administrative residency experiences. Students must complete all coursework and the exit exam/comprehensive exam before starting their administrative residency.

Placement at a student's place of employment is not guaranteed, and students interested in this option will be required to provide written documentation to support the proposed part-time placement to be reviewed by the placement coordinator and if necessary, the degree program director.

Liability Insurance, Health Form, and Criminal Background Check

The university pays for liability insurance. Students must submit a completed health form prior to

beginning the administrative residency. There will be no exceptions to this policy and students not in compliance will not be allowed to start the administrative residency. All students are required to complete a criminal background check. Some administrative residency sites may require drug screens. In these cases, students will complete the necessary screens as directed by the external sites/organizations. Students will be responsible for all associated costs.

Student Conduct

Students in administrative residencies must conduct themselves in a professional manner and be responsible for understanding and complying with the policies of the host organization. In addition, students should remember to the university's Academic Honor Code at <https://studenthandbook.txst.edu/rules-and-policies/academic-honor-code.html>.

Students must understand that they are in a learning role and that no line or staff authority may be assumed, even if assigned by preceptors. Students are expected to be fully involved in those projects assigned by their preceptors. If on-site problems occur, preceptors have every right to ask that students be removed. Should that occur, the faculty advisor will help the student understand the reason for the removal and develop personal and professional lessons from it. A grade of Fail may be issued. If a grade of Fail is issued, the student must repeat the administrative residency requirement the following semester. If a grade of fail is not issued and if sufficient time remains in the semester, an alternative administrative residency site may be arranged by the placement coordinator, if available.

The Placement Coordinator

The placement coordinator works with students and partners with program faculty to prepare students for administrative residencies. The placement coordinator works to understand students' interests and geographical needs, while helping to secure residency sites and preceptors. The placement coordinator also serves as a liaison between the programs and potential administrative residency sites and preceptors. The placement coordinator ensures all forms, background checks, resumes, and agreements are complete prior to arranging interviews between students and potential preceptors of administrative residency organizations. The placement coordinator routinely visits administrative residency locations and meets with preceptors via onsite and virtual meetings.

The Faculty Advisor (HA 4848/HA 5840)

While day-to-day supervision of the student is the responsibility of the preceptor, academic supervision of the student and oversight of university administrative requirements is the responsibility of the faculty advisor. The faculty advisor is a Texas State University faculty member responsible for overseeing the academic and administrative elements of the administrative residency. The faculty advisor is responsible for all academic aspects of the administrative residency: receiving and evaluating weekly reports, receiving and approving the project proposal, receiving and evaluating the project, coordinating end of semester evaluations and forms, and issuing the final grade.

The Preceptor

Preceptors are essential to the success of the School of Health Administration administrative residency program. Their role is critical to the education of our graduate students.

The preceptor is the chief executive officer or other executive leader or senior manager who provides overall supervision of the student during the administrative residency. The preceptor may delegate the student's day-to-day supervision and scheduling to another manager or staff person of sufficient seniority and authority to provide a senior-leader experience for the student.

Preceptors are teachers and counselors for our students, and we ask them to meet weekly or bi-weekly with students. Preceptors also set the tone for other leaders and managers who will meet with students during the administrative residency. Preceptors are asked to include students in a wide variety of meetings, activities, and projects, to include meetings of senior, executive, and governing committees

and bodies.

Preceptors will help develop, review, and approve students' schedules for rotations and projects. It is the responsibility of the students to initiate the schedules unless their preceptors have already done so. Students should plan to attend as many of the organization's functions as possible (routine meetings, project planning and implementation events, special activities, etc.). While students' home bases in the organization will typically be a specific department or office, access to the entire organization and its functions is vital to encourage and facilitate an organization-wide schedule of rotations.

Students may request time-off from their preceptor for regular, federal holidays, other dates during the residency semester. Students are not guaranteed time off from their residency and all approval authority rests with the preceptor.

Students will provide feedback about the administrative residency site at the end of the experience. Areas of feedback will include initial orientation, accessibility to meetings, clarity of assigned projects, helpfulness of preceptor and other leaders, and opportunities to improve curriculum programming to meet necessary requirements of both residency and internship, site, and preceptor requirements as well as skill competencies required by accrediting bodies for the designated programs.

The placement coordinator and faculty advisor will maintain regular contact with the preceptors: the placement coordinator as related to the placement process; the faculty advisor as related to the conduct of the residency/internship.

Financial compensation is not a requirement of an administrative residency, and students have agreed to complete this degree requirement without financial compensation. Any decision by preceptors to offer financial compensation begins with a request by students. Neither the practice coordinator nor the faculty advisor will involve themselves in this matter or maintain records of past decisions.

The School of Health Administration extends special thanks to preceptors! Our preceptors are the heart and soul of our administrative residency program and are vital to the success of our students.

Administrative Residency Course Deliverables

Students are to consider everything that they produce, including ***all written communication*** including progress reports, memorandums, emails, presentation slides, proposals, and major projects are part of an interview process and ***potentially “make” or “break” the likelihood of an employment offer. This is the reality.***

And for this reason, administrative residency written deliverables will be assessed with rigor and high expectations. Students are to use MS Word “Review” and “Editor” features and websites or programs such as Grammarly for all written deliverables. Students are to proof and re-proof for spelling, grammar, composition, punctuation, APA compliance, and professionalism at least three times before submission.

Major Project

Students in an administrative residency will complete and submit a paper describing a major project undertaken during the administrative residency semester. The project topic typically meets an organizational need and is agreed upon by the preceptor and the student. The project proposal is approved by the faculty advisor. While each student’s project is unique, the paper must sufficiently describe the problem, process to address the problem, data or other findings, conclusions, and recommendations. The paper format will adhere to the current (7th) edition of the APA Style Guide. Additionally, the paper must begin with an executive summary.

Major Project Proposal

Students will submit their major project proposal to the faculty advisor and preceptor by the date listed in the course syllabus. This academic paper will include at least the following information:

- A description of the organization in which the field placement is taking place;
- A description of the student objectives (outcomes) for the field-placement;
- A description of the project to be performed during the placement; and
- A description of the student objectives (outcomes) for the project focusing on how the project relates to knowledge gained from didactic coursework.

Progress Reports

Students will submit a weekly progress report to their faculty advisors, courtesy copy to their preceptors. In these academic reports the student will describe learning activities of the previous week and lessons learned from those activities. The student will demonstrate an integration of the learning activities with the program curriculum. The reports should follow a day-by-day format for the description of learning activities. The lessons learned may be listed day-by-day or in a consolidated fashion. The report will be two to four pages in length and be both descriptive and analytical. The weekly report will be emailed as an attachment by noon each Monday. Students and faculty will maintain complete confidentiality of the reports and organizational information therein.

Preceptor Feedback to Student

The faculty advisor will ask preceptors to perform exit evaluations of students using a web-based preceptor evaluation survey. The faculty advisor and/or students will provide the web link for the form to the preceptors approximately three weeks prior to the completion of the administrative residency. Students should expect to receive from their preceptors a face-to-face summary of the web-based or organization evaluation. This opportunity is part of the students’ professional development. Preceptor feedback will provide the students’ areas of strength and areas for improvement as well as their competency levels.

Student Feedback to Preceptor

The faculty advisor will require students to provide site-specific feedback using a web-based student evaluation survey. Students will also self-evaluate their levels of competency.

Grade

Students in an administrative residency are graded on a credit (Pass) or no credit (Fail) basis. Students must complete all requirements to receive a passing grade. The grade is made by the faculty advisor based upon completion of requirements stated in the syllabus and this handbook, and input from the preceptor (primarily through the preceptor's web-based feedback).

Simultaneous Administrative Fellowship and Administrative Residency

At times, SOHA students may identify, apply, and secure an administrative fellowship opportunity with a healthcare organization. These opportunities are often paid, long-term (one year or longer) practicums with a specific healthcare organization, often leading to an employment opportunity if completed successfully. SOHA encourages students to seek fellowship opportunities, granted they are not post-graduate fellowships, only applicable to those who have completed their degree program. If accepted into the fellowship program, the student will be required to complete the administrative residency semester as scheduled with their degree plan, while also completing the external fellowship's expectations afterward.