

Master of Health Administration Program

PROGRAM MANUAL

ACADEMIC YEAR: 2018-2019



THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

The Program

The Graduate Program in Health Administration was established in 1987. It has grown steadily and has graduated alumni who work in a wide range of positions and organizations. The program is designed to: 1. Prepare individuals to enter healthcare management and leadership positions; 2. Enhance the performance of individuals employed in healthcare management and leadership positions but who lack academic training and credentials; 3. Prepare individuals to enter or advance in a variety of healthcare staff positions; and 4. Prepare individuals to advance in senior health care management positions.

The Program is very oriented to the real world of hands-on health care administration. It is specifically designed to help students learn to use and apply many health care management tools, principles, techniques, theories, methods, and strategies. Full time faculty members have worked as health care executives prior to their current academic positions. Current health care administrators serve as adjunct faculty in the Program. Numerous leaders and managers from a wide range of health care organizations participate in classes as guest speakers. Classes often use actual case studies and field experiences from health care organizations to help students develop analytical, problem-solving and decision-making skills. Classes usually have some working professionals who are part-time students and other full-time students who may be working part-time. The Program challenges students with active learning to prepare for active careers in health care administration.

Health care managers, administrators, and executives work in a variety of health related organizations and service delivery systems such as hospitals, long-term care facilities, ambulatory care settings, physician group practices, social service agencies, rehabilitation centers, home health organizations, managed care organizations, insurance companies, and various planning and regulatory agencies. Depending on the position, they may be engaged in organizational management, strategic planning, community relations, education, finance, internal operations, corporate development, marketing, information systems, or other responsibilities. The MHA program can help people prepare for these and other healthcare jobs. Faculty mentors work with students to plan careers and evaluate career and job opportunities.

The Department

The Department of Health Administration and Human Resources includes programs in:

- Graduate Health Administration
- Graduate Health Administration Online
- Graduate Human Resources Management Online
- Undergraduate Health Administration
- Undergraduate Human Resource Studies

Full time and adjunct faculty in the Department provide specific expertise in teaching courses in the Master of Health Administration (MHA) program.

Graduate and Continuing Education Services

Graduate and Continuing Education Services, one of four major academic divisions within the University, offers over 30 masters degree programs (on-campus and on-line), 3 doctoral programs and numerous certification programs in a variety of professional fields and in the traditional arts and sciences.

Currently there are 1,400 students enrolled in graduate programs, including approximately 120 international students from 17 different countries from as far away as Taiwan and China, and as close to home as Scranton, Stroudsburg, and Wilkes-Barre.

The graduate programs offered by The University of Scranton are housed in the College of Arts and Sciences, the Kania School of Management, and the Panuska College of Professional Studies. Each program provides faculty, curriculum, and policies specific to that program's unique status. All graduate programs aspire to the goal of academic excellence; each will challenge the way you look at the world and help transform your life.

The University

The University of Scranton is a private, Catholic co-educational institution with a student body and faculty made up of a variety of religions and faiths. Founded in 1888 as Saint Thomas College, the school received its University status in 1938. In 1942, Scranton became the twenty-fourth of twenty-eight Jesuit schools in the United States. Full-time undergraduate enrollment is evenly divided between male and female and numbers approximately 3500, with students from 27 states and over 10 foreign countries. About 80 percent of the undergraduate enrollment comes from out of the region. The University has three colleges and schools, one of which is the J.A. Panuska College of Professional Studies (PCPS) that includes the graduate health administration program.

Mission

The mission of the MHA Program is primarily to provide health administration education and secondarily to provide health administration scholarship and service. The Program provides local, regional, and international students (full-time and part-time) a comprehensive, practical, and interdisciplinary set of core competencies, knowledge, skills, and values for health administration jobs in a variety of health-related organizations. The Program provides practical scholarship, including publications and presentations, to disciplines related to health administration. The Program provides both voluntary and consultative service to the university, communities, health professions, and health-related organizations (public and private). In fulfilling its mission, the Program strives to satisfy interests of its stakeholders while reflecting Jesuit ideals.

Vision

The vision of the University of Scranton MHA Program is to achieve and to be known for excellence in health administration education, scholarship, and service.

Values

The MHA program, in pursuit of its mission and vision, values the following:

- Respect for the dignity of each individual.
- Student-centered education.
- Continual personal and professional growth and development.
- Diversity in the educational community.
- Theory and practice.
- Openness to change and innovation.
- Continuous quality improvement.
- Effective relationships with all stakeholders.
- Collegiality and team work.
- Development and dissemination of knowledge and practice.
- Service to others.
- Jesuit spirit and tradition.

Accreditation

The graduate health administration program is accredited by the national Commission on Accreditation for Healthcare Management Education (CAHME). This accreditation reflects the commitment to and achievement of national standards for graduate healthcare administration education.

AUPHA

The MHA program maintains full graduate membership status with the national Association of University Programs in Health Administration (AUPHA). This membership reflects Program quality and recognition, and it helps the faculty stay current in its work.

Curriculum and Other Requirements

The MHA program requires 44 credits plus fieldwork for the degree. The curriculum consists of 41 core credits, 3 elective credits, and fieldwork. Students entering the program take early foundation courses: HAD 500 Health Care Organization and Administration, HAD 501 Health Care Financial Management I, HAD 505 Health Care Statistics and Research Methods, and HAD 519 Health Services and Systems. These courses serve as prerequisites for more advanced courses in the curriculum and establish basic skills, competencies, and core knowledge. Healthcare management requires practical applied experience, so students do a fieldwork course in their graduate studies. An 8-credit 6-month (1000 hours) administrative residency is generally required for students with no prior applied healthcare experience. Other types of fieldwork include an internship (3 cr.), externship (1 cr.) or directed study (1-3 cr.). The specific fieldwork requirement for each student is discussed during the admission interview and during one's studies. The fieldwork site is selected by the student, in consultation with the student's advisor, to complement and assist in achieving career goals. A 3 credit internship in health administration can be taken after 21 core credit hours. An 8 credit administrative residency can be taken after 44 core credits. Students receiving financial aid should contact the Financial Aid office prior to signing up for an administrative residency.

Fieldwork is an intensive demanding experience – and many students consider it one of the most exciting, valuable, and fulfilling parts of their graduate studies. This is because in fieldwork the student joins the management team of a health care organization and applies classroom learning to real-world health care management projects and problems. To do it requires time and availability for management meetings and other fieldwork activities that are superb educational opportunities. For fieldwork, a student carefully decides with which organization to do the fieldwork, and this requires research and personal assessment. Then the student works with the faculty and preceptor to prepare and agree upon a comprehensive fieldwork plan that includes fieldwork goals, competencies, processes, readings, assignments, internal/ external meetings, evaluation methods, and other aspects of the fieldwork. The on-site fieldwork creates new activities, professional relationships, obligations, and learning experiences. For this, the student may have to adjust one's professional and personal schedules to have the necessary time. Students should plan months ahead and confer with the faculty, preceptor, and others (e.g., family, employer) to help arrange fieldwork.

Prior to starting the fieldwork, students must meet specific requirements mandated by the host site. The specific fieldwork requirement for each student is discussed during the admission interview and during the student's studies.

Prior to fieldwork experience students will be required to obtain specific clearances. Fieldwork includes administrative residency, internships, externships, clinical observation, directed studies and in some cases course projects. These clearances may result in additional fees to the student and generally include the following:

FBI Fingerprinting	Hepatitis B Vaccination
State Special Criminal Background Checks	Flu Vaccine
Child Abuse Clearances	Drug Screen Panels
Two Step TB Testing	History of Immunizations & in some cases Titer Testing

*Please note: Additional testing could be requested by an organization.

Fit-For-Profession

In order to promote overall professional success and enhance the behavioral skill sets necessary to productive and positive professional relationships, the Department of Health Administration & Human Resources has developed a new program for our Masters in Health Administration students called Fit-for-the-Profession. The purpose of the program is to provide a faculty-based, interdisciplinary approach to further developing and enhancing our students behavioral and professional "soft skills" through a select series of extracurricular activities and other professional interactions. It is expected that this additional professional exposure, and the redundancy provided by various non-classroom based activities, will better prepare our students to function in an active workplace environment, and better meet the needs and expectations of their future employers and all those they encounter and interact with on a professional level.

At the onset of each student's first year in the MHA program, each MHA student will be assigned to a three-person faculty team to include their academic adviser, executive-in-residence career advisor and residency fieldwork advisor. Together with the student, this interdisciplinary group will serve as professional advisory team for each student's

unique and ongoing needs in respect to coursework selection, career advising/monitoring and internship/residency fieldwork placement. Collectively, with the student, these “Fit-for-the-Profession Advising Teams” will serve as the primary contacts responsible for multifaceted, non-classroom based professional development.

The Fit-for-the-Profession program itself will consist of three primary components to include: Additional Professional Requirements, Faculty-Based Professional Behavior Assessments and On-going Advisory Services.

The **Additional Professional Requirements** are documented activities that are self-initiated by each student and accessed via various resources established by and through the University. These Additional Professional Requirements must be completed by each student at various intervals throughout the didactic portion of the MHA program beginning in the fall of their first year in the MHA program, through to the completion of their capstone course (HAD 509) within the MHA program. These Additional Requirements are mandatory, and must be completed and documented in order for a student to receive their MHA degree. The following is a list of these additional requirements and deadlines for completion.

<u>Additional Professional Requirements</u>	<u>Required Completion Date</u>
1) Demonstrate Competency in Excel	By End of 1 st Semester
2) Attainment/Assignment of External Mentor	By End of 1 st Semester
3) Attainment of ACHE Membership	By End of 1 st Semester
4) ACHE Ethics/Integrity Pledge	By End of 1 st Semester
5) Professional Meeting Attendance (2 Events)	By End of Final Didactic Semester
6) 24-hours Community Service	By End of Final Didactic Semester
7) Career Services HAD Modules (4 Modules)	By Start of Final Didactic Semester
8) Career Services Integrity Pledge	By Start of Final Didactic Semester
9) Career Services Site Visit	By Start of Final Didactic Semester
10) Career Expo Attendance	By Start of Final Didactic Semester

(Each item will be monitored receipt of appropriate documentation confirming completion of said requirement. All tracking of these requirements and corresponding documentation will be maintained within the Health Administration Department.)

Faculty-Based Professional Behavior Assessments will be conducted on each MHA student whereby each student will be independently assessed in terms of their professional and soft-skill behaviors. Such assessments will be conducted by faculty members in the HAD department who teach or advise in the MHA program. The assessments will be done in early summer of each MHA students enrollment in the MHA program. Assessments will be conducted solely by HAD faculty members and will have a committee-based format. Assessments will entail group discussions and the mutual, collective assignment of various soft-skill competency ratings for each MHA student. Each student will be consistently assessed utilizing a soft-skills, professional behavior tool that has been developed within the HAD department and will serve as a uniform mechanism of communication by and between faculty members. The soft-skills assessment tool will be utilized for discussion purposes in advising meetings by and between each students and their Fit-for-the-Profession Advising Team. Lastly, the competency tool will also align to the evaluation tool utilized by health care facility preceptors who evaluate students as part of any credit-based internship (HAD 580) and/or Administrative Residency (HAD 581) fieldwork course taken by an MHA student. The Executive-in-Residence team members will likewise utilize this professional & behavioral assessment tool in any additional career advising or coaching role they have with their assigned students.

Specific details of the Additional Professional Requirements and the Professional & Behavior Assessment tool will be presented to MHA students through mandatory meeting that will be scheduled in fall of each students first year.

Ongoing Advisory Services will be available to each student in respect to academic advising, Executive-in-Residence based career advising, Career Services Center (University-based services), fieldwork advising (internships and residency) and other external mentors and mentoring services. Each of these advisory services has linkage to the various Additional Professional Requirements. The respective University faculty and other staff that serve as advisors will provide oversight and guidance as to how students access and complete each of the Additional Professional Requirements and what resources are available to students in terms of the Fit-for-the-Profession Program.

Executive-In-Residence Program

The Master in Health Administration program's classroom experience is supported and supplemented through the Executive in Residence (EIR) Program. The purpose of the program is to assist our students with the practical application of coursework, provide insight about the Health Care Industry, and to enhance the students' knowledge about opportunities in the profession of Health Administration.

The EIR staff will be available to meet with students individually and collectively throughout the academic year. Areas of focus will include, but not be limited to, those skills deemed essential for our students to meet the Program's "Fit-for-the-Profession" requirements.

These include:

1. **Communication Skills:** General speaking, general writing, and team/group interaction.
2. **Professionalism:** Ethics, Maturity, and Time Management.
3. **Leadership and Decision Making:** Understanding Audience/Stakeholders, and Confident Decision Making.
4. **Health Care and Business Skills:** Problem identification, Critical Thinking, and Ability to Demonstrate proficiency via Communication Skills.

First year students will be required to attend an introductory seminar at the start of their first Semester regarding the EIR and Fit-for-the Profession Programs. Program staff will conduct formal and informal sessions regarding identified needs/topics throughout the semester. Students are also encouraged to set up one on one meetings with EIR staff to address specific concerns. Following the Departmental Assessment of the student after the first year, EIR staff will be available to meet and address identified needs with each student. Through individual meetings, assignments, and exercises, the EIR staff will assist each student with helping to achieve proficiency in each of the categories noted in the Departmental Assessment.

MHA Competency Model & Course Objectives

The MHA program utilizes the ACHE Healthcare Leadership Alliance (HLA) domains and competencies. Through a thorough assessment and input process from key stakeholders, the program faculty have adopted twenty-four (24) core competencies covering 5 domains (Communication and Relationship Management; Leadership; Professionalism; Knowledge of the Healthcare Environment; Business Skills and Knowledge). These competencies are developed throughout the programs. Various assessment measures are used throughout the program to assess competencies, skills, knowledge and abilities.

Students will be required to complete the ACHE Healthcare Executive Competencies Assessment Tool three times throughout the Program, in HAD 501 or HAD 519 in the beginning of the first year, HAD 508 at the mid-point of the program, and at the end of the terminal fieldwork either HAD 580 or HAD 581.

There are four other requirements, which help prepare people for healthcare administration jobs and must be completed to graduate. First, all students are expected to join the American College of Healthcare Executives (ACHE) and the Program's Student Health Administration Association, or join a comparable professional association. Second, students must have and interact regularly with an identified external mentor. Third, all students must perform 24 hours of community service with healthcare organizations. The service is not service-learning, but it should involve and apply skills, knowledge, or competencies learned in MHA courses, such as helping a local organization survey clients or helping elderly people understand Medicare. Fourth, students must complete the university's online academic integrity tutorial.

HLA Competency Model **Adopted MHA Program Core Competencies**

1. **COMMUNICATION AND RELATIONSHIP MANAGEMENT**
 - A. Demonstrate effective interpersonal relations.
 - B. Identify Stakeholder needs/expectations.
 - C. Sensitivity to what is correct behavior when communicating with diverse cultures, internal and external.
 - D. Present results of data analysis to decision makers.
 - E. Provide and receive constructive feedback
 - F. Use factual data to produce and deliver credible and understandable reports.
 - G. Facilitate group dynamics, process, meetings and discussions

2. **LEADERSHIP**
 - A. Explain Potential impacts and consequences of decision making in situations both internal and external
 - B. Foster an environment of mutual trust
 - C. Create an organizational climate that encourages teamwork
 - D. Knowledge of own and others' cultural norm
 - E. Encourage a high level of commitment to the purpose and values of the organization
 - F. Build trust and cooperation between/among stakeholder
3. **PROFESSIONALISM**
 - A. Understand, Uphold and act upon ethical and professional standards.
 - B. Professional societies and memberships
 - C. Network with colleagues
 - D. Participate in community service
4. **KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT**
 - A. Recognize and address the interdependency, integration and competition among healthcare sectors
 - B. Access the interrelationships among access, quality, cost, resource allocation, accountability and community.
 - C. Use business techniques to support program development in alignment with health care trends and health policy
 - D. Make recommendations and take actions compatible with Governmental, regulatory, professional and accreditation agencies.
5. **BUSINESS SKILLS AND KNOWLEDGE**
 - A. Ability to integrate information from various sources to make decisions or recommendations.
 - B. Demonstrate critical thinking and analysis.
 - C. Use project management techniques.
 - D. Financial management and analysis principles.
 - E. Reimbursement principles, ramifications and techniques, including rate setting and contracts.
 - F. Principles of operating, project and capital budgeting.

Admission

The following is required to apply for admission:

- Bachelors Degree from an American College or University which is accredited, or equivalent from an International College or University;
- Undergraduate GPA of at least 3.0 on a grading scale of 4.00;
- Completed Graduate School Application;
- Official transcripts;
- Three letters of reference from people capable of evaluating an applicant's ability to succeed in this Program;
- Resume and career statement with career goals;
- Score of 550 (paper) or 213 (computer) or 80 (internet) on the TOEFL exam for international students; Step Test – Pre-1st; IELTS – Band 6
- Personal interview with the Program Director and others.
- GRE or GMAT (may be required, depending on other qualifications)

A combined Bachelor of Science/Master of Health Administration Degree Program is available to University of Scranton undergraduate students who meet specific admissions criteria. A combined M.D./Master of Health Administration Degree program is available to medical students from the Commonwealth Medical College who meet specific admissions criteria. Also, there is a concentration in health care management available for Master of Business Administration students (on-line only). Contact the MHA Program Director for additional information.

Applications are accepted, processed, and acted upon for a Fall admissions process. This means there is no specific application deadline. Instead, the Program and Admission's Office handle applications when they are submitted. International students should apply by June 1st, preferably sooner, to allow time to obtain visas. An applicant must be accepted by the Admissions Office before starting coursework.

Accelerated Program Admission Standards

A student who has achieved an overall Grade Point Average of:

- 3.4 after 64 semester hours
- 3.3 after 80 semester hours
- 3.2 after 96 semester hours

May apply for early admission to a participating master's degree program by:

- Completing the online Application for Graduate Admission;
- Completing a prospectus of study leading to the completion of undergraduate degree and graduate degree requirements (see following not);
- Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals; and
- Submitting any needed test scores from standardized examinations.

The department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the Office of Graduate Admissions concerning possible admission. Students interested in the Combined B.S./M.B.A. degree with a specialization in Accounting, should refer to Business Administration, M.B.A. program. Students interested in the Accelerated M.S. in Counseling program should refer to the specific requirements established for this program. Students interested in the Accelerated M.S. Degree Programs in Education program should refer to the specific requirements established for this program. Students interested in the Accelerated M.S.N. degree should refer to the specific requirements established for this program. Students interested in the Combined M.S. in Software Engineering program should refer to the specific requirements established for this program.

Once admitted, students must complete the Accelerated or Combined Master's Degree Program Check list which includes:

1. Listing the courses at the undergraduate level which need to be taken for completion of the requirements for the baccalaureate degree;
2. Indicating the beginning date for graduate study, and
3. Listing of graduate courses to be utilized in satisfying the undergraduate degree requirements.

Note: A student, who has earned credits elsewhere, including transfer of credit from other colleges as well as AP courses taken in high school, may be considered for an accelerated or combined program. The student must have earned at least 32 graded semester hours at The University of Scranton within the indicated GPA requirements.

Accommodations for Disabilities

Students with Disabilities

Reasonable academic accommodations may be provided to students who submit relevant and current documentation of their disability. Students are encouraged to contact the Center for Teaching and Learning Excellence (CTLE) at disabilityservices@scranton.edu or (570) 9414038 if they have or think they may have a disability and wish to determine eligibility for any accommodations. For more information, please visit <http://www.scranton.edu/disabilities>.

Writing Center Services

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, call (570) 941-6147 to schedule an appointment, or send an email with your available meeting times, the course for which you need assistance, and your phone number to: writing-center@scranton.edu. The Writing Center does offer online appointments for our distance learning students. Please contact Amye Archer at amy.e.archer@scranton.edu for more information. See the University of Scranton's **Academic Code of Honesty**.

Transfer Credits

A maximum of nine (9) graduate credits from another college or university may be accepted for transfer if course relevance can be established, if the coursework was taken within six years of the student's admission to the program, and if at least a B grade was obtained. The transfer may be done after the student is officially accepted by the Admission's office. An official transcript of the credits, course description, course syllabus, copy of graduate catalog descriptions, and a letter requesting evaluation of the credits for transfer should be forwarded to either the Dean of PCPS or to the Program Director. The Dean will notify the student of the decision after consultation with the Program Director.

Advanced Registration

Enrolled students are required to register for subsequent sessions or semesters. Advanced registration for Summer and Fall is completed in the Spring semester; for Intersession and Spring coursework, registration occurs in the Fall semester, in October. Most of the registration work can be done at the University of Scranton website. Payment for tuition and fees may be submitted to the University by mail. A late registration fee is charged after advance registration.

Following advance registration and prior to the start of a session or semester, the student will receive a bill called the registration agreement and remittance form. The student must return this form by the date noted to be completely registered for courses and included on the class lists. Students are urged to follow the instructions on the form because failure to do so results in problems for the student and course instructor.

Scheduling

Classes are usually offered from 4:30 p.m. - 7:10 p.m. and 7:20 p.m. - 10:00 p.m., Mondays through Thursdays. Courses are scheduled to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in either the Fall or Spring semester or more often during Intersession or Summer. Fieldwork experiences in Health Administration may be spread over two semesters to accumulate the required hours. Summer courses sometimes have to be scheduled for days/weeks that vary from the University summer schedule. Students should check the MHA course schedule before making summer vacation plans.

Administrative Residency & Fellowships

The Master of Health Administration (MHA) Program requires skills and exposure to the health care environment beyond the classroom. Therefore, the program requires fieldwork to help ensure that graduates have mastered and can apply the requisite theory, knowledge, skills and values essential to their future career. The MHA program follows the defined HLA competency model.

Through field training during an administrative residency, faculty and experienced health care executives pool their expertise for the benefit of students who are preparing for future leadership positions in the health care industry. The time requirement for completing the administrative residency is one thousand (1000) hours. The course, HAD 581, earns eight (8) academic credits, completed over several academic semesters. The residency is in addition to the forty-four (44) credits of classroom coursework required for the graduate degree.

Students may apply for a competitive administrative fellowship offered by a number of hospitals. These are one (1) to two (2) year commitments and are most often paid experiences. If offered to the student, and then accepted, the first one thousand (1,000) hours of the fellowship count towards the MHA degree requirement for terminal fieldwork.

The majority of fellowship applications have an imposed deadline for submission of October 1st. It is imperative that students begin this process early as the application process is detailed requiring several letters of recommendation. Students planning on completing residencies in Summer and/or Fall semesters, and those applying for fellowships, must attend important mandatory fieldwork planning meetings in the preceding Fall and Spring semesters prior to the actual residency. Important information and timelines will be reviewed in these mandatory meetings.

Course Sequencing

The curriculum requires that specific courses be taken as foundation courses prior to taking advanced courses. Students entering the program must take certain courses in sequence to establish basic skills, competencies, and a core knowledge base. Foundation courses include HAD 519 Health Services and Systems, HAD 501 Health Care Financial Management I, HAD 500 Health Care Organization and Administration, and HAD 505 Health Care Statistics and Research Methods. These courses are prerequisites for advanced courses in the curriculum. Some courses have prerequisite course requirements that must be met. With entry in the Fall semester, students are encouraged to follow the suggested typical course sequence to complete core courses, electives, and fieldwork requirements for the MHA degree. Alterations to this sequencing are sometimes possible but may result in students taking courses more evenings per semester and/or extending the time needed to complete the MHA degree.

Advisor/Mentor

Each MHA student is assigned an academic advisor (internal mentor). This faculty member works directly with the student to schedule courses, discuss career plans, and provide academic counseling where appropriate. Students should talk and meet often with the faculty member during Fall and Spring semesters.

Student Expectations & Grievances

The Health Administration Program strictly adheres to the Academic Code of Honesty at the University of Scranton. Student behavior in violation of academic honesty includes plagiarism, duplicate submission of the same work, collusion, and false information. Students are responsible for knowing and following the Academic Code of Honesty which is published by the University.

Students generally meet all expectations of the University and in return are satisfied with their experience here. If a student is not satisfied, the MHA Program would like to know. The University of Scranton Student Handbook and Graduate School Catalog both have specific policies and procedures for how formal complaints may be submitted for many situations. Those two books contain the Academic Code of Honesty, the Student Computing Policy, the Judicial System procedures, and other specific policies and procedures for complaints and grievances. Together, they cover most situations for which an MHA student may wish to submit a formal complaint. MHA students should follow those policies and procedures. All MHA students have further opportunities to submit complaints in MHA course surveys, in MHA Program surveys, to MHA faculty, to MHA academic advisors, to the MHA Program Director, to the HAHR Department Chair, and through MHA student representation at MHA faculty meetings. An MHA student may wish to submit a formal complaint beyond the processes listed above. To file a formal complaint, an MHA student should first submit the complaint to the person (or people) involved. If that does not lead to a satisfactory resolution, the student should then submit a formal (written) complaint to the Program Director. The Program Director will try to resolve the situation. If the student is still not satisfied, or if the original situation involves the Program Director, then the student should submit the complaint to the Department Chair. If the student is still not satisfied, or if the original situation involves the Department Chair, then the student should submit the complaint to the PCPS Dean who will make a final resolution.

Writing Style

The MHA program has adopted the writing and publication style of the American Psychological Association as developed in the Publication Manual of the American Psychological Association (most recent edition). This means that all written material submitted to instructors, e.g., papers, projects, cases, etc., (unless specified otherwise by the instructor), should conform to the guidelines in that manual, which is available in the bookstore.

Grading System

The MHA program uses the Graduate School grading system:

A	=	Superior/Outstanding (4.00 quality points)
A-	=	Excellent (3.67 quality points)
B+	=	Very good (3.33 quality points)
B	=	Good (3.00 quality points)
B-	=	Fair (2.67 quality points)
C+	=	Passing (2.33 quality points)
C	=	Minimal passing grade (2.00 quality points)
F	=	Failing (0 quality points)

Standards of Progress

All students must have a cumulative grade point average (GPA) of at least 3.0 to graduate. In addition, all students must maintain a cumulative GPA of at least 3.0 to remain in good academic standing. A student whose cumulative GPA drops below 3.0 is placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean in consultation with the Program Director. If on academic probation, a student's credit load may be restricted. When the student's cumulative GPA has increased to at least 3.0, the student is removed from academic probation.

Directed Study

In some cases, a student may enroll for HAD 582 - Directed Study to pursue an area of interest under the guidance of a faculty member. This course is restricted and reserved for students with demonstrated competence who have shown the ability to work independently. This can be used for the required 3 credits of elective study in order to create more choices for the elective. This course is not to be used just for student convenience in scheduling. Approval by the Program Director is required and an administrative fee is charged.

Student Research

The MHA program encourages all students to participate in the Faculty Student Research Program (FSRP) that is administered by the Office of Research & Sponsored Programs (ORSP) and the Registrar's Office. This offers students scholarly learning experiences that transcend the traditional academic courses. It involves collaborative efforts between the faculty and students to enable students to conduct research, develop research skills, and apply knowledge gained in coursework.

Fees and Charges

The student should consult the Graduate Studies Catalog for a complete list of fees and charges. Questions about fees, tuition, charges, and payment should be directed to Graduate and Continuing Education Services (GCE).

In addition to the tuition for Fieldwork (HAD 581-Administrative residency; HAD 580- Internship in Health Administration) there may be additional fees to the student for specific clearances prior to fieldwork experience.

Assistantships

The Department has several graduate assistantships. Consult Graduate and Continuing Education Services for information on assistantships available in the Department and elsewhere in the University. An applicant ordinarily should be accepted by GCE and have an application for assistantship on file with the College by March 1 to be considered for such an appointment.

Updates

Students are requested to notify both the GCE and the MHA Program of changes in name, address, telephone, employer, FAX, e-mail, etc.

Forms

All forms can be downloaded from the GCE Office website (www.scranton.edu/academics/GCE (click on Forms & Resources)).

- Application to Graduate School [Online]
- Transfer of Credit [to request evaluation of courses for transfer into program]
- Application to Defer Tuition Payment [to defer payment of tuition based on employer reimbursement]
- Reader [to register for internship, directed study, reader course, and any course not on current schedule]
- Application for Degree [to apply to graduate; submitted when registering for the semester in which the student plans to graduate]
- Registration Form [to register for courses]
- Schedule Change [to change a course after registering; also to change name, address, phone number, etc.]

Orientation

At the GCE Orientation, new students will find useful information about the University and GCE and their policies and procedures. This orientation is offered for all new graduate students the Sunday before the beginning of the Fall semester. There are also mandatory 1st year and 2nd year MHA orientation and fieldwork meetings held by the Department of Health Administration and Human Resources.

Department Staff

Faculty maintain regular office hours, which are posted outside their offices each semester. Individual appointments can be scheduled with faculty members and advisors as needed. The faculty welcomes and encourages meetings with students for reasons such as getting acquainted, understanding coursework, discussing career goals and opportunities, and conversing about health care. Normally, departmental secretarial staff are available Monday through Thursday from 7:00 a.m. to 8:00 p.m. and 7:00 a.m. to 3:00 p.m. on Fridays.

Weinberg Memorial Library

The Harry and Jeanette Weinberg Memorial Library holds 618,324 print and electronic volumes (of which 49,799 are full-text online books/journals) and 22,544 non-print items and 23,088 non-print items and access to 24,145 streaming media programs. It is the leading academic library in Northeastern Pennsylvania. The library has an integrated online catalog with a discovery layer that enables users to find books and journal in a single search, 135 online databases, 50,026 journals print and online and 24/7 chat reference, as well as texting, and IM Ask-A-Librarian assistance. There are 100 Internet workstations in the library, iPads and Android tablets that can be borrowed overnight and laptops loaned for use in the building. In the Pro Deo Room and Reilly Learning Commons, 55 computers are available 24 hours a day. The University Archives and Special Collections houses University historical records, rare books, faculty publications and other special collections. The library also has complete electronic information access systems. Faculty may put course reserve readings on electronic reserve, which is convenient for students to use while off campus.

Computing Facilities

The University provides an excellent array of computing facilities, both hardware and software including: access to IBM compatible and MacIntosh systems, Academic DEC systems, Internet access, World Wide Web access, wireless networks and software to run with each system. The Department has its own computer lab that houses 25 high speed Pentium systems with Microsoft Office, Netscape, and other applications. Computer lab staff are available to help students learn and use computing applications and equipment.

Career Planning

Faculty mentors work with students to define interests, evaluate options, and plan careers. To further help students with career decisions, the University Career Services staff is available to advise students on career development, assist students and graduates in job search, and help students plan for further academic work following graduation.

MHA Alumni

Alumni work in a wide range of healthcare organizations locally and in other states, including: Aetna US Healthcare; American Lung Association of NJ; Allied Services; Beverly Health Care; Blue Cross of NEPA; Children's National Medical Hospital; CIGNA Health Care; Community Medical Center; Geisinger Health System; Greater Hazleton Health Alliance; Hazleton St. Joseph Medical; Heritage Alliance; HIP Health Plan of New York; Kaiser Permanente; Lehigh Valley Hospital; Lourdes Hospital; Lovelace Health Systems; Marian Community Hospital; Mercy Health Systems; Moses Taylor Hospital; Northeast Regional Cancer Institute; Our Lady of Lourdes Hospital; Oxford Health Plans; St. Luke's-Roosevelt Hospital, and the Washington Regional Transplant Consortium.

The MHA alumni remain a vital part of the Program, creating an important professional network. Alumni serve as external mentors, preceptors, guest lecturers, and co-sponsors for a University of Scranton health care symposium. They are a constant source of information, advice, and support to students and the Program.

Professional Affiliations

Professional identity is important to career development. Students in the Program are required to join a professional organization for health care administrators such as the American College of Healthcare Executives, Medical Group Management Association, American College of Medical Group Administrators, Healthcare Financial Management Association, American Public Health Association, or American Academy of Medical Administrators, ACHE strongly encouraged. Academic advisors can provide information about these organizations. As students join these organizations, they are given networking opportunities, gain insight from professionals in their respective health fields, learn about potential internship/job opportunities, and obtain information and data sources for job preparation and career development.

Local Health Care Organizations

An extensive array of health care organizations exists in Northeastern PA, including: Mercy Health Systems, Allied Services, Community Medical Center, Geisinger Health System, American Cancer Society, Greater Hazleton St. Joseph Medical Center, Northeast Regional Cancer Institute, CIGNA Health Care, Genesis Elder Care, Scranton Counseling Center, Moses Taylor Hospital, Heritage Alliance, Green Ridge Nursing Home, Inner Harmony Wellness Center, Marian Community Hospital, Blue Cross of NEPA, and numerous medical group practices. They support the Program and provide many opportunities for its students and alumni.

International Partnerships

Since 1995, the Department and MHA Program have developed international partnerships in Central and Eastern Europe and Asia. International faculty give guest lectures in classes, and students are encouraged to expand their global awareness and life experiences with other cultures. Specific coursework in the curriculum offers additional opportunities for students to study and engage in international activities.

Study Abroad

Students can select study abroad opportunities as a 3 credit elective to Slovakia, Brazil, or Greece.

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Graduate & Continuing Education Services.....	570-941-6300
Health Services	570-941-7667
Information	570-941-7400
Library	570-941-7525
Registrar	570-941-7720
Security/Parking	570-941-7888
Treasurer	570-941-7411

Web Sites/Professional Sites

http://www.aama.org	American Academy of Medical Administrators
http://www.ache.org	American College of Healthcare Executives
http://www.achca.org	American College of Health Care Administrators
http://www.apha.org	American Public Health Association
http://www.hfma.org	Healthcare Financial Management Association
http://www.HIMSS.org	Healthcare Information & Management Education Systems Society
http://www.mgma.org	Medical Group Management Association
http://www.nahse.org	National Association of Health Services Executives
http://www.sophe.org	Society for Public Health Education

Further Information

Please also refer to the General Information section of the Graduate Studies Catalog for policies, procedures, current fees, and relevant information for Graduate students. Visit the University of Scranton MHA Program webpage at <http://academic.scranton.edu/departments/HAHR/mha/>.

Master of Health Administration Curriculum

(all courses are 3 credits unless noted differently)

Core Courses - 41 credits required

HAD 500 - Health Care Organization and Administration*
HAD 501 - Health Care Financial Management I*
HAD 502 - Health Care Law
HAD 504 - Human Resources Management
HAD 505 - Health Care Statistics and Research Methods*
HAD 506 - Health Care Economics and Policy
HAD 508 - Leadership in Health Care Organizations
HAD 509 - Administrative Issues
HAD 515 - Health Care Planning and Marketing
HAD 519 - Health Services and Systems*
HAD 521 - Health Care Financial Management II
HAD 522 - Health Care Operations and Quality
HAD 523 - Health Care IT Management (2 cr.)
HAD 525 - Health Care Ethics

Elective Courses - 3 credits required

HAD 510 - Hospital Administration
HAD 512 - Medical Practice Administration
HAD 513 - Long Term Care Administration
HAD 517 - Global Health Management
HAD 595 - South American Health Systems (Brazil Study Abroad)
HAD 596 - European Health Systems (Slovakia Study Abroad)
HAD 580 - Internship in Health Administration (3 credits)**
HAD 582 - Directed Study (1-3 cr.)
HAD 584 - Special Topics

Fieldwork Courses

(3 or 8 credits required, which depends upon prior work experience)
(Will be determined at time of Admission)

HAD 580 - Internship in Health Administration (3 credits)
HAD 581 - Administrative Residency (8 credits)
HAD 583 - Externship in Health Administration (1 credit)

Credits for Degree: 44 (courses) + 3 or 8 (fieldwork)

* Foundation courses taken in first year

** HAD 580 may be taken in addition to HAD 581 to fulfill elective

**Master of Health Administration
Typical Course Sequence
Full-Time**

<u>Year 1</u>	<u>Course</u>	<u>Credits</u>
Fall	HAD 501 - Health Care Financial Management I*	3
	HAD 504 - Human Resources Management	3
	HAD 519 - Health Services and Systems*	3
Spring	HAD 500 - Health Care Organization and Administration*	3
	HAD 505 - Health Care Statistics and Research Methods*	3
	HAD 521 - Health Care Financial Management II	3
Summer	HAD 522 - Health Care Operations and Quality	3
	HAD 523 - Health Care IT Management	2
	HAD 525 - Health Care Ethics	3
	Elective**	
<u>Year 2</u>		
Fall	HAD 502 - Health Care Law	3
	HAD 508 - Leadership in Health Care Organization	3
	HAD 505 - Health Care Planning and Marketing	3
	Fieldwork***	
Intersession	Elective**	
Spring	HAD 506 - Health Care Economics and Policy	3
	HAD 509 - Administrative Issues	3
	Elective**	
	Fieldwork***	
Summer	Fieldwork***	

-
- * Foundation courses – needed as prerequisites
 - ** The elective 3 credits may be taken during any of these times.
 - *** Fieldwork should be done during summer of the second year or later, depending on the type of fieldwork required and other factors; please consult your academic advisor.
- 41 Core Curriculum Credits
 3 Elective Credits (taken in Intersession, Spring, or Summer)
 3 or 8 Fieldwork credits, which will be required based on prior work experience.
 (This will be determined at time of Admissions)

**Master of Health Administration
Typical Course Sequence
Part-Time**

<u>Year 1</u>	<u>Course</u>	<u>Credits</u>
Fall	HAD 501 - Health Care Financial Management 1*	3
	HAD 519 - Health Services and Systems*	3
Spring	HAD 500 - Health Care Organization and Administration*	3
	HAD 505 - Health Care Statistics and Research Methods*	3
Summer I/II	HAD 525 - Health Care Ethics	3
	HAD 523 - Health Care IT Management	2
	Elective**	
<u>Year 2</u>		
Fall	HAD 504 - Human Resources Management	3
	HAD 515 - Health Care Planning and Marketing	3
Intersession	Elective**	
Spring	HAD 506 - Health Care Economics and Policy	3
	HAD 521 - Health Care Financial Management II	3
Summer I/II	HAD 522 - Health Care Operations and Quality	3
	Elective**	
	Fieldwork***	
<u>Year 3</u>		
Fall	HAD 502 - Health Care Law	3
	HAD 508 - Leadership in Health Care Organization	3
Intersession	Fieldwork***	
Spring	HAD 509 - Administrative Issues	3
	Elective**	
	Fieldwork***	
Summer I/II	Fieldwork***	

* Foundation courses – needed as prerequisites

** The elective 3 credits may be taken during any of these times.

*** Fieldwork should be done during summer of the second year or later, depending on the type of fieldwork required and other factors; please consult your academic advisor.

41 Core Curriculum Credits

3 Elective Credits

3 or 8 Fieldwork credits, which will be required based on prior work experience.
(This will be determined at time of Admissions)

**Master of Health Administration
Typical Course Sequence
Combined BS/MHA**

<u>Senior Year</u>	<u>Course</u>	<u>Credits</u>
Fall Semester	HAD 501 - Health Care Financial Management I*	3
	HAD 519 - Health Services and Systems*	3
Spring Semester	HAD 500 - Health Care Organization and Administration*	3
	HAD 505 - Health Care Statistics and Research Methods*	3
 <u>Grad Year 1</u>		
Fall	HAD 502 - Health Care Law	3
	HAD 504 - Human Resources Management	3
	HAD 508 - Leadership in Health Care Organization	3
	HAD 515 - Health Care Planning and Marketing	3
Intersession	Elective**	
Spring	HAD 506 - Health Care Economics and Policy	3
	HAD 509 - Administrative Issues	3
	HAD 521 - Health Care Financial Management II	3
	Elective**	
Summer I and II	HAD 522 - Health Care Operations and Quality	3
	HAD 523 - Health Care IT Management	2
	HAD 525 - Health Care Ethics	3
	Elective**	
 <u>Grad Year 2</u>		
Fall	HAD 581 - Administrative Residency (1000 hrs.)	8

* Foundation courses – needed as prerequisites

** The elective 3 credits may be taken during any of these times.

41 Core Curriculum Credits

3 Elective Credits (taken in Intersession, Spring, or Summer)

3 or 8 Fieldwork credits, which will be required based on prior work experience.
(This will be determined at time of Admissions)

**Master of Health Administration (MHA)
Global Health Specialization: Global Health
Typical Course Sequence**

	Course	Credits
Year 1		
<u>Fall Semester</u>	HAD 501 - Health Care Financial Management I*	3
	HAD 504 - Human Resources Management	3
	HAD 519 - Health Services and Systems*	3
<u>Intersession Semester</u>	HAD 517 – Global Health Management*	3
<u>Spring Semester</u>	HAD 500 - Health Care Organization and Administration*	3
	HAD 505 - Health Care Statistics and Research Methods*	3
	HAD 596 – European Health Systems ** (Study Abroad/May)	3
	HAD 521 - Health Care Financial Management II	3
<u>Summer Semester</u>	HAD 522 - Health Care Operations and Quality	3
	HAD 523 - Health Care IT Management	2
	HAD 525 - Health Care Ethics	3
Year 2		
<u>Fall Semester</u>	HAD 502 - Health Care Law	3
	HAD 508 - Leadership in Health Care Organization	3
	HAD 515 - Health Care Planning and Marketing	3
<u>Intersession Semester</u>	HAD 595 – South American Health Systems** (Study Abroad/January)	3
<u>Spring Semester</u>	HAD 506 - Health Care Economics and Policy	3
	HAD 509 - Administrative Issues	3

Fieldwork***

* Foundation courses

** 10-day Study Abroad component for two courses (HAD 595, HAD 596 required for Global Health Specialization)

*** Fieldwork should be done at the end of coursework, depending on the type of fieldwork required and other factors; please consult your academic advisor.

41 Core Curriculum Credits

9 Additional global health credits

No Elective Credits (taken in Intersession, Spring, or Summer)

3 or 8 Fieldwork credits, which will be required based on prior work experience.

(This will be determined at time of Admissions)

Additional Nine (9) credit for specialization include: HAD 517, HAD 595, HAD 596

COURSE DESCRIPTIONS

Credits

- HAD 500 Health Care Organization and Administration 3**
This required graduate course studies organizations, with special interest in health care organizations. Topics include strategy, goals, technology, size, design, adaptation, decision making, control, culture, processes, politics, conflict, learning, and inter-organizational relations. Conceptual foundations come from organizational theory, management science, systems theory, sociology, and psychology. There are no pre-requisites.
- HAD 501 Health Care Financial Management I 3**
Designed to increase analytical and decision-making skills using finance theories, principles, concepts and techniques important to health management. This course integrates and applies financial management concepts and techniques relevant to health care settings. Topics include: analysis of cost and budgetary controls; interpretation and utilization of accounting reports and statements; operating accounting measurements; quantitative techniques; analysis of financial statements; financial decision-making models; auditing; capital investments; strategic financial management; working capital management; budgeting. There are no pre-requisites.
- HAD 502 Health Care Law 3**
Impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems. Examines principles and practices of law, legal relationships, sources of law and legal processes affecting the health services system. Conceptual foundations are drawn from the political sciences.
- HAD 504 Human Resources Management 3**
Examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting HRM operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined. There are no pre-requisites.
- HAD 505 Health Care Statistics and Research Methods 3**
Designed to examine basic statistical techniques which are utilized in analyzing health care data. Topics include probability, sampling, use of central tendency measures, reliability and validity, graphics, data display, frequency distribution, regression analysis, ANOVA, and technical report writing. There are no pre-requisites.
- HAD 506 Health Care Economics and Policy 3**
This required graduate course studies theoretical foundations of economics and public policy and applies them to the healthcare sector. The course examines provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditures, utilization, healthcare reform, and the healthcare-public-policy making process including policy formulation, implementation, and modification. Prerequisite, HAD 519, or permission of the instructor.
- HAD 508 Leadership in Health Care Organizations 3**
Micro and macro organizational behavior theories provide the theoretical foundation for this course. The processes of communication, value analysis, problem solving and decision making are explored at an individual, team and organizational level. The imperative for healthcare leaders to understand and manage change will be emphasized. Various models of leadership will be critically analyzed. Conceptual foundations are drawn from the social sciences, psychology and related disciplines. Prerequisite, HAD 504
- HAD 509 Administrative Issues 3**
This required graduate course is the capstone course. Students apply and integrate knowledge, theories, principles, methods, skills, competencies, values, and viewpoints developed throughout the curriculum to resolve health administration case studies and to complete an applied health administration project. Pre-requisites are 44 core HAD credits or approval by the Program Director.
- HAD 510 Hospital Administration 3**
Operating and administrative issues and problems in health and hospital systems with emphasis given to hospital operation, organization, and administration. The future role of acute care is examined in the context of integrated delivery models and systems.

- HAD 512 Medical Practice Administration 3**
Examines factors influencing physician practices and the quality of physician services. Topics include operating and administrative issues, compensation, staffing, billing, collections, reimbursement mechanisms, and governance. The course also examines PHOs, HMOs, SDOs, MSOs and other integrated delivery networks, organizations and systems affecting physicians.
- HAD 513 Long Term Care Administration 3**
Operation and administration of long term care facilities. Differences between acute and long term levels of care, types of long-term-care facilities, and special concerns of the long-term-care resident. Emerging models of care are discussed in addition to traditional management functions in the industry.
- HAD 515 Health Care Planning and Marketing 3**
This required graduate course studies the purpose, function, and application of planning and marketing in health care. Content includes strategic planning, situational analysis, strategy formulation, action planning, exchange, buyer behavior, segmentation, market research, products/services, pricing, distribution, promotion, and marketing control. Selected theoretical concepts are drawn from disciplines such as economics, psychology, and sociology. Prerequisites are HAD 500, HAD 501, HAD 505, and HAD 519, or permission from the instructor.
- HAD 517 Global Health Management 3**
This course provides an introduction to global healthcare services and systems. Provides a foundation for comparing and analyzing cultural, historical, geographic, environmental, economic and political factors that influence health. Examines determinants of health and illness, health status, public health, health policy and global healthcare management. A hybrid course utilizing different countries for study abroad.
- HAD 519 Health Services and Systems 3**
This required graduate course studies managerial epidemiology, access to care, health services, health providers, workforce, technology, financing, insurance, health policy, health planning, quality, and the evolution and structure of the U.S. health care system. Conceptual foundations come from systems theory, epidemiology, sociology, political science, and economics. There are no pre-requisites.
- HAD 521 Health Care Financial Management II 3**
Exposure to complex problems and case studies with a focus on healthcare providers. This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques. Topics include: quantitative analysis in financial management; premium rate setting; cost and utilization rates; advanced managerial accounting concepts; variance analysis; HMO rate setting; private and public healthcare reimbursement systems under managed care; financial aspects of integration; managing resources. Prerequisite, HAD 501.
- HAD 522 Health Care Operations and Quality 3**
This course studies fundamental principles, concepts, and approaches regarding health care operations management, quality management, and process improvement. The systematic approach to quality includes patient safety, clinical process improvement, and credentialing. Prerequisites are HAD 500, HAD 501, HAD 505, and HAD 519, or permission from the instructor.
- HAD 523 Health Care IT Management 2**
This course utilizes a systematic approach to study health care information technology management. Topics include terminology, organization, strategy, planning techniques, systems selection, contract negotiation, project management, medical informatics, technology trends and issues for health care. Prerequisites: HAD 500 and HAD 519 or permission of instructor.
- HAD 525 Health Care Ethics 3**
The course will introduce the student to the presence of basic ethical concerns in the practice, distribution and administration of healthcare. Current knowledge, scholarship and the practical nature of the subject are examined through consideration of ethical theories, current professional readings, and a variety of cases.
- HAD 526 Grants Writing and Management 3**
A health administration elective course focusing on the development integration and application of knowledge; reviewing request for proposal requirements, work plans and evaluation plans; concepts in formatting; grant writing principles, methods, techniques, competencies; and developing a rationale needs statement, draft proposal, budget, and final proposal to secure a competitive grant.
- HAD 580 Internship in Health Administration 3**
A fieldwork placement in a staff or administrative position which is usually completed during a regular academic session. A semester project and preceptor designation is required. Prerequisite, Completion of HAD 509.

- HAD 581 Administrative Residency** **8**
A 1,000 hour fieldwork experience in a senior management position. Normally involves exposure to all major operating functions and contacts with department heads, administrative staff and medical staff. Includes exposure to governing-board functions, governmental forces and community influences. The resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. A major project is required. The residency is usually completed during two semesters. Prerequisite, 44 core credits completed.
- HAD 582 Directed Study** **1-3**
Allows the student to pursue an area of interest under the guidance of a faculty member. Approval by the Program Director is required. Prerequisite, six core credits completed.
- HAD 583 Externship in Health Administration** **1**
A 50 hour fieldwork experience under supervision of a preceptor which is completed during a regular semester. Allows the student to experience a new healthcare setting or in-depth study of a division or department within an institution. A written report is required summarizing the fieldwork experience. Prerequisite, nine core credits completed.
- HAD 584 Special Topics** **1-3**
Topics of current interest such as advanced managed care are sometimes offered.
- HAD 595 South American Health Systems (Brazil Study Tour)** **3**
This course focuses on global health care services and systems in South America. A foundation for understanding, comparing, and analyzing South American countries is provided. Context includes reference to Central America and the Caribbean. Emphasis is placed on population health, health disparities, tropical medicine, and health management strategies. International travel is required.
- HAD 596 European Health Systems (Slovakia Study Abroad)** **3**
This course provides special emphasis on global health care services and systems in Europe. A foundation for understanding, comparing, and analyzing European countries is provided. The context for the course will also include reference health policy in Europe. The course allows students to appreciate social, cultural, historical, geographic, environmental, economic and political factors that influence health in Europe. International travel is required.

PROGRAM FACULTY

The faculty bring real-world work experience plus doctoral education to the Program. The departmental faculty have held full-time administrative positions in health organizations prior to their current academic positions, so they teach from experience. The faculty are involved in research, publishing, speaking engagements, consulting, community service, and continuing education to stay current in their fields.

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Sharon Falzone, Ed.D. Director, NEPA Health Care Quality Unit The Advocacy Alliance Scranton, PA	Sean Youngblood, MHA Director of Finance Northeastern Rehabilitation Associates, PC Scranton, PA

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