Master of Health Administration
Online Program

PROGRAM MANUAL

ACADEMIC YEAR: 2022-2023

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

Revised: August 2022

The Program

The online Graduate Program in Health Administration was established in 2014. 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 serve as members of the Department's Professional Advisory Committee. 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.

Panuska College of Professional Studies

The J. A Panuska College of Professional Studies houses academic undergraduate and graduate programs in a community of learning where students receive exemplary preparation for the profession of their choice and a solid education in the liberal arts and sciences. The Panuska College's academic programs are committed to service learning through theory and practice, developing our students into being "women and men for others." All students in the College's academic programs perform community service through coursework and projects as a requirement for graduation. The College is set apart by its commitment to service, devotion to the Ignatian qualities of care for one another and concern for those less fortunate as demonstrated in the Leahy Community Health and Family Center. All of the PCPS programs are accredited by the appropriate professional organizations.

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 Charter 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 online MHA Program is to achieve and to be known for excellence in health administration education, scholarship, and service.

Values

The online 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, both on campus and online, 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 online MHA program requires 47 credits to include 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 Applied Practical Experience, so students do a fieldwork course in their graduate studies. A 3-credit (150 hours) administrative internship, 1000 hour residency or a directed study (HAD 582) is required. The fieldwork site is selected by the student, in consultation with the student's advisor, to complement and assist in achieving career goals. The internship (HAD 580), Residency (HAD 581) 1000 hours or Directed Study (HAD 582) is taken at the end of the program either simultaneously or immediately following HAD 509. Students receiving financial aid should contact the Financial Aid office prior to signing up for an Administrative Internship or 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.

When a student notifies the appropriate faculty of his/her intended fieldwork site, the faculty member will forward to the student: 1) The University's standard form of affiliation agreement for the student to have executed by the site; 2) A template workplan for the student to use in preparing his/her work plan in conjunction with the designated preceptor at the Internship site; and 3) A copy of the current online MHA Fieldwork Manual. The student must submit the executed affiliation agreement and finalized work plan to the appropriate faculty member two weeks before the start of the Internship or Residency.

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 discussions with their academic adviser and during the student's studies.

Prior to fieldwork experience students will be required to obtain specific clearances. Fieldwork includes administrative internships, residencies or 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.

MHA COMPETENCY MODEL & COURSE OBJECTIVES

The online 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-seven (27) 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 27 element competency assessment three times throughout the Program, in 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 HAD 580, HAD 581 or HAD 582.

The following five non-credit program requirements must be completed prior to graduation from the online MHA degree Program:

1. All online MHA students must know and understand the purpose, norms, values, principles, and rules for academic integrity. Within 30 days of beginning classes, all students should complete the University On-Line Academic Integrity Tutorial. This is available at: http://academic.scranton.edu/department/wml/academicintegrity.html (Click on Graduate Academic Integrity Tutorial).

2. By the end of the first semester, all online students taking MHA courses are expected to join the American College of Healthcare Executives (ACHE). Students must meet this requirement by the time they complete HAD 519.

   A copy of the membership card or letter must be submitted in the course drop box to be placed in the student academic file. Membership must be maintained throughout graduate studies.

   Activities
   - Complete and submit enrollment application and join ACHE as a Student Associate
   - Attend appropriate meetings
   - Read and abide by association bylaws, code of ethics and other standards
   - Attend activities and educational programs sponsored locally by the association
   - Know association's rules for admission, advancement, and affiliation, etc.
   - Participate actively in the association
   - Network with association members

3. Prior to graduation, online MHA students must complete 24 hours of voluntary community service by being actively involved with health care (or related) services to the community. Service provided should be related to what has been learned in MHA courses. Students should choose and perform service opportunities that enable one to practice/use what has been learned in MHA courses. Obtain a letter from the organization that acknowledges the service. This letter should be given to the student's academic advisor to be placed in the student's academic file. Students must meet this requirement by the end of HAD 509 and also submit a copy of the letter into a drop box in the course. Students who began their studies in Fall 2020 must complete the community service by the end of HAD 515.

   Activities
   - Select an appropriate program, agency or organization.
   - Try to be involved with the board and/or management.
   - Complete voluntarily service as agreed to with the organization.
   - Represent well the University of Scranton MHA Program.
   - Obtain a letter from the organization that acknowledges the service.

4. Mentors are professional colleagues who actively provide guidance, support, coaching, advice, learning opportunities, information, and help in reaching major life-career goals. The mentoring relationship is important for professional development. By the end of HAD 504 MHA students must have an identified external mentor confirmed in writing by the external mentor. Ideally, the external mentor should be an influential, senior management professional from the health care industry who may work in the same organization as the student. A mentor should have at least five years of health care management experience. A mentor is typically an experienced professional in the field, who is willing to devote time and energy to help the mentee grow professionally and personally. Consider age, gender, ethnicity, health care setting, academic background, personality, availability, and other mentor characteristics in selecting an appropriate external mentor.

   The mentoring relationship has both formal and informal aspects and is based on modeling behavior and extended dialogue in a one-to-one learning relationship. The mentor and mentee (student) should meet periodically (at least quarterly) and engage in meaningful activities as part of the mentoring relationship and process. Mentoring includes any or all of six broad components: (1) leadership development, (2) emotional and psychological support, (3) direct assistance with career and professional development, (4) role modeling, (5) social support, and (6) teaching-learning support. Students must identify mentor before the completion of HAD 504 and submit the mentor's letter into the drop box in the course.

Activities

- Discuss mentorship and the mentoring process with your academic advisor.
- Identify what you want to gain from your mentor.
- Talk with faculty, senior executives, MHA alumni, professional association members, and your academic advisor to find an appropriate person willing to serve as your mentor. Select a mentor that matches your background, needs, values, etc.
- Ask your external mentor to submit a letter to your academic advisor confirming the relationship, willingness to serve for the duration of your graduate studies, meeting frequency, and specifying activities to be utilized, pursued, or developed. This letter will be placed in your academic file. Submit the letter in the drop box in HAD 504.
- Keep a Mentorship Log documenting meeting times, dates and significant activities and submit monthly to student file.
- Develop mentorship goals and objectives, and review them for progress monthly.
- Submit a semester reflection summary regarding the activities and discussions with the external mentor. The reflection summary needs to be submitted to the academic advisor during semester meeting for registration. This should be 2-4 pages.

5. All students beginning studies in or after Fall 2020 must attend two Professional meetings at the national or regional level (examples include: ACHE, HFMA, MGMA. Proof of attendance must be submitted in HAD 509. .

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.

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. All students beginning the online MHA Program in Fall 2020 or later will be included in the program. 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-course 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.

In the online program, each course instructor will complete an evaluation of the student. Students receiving a score below a specified level will be referred to their Faculty Advisor for appropriate follow-up.

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 first term 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.

Additional Professional Requirements	**Required Completion Date**
1) Attainment/Assignment of External Mentor	By End of HAD 504
2) Attainment of ACHE Membership	By End of HAD 519
3) University Academic Honesty Tutorial	By End of HAD 519
4) Professional Meeting Attendance (2 Events)	By End of HAD 508
5) 24-hours Community Service	By End of HAD 525

[All students beginning the program in Fall of 2020 or later will submit proof of completion by the end of HAD 515]

(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.)

Online MHA Fit-For-The-Profession Student Evaluation

	Well Developed	Acceptably Developed	Somewhat Developed	Underdeveloped	Did not Observe
	4	3	2	1	
I. Communication Skills					
A. General Speaking Skills					
Articulate					
To-the-Point/Focused/Concise					
Audience Adaptable					
B. General Writing Skills					
Clear/Concise/Focused					
Comprehensive					
Standard English/Appropriate Use of Terminology					
C. Team Interaction					
Respectful/Appropriate					
Cooperative/Interactive/Participatory					
Curious					
	Well Developed	Acceptably Developed	Somewhat Developed	Underdeveloped	Did not Observe
II. Professionalism	4	3	2	1	
A. Ethical					
Accountable					
Integrity/Honesty					
B. Maturity					
Personal Appearance					
Demeanor					
Self-Reliant					
Flexible					
Appropriately Confidence and Humble					
C. Time Management					
Dependable/Reliable/Punctual					
Organized					
Prioritization Skills					
	Well Developed	Acceptably Developed	Somewhat Developed	Underdeveloped	Did not Observe
III. Leadership and Decision Making	4	3	2	1	
A. Understanding Audience/Stakeholders					
Motivational Skills					
Listening Skills					
Openness to Feedback					
Flexible					
Emotional Intelligence					
B. Confident Decision Making					
Accountability					
Access Strengths/Weaknesses of Self					
Access Strengths/Weaknesses of Others					

	Well Developed	Acceptably Developed	Somewhat Developed	Underdeveloped	Did not Observe
IV. Health Care and Business Skills	4	3	2	1	
A. Problem Indentification					
DATA Understanding/Measuring Results					
Research Skills					
Stakeholder Assessment/Scope Awareness					
B. Critical Thinking					
Understands Process/Project Steps and Deliverables					
Use facts to support Decisions					
Risk/Reward Assessment (Pros/Cons)					
Resourceful/Curious/Creative					
Thorough/Comprehensive					
C. Ability to Summarize Conclusions & Define/Recommend Next Steps					

Admission

The following are required to apply for admission:

- Bachelor's 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 (one must be from a supervisor or other professional reference);
- Resume and career statement with career goals;
- Score of 575 (paper) or 213 (computer) or 80 (internet) on the TOEFL exam for international students; Step Test – Pre-1st; IELTS – Band 6
- GRE or GMAT (may be required, depending on other qualifications)

A combined M.D./Master of Health Administration Degree program is available to medical students from Geisinger Commonwealth School of Medicine who meet specific admissions criteria. Also, there is a concentration in health care management available for Master of Business Administration students as well as a joint online MBA/MHA degree. Contact the MHA Program Director for additional information.

There are also four specializations available to online MHA students: Global Health Management, Health Informatics, Population Health and Long Term Care Administration. Each of these specializations requires a minimum of six additional credits beyond the standard degree requirements. For further information, students should contact their academic adviser.

A fifteen credit Executive Certificate in Healthcare Administration is also available for students who are not pursuing a Degree. For further information, contact the MHA Online Program Director.

Applications are accepted, processed, and acted upon for a Fall, Spring or Summer admissions process. This means there is no specific application deadline. Instead, the Program handles applications when they are submitted. An applicant must be accepted by the Graduate School before starting coursework.

Accommodations for Disabilities

Students with Disabilities
In order to receive appropriate accommodations, **students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation**. Students should contact Mary Ellen Pichiarello (Extension 4039) 5th floor, St. Thomas Hall, for an appointment. For more information, see 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, stop by during the Writing Center's regular hours of operation, call (570) 941-6147 to schedule an appointment, or complete the Writing Assistance Request Form online. You can also schedule an online appointment using Google Docs and Google Talk.

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. 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

Courses are scheduled in consecutive 7 week terms. Ordinarily, students will take 1 course in each term with the exception that HAD 523 and HAD 525 should be taken in the same 8 week term and the 3 credit elective may be taken in the same term as another course, sometime after the completion of HAD 525.

Applied Practical Experience

The online Master of Health Administration (MHA) Program requires skills and exposure to the health care environment. 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 internship, residency or directed study 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 internship is one hundred fifty (150) hours. The course, HAD 580, earns three (3) academic credits. The internship is in addition to the forty-four (44) credits of coursework required for the graduate degree. An Administrative Residency (HAD 581 for 1000 hours or a Directed Study (HAD 582) for 3 credits are considered Applied Practical Experience. See course descriptions on page 19-20.

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. 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 extending the time needed to complete the online MHA degree.

Advisor/Mentor

Each online 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 often with the faculty member.

Student Expectations & Grievances

The online 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 online 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 online 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, and to the HAHR Department Chair. 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 Dean of the Panuska College of Professional Studies, who will make a final resolution.

Writing Style

The online 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 online MHA 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.

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 the Bursar's Office at 570-941-4062.

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

Updates

Online students are requested to notify both the PCPS and the online MHA Program of changes in name, address, telephone, employer, FAX, e-mail, etc.

Forms

All forms can be downloaded from www.scranton.edu/academics/cgce/online%20admissions.shtml

- Transfer of Credit [to request evaluation of courses for transfer into program]
- Online Student Application for Comprehensive Examination
- Signed Affidavit Verifying Work Experience
- Online Learning Complaint Process for Out of State Students

When you begin your final term, you must apply for your degree. Your degree is not granted until you apply. Log on to my.scranton.edu and Apply for Graduation.

Department Staff

Faculty maintain regular office hours, which are posted 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 Friday from 7:00 am to 3:00 pm.

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 including: Aetna US Healthcare; American Lung Association of NJ; Allied Services; Beverly Health Care; Blue Cross; Children's National Medical Hospital; CIGNA Health Care; Geisinger Health System; Heritage Alliance; HIP Health Plan of New York; Kaiser Permanente; Lehigh Valley Health Care System; Lourdes Hospital; Lovelace Health Systems; Commonwealth 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.

International Partnerships

Since 1995, the Department and MHA Program have developed international partnerships in Central and Eastern Europe, Brazil, Africa and Asia. There are other partnerships in Mexico and Colombia. 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. A Global Health Management Specialization is also available.

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MHA Online Program Assistant Director: Michael Costello	570-941-4776
Rita DiLeo	570-941-7598
Maggie Koehler, Fieldwork Coordinator (Residential program)	570-941-7636
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Dr. Hengameh Hosseini	570-941-4242
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Bursar	570-941-7595
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Computer Services	570-941-4173
Counseling Center	570-941-7620
Fax for Department	570-941-5882
Financial Aid	570-941-7701
Graduate & Continuing Education (on-line)	570-941-4260
Information	570-941-7400
Library	570-941-7525
Registrar	570-941-7720
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/department/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 526 – Grants Writing and Management
HAD 595- South American Health Systems (Brazil Study Abroad)
HAD 596 – European Health Systems (Slovakia Study Abroad)

Applied Practice Experience

HAD 580 - Internship in Health Administration (3 credits)
HAD 581 – Administrative Residency (8 credits)
HAD 582 – Directed Study

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

* Foundation courses taken in first year

Online Master of Health Administration
Course Sequence
Full-Time

1) HAD 519, HAD 501, HAD 504 (Any order)
2) HAD 500, HAD 505, HAD 521 (Any order)
3) HAD 522, HAD 523, HAD 525 (Any order)
4) HAD 515, HAD 508, HAD 502 (Any order)
5) HAD 506
6) HAD 509 (Capstone)
7) HAD 580, 581, or 582
   Elective after 21 credits

Fieldwork – can be scheduled contemporaneously with, or following the completion of HAD 509

Elective (3 credits required):

HAD 510 - Hospital Administration
HAD 512 - Medical Practice Administration
HAD 513 - Long Term Care Administration
HAD 517 – Global Health Management
HAD 526 – Grants Writing and Management
HAD 595 - South American Health Systems (Brazil Study Abroad)
HAD 596 – European Health Systems (Slovakia Study Abroad)
HAD 581 - Administrative Residency (8 cr.)
HAD 582 - Directed Study (1-3 cr.)

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.

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 all course work except HAD 509 which may be taken at the same time as HAD 580.

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 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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