



THE UNIVERSITY OF
MEMPHIS®

Master of Health
Administration Program

Learn. Lead. Care.

MHA STUDENT HANDBOOK

Revised:
August 1, 2021

Division of Health Systems Management & Policy
The University of Memphis School of Public Health

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION UNIVERSITY

MASTER OF HEALTH ADMINISTRATION Program Overview

- Designed to prepare graduates with the knowledge and skills to face the challenges and changes in the health services industry.
- Professional and academic development in health administration.
- Fully accredited for the maximum accreditation term by CAHME (Commission on Accreditation of Healthcare Management Education). The only CAHME accredited program in Tennessee.
- Emphasizes skills and techniques in management and leadership, health planning, health finance, human resources management, health law, healthcare economics, policy development and implementation, information systems, and administrative and quantitative decision-making.
- Graduates are qualified for careers in hospital and health systems administration, medical group management, health insurance and managed care, home health care, and long-term care.
- 53 hour-master's degree program.
- Offered as full-time or part-time (evening classes).
- High value, very reasonable public university tuition.
- Located in a CEPH (Council on Education for Public Health)-accredited School of Public Health.

INTRODUCTION

The Master of Health Administration (MHA) program at The University of Memphis (UofM) is designed to prepare graduates with the knowledge and skills to face the current changes and future challenges in health services management and leadership. It is also designed to enhance both professional and academic development in the healthcare arena. It is fully accredited by CAHME (Commission on Accreditation of Healthcare Management Education). The 53-credit hour program offers both full- and part-time options to fit your career and life. The MHA program ensures that students have the necessary competencies to achieve success.

Mission

The mission of the University of Memphis MHA Program is to provide a high-quality educational experience that will, through both on-campus and executive tracks, prepare students for success in a variety of healthcare institutions. Through our strong relationships with healthcare community partners, combined with innovative classroom and blended learning methods, we provide our students with real-world healthcare management practice and immersion experiences.

The Program's student leadership and professional skills development program in both tracks enhances students' attainment of program competencies allowing our students to transition more effectively into entry level positions or promotion and advancement in healthcare management.

The Program's engaged scholarship model mirrors the University of Memphis and the School of Public Health approaches to scholarship as it provides an avenue for our faculty to collaborate with our community partners to generate and translate knowledge through applied research activities.

Vision

The University of Memphis MHA Program's vision is to be one of the country's top MHA programs and to be the program of choice to the Mid-south healthcare community for developing leaders in the healthcare management field.

Values and Values Statements

Our values of **Respect, Commitment, Diversity, and Excellence** are consistent with the values of the University of Memphis. Our values statements serve to illustrate how we translate our values into action and the values we hope to achieve.

Respect: an expectation to create and reinforce a culture of positive regard and fairness for all colleagues and students

- Treat each other as valued colleagues and model our code of conduct in our actions with our students, our peers and each other.
- Earn and keep our student's trust by adhering to high standards of honesty, open communication and fairness.

Diversity: an expectation to valuing a diverse community of students, faculty, and staff who represent the community they serve

- Respect diversity and value the mosaic of ethnicity, culture, religion, and lifestyle as components in successful healthcare management and education.
- Incorporate an understanding of the impact of diversity on healthcare management throughout our curriculum.

Commitment: an expectation to strive for personal and professional excellence in the field of health care management and health care management education

- Encourage commitment to the pursuit of lifelong learning as a key step to personal and organization improvement. Use evidence-based teaching principles and teaching methods.
- Recognize our student's input and contributions and use this information to improve program delivery and outcomes.

Excellence: an expectation of our program to exceed the professional internal and external standards in the community we serve

- Challenge our students and ourselves to solicit and respectfully consider different viewpoints, perspectives, and ideas. We will engage our students wherever they are (online and on campus) recognizing their knowledge of and contributions to learning communities.
- Engage our students wherever they are (online and on campus) recognizing their knowledge of and contributions to learning communities.
- We believe success of our students is one of the most important measures of the success of our program and as such will support students to achieve their desired potential.
- Promote student learning and engagement inside and outside the classroom through experiential learning opportunities, student engagement, and creation of learning communities.
- Collaborate with community partners, academic colleagues, and others on mutual interest of improving.
- We collaborate with community partners, academic colleagues, and others on mutual interest of improving.

MHA PROGRAM MOTTO: LEARN. LEAD. CARE.

After thorough discussion among the faculty, staff, and students, and with the support of our Advisory Board, the MHA Program adopted the motto of “Learn. Lead. Care.” to reflect our three-fold focus on educating current and future healthcare leaders with the competencies, skills, and characteristics of caring, servant leaders. We feel strongly that this motto captures the core ethos of the University of Memphis MHA program and, with our Mission, Vision, and Values, serves as a guiding star to the decisions we make and the directions we take as a program not just to deliver a world-class, high quality educational experiences, but to shape the future of healthcare through its future leaders.

MHA COMPETENCIES

The MHA program has been designed to help students develop the competencies they need to be successful in healthcare management.

Leadership

- Articulate, model, and reward professional values and ethics
- Understand and model stewardship of organizational resources
- Know, support, and use team development methods
- Use system and strategic thinking models and methods to make decisions and solve problems
- Understand and apply models and methods of organizational change and innovation

Communication

- Write clearly and effectively
- Speak clearly and effectively before individuals and groups, in formal and informal settings
- Display effective listening and communication skills
- Listen, hear, and respond effectively to the ideas and thoughts of others
- Develop, organize, synthesize, and articulate ideas and information

Critical Thinking

- Learn from mistakes
- Ask the right questions when making decisions

Science/Analysis

- Understand the structure and conduct of quantitative and analytical methods, including economic and financial evaluation, linear regression analysis, and forecasting methods
- Monitor data and identify deviations for both internal processes and procedures and for external trends
- Evaluate testable hypotheses commonly arising in a management setting, selecting and applying appropriate quantitative methods
- Examine qualitative and quantitative data to determine patterns and trends

Management

- Work effectively with other professionals
- Understand, demonstrate, and reward cultural sensitivity and competence
- Understand and apply basic concepts and tools that are integral to strategic thinking, planning, and management

I GENERAL INFORMATION

As an institution of higher learning, The University of Memphis has three major goals: education, research, and public service. The Master of Health Administration (MHA) program affords graduate students a unique opportunity to pursue these three goals. Through education, research, and public service activities, individuals are prepared for effective participation in health affairs.

The MHA program educates students for careers in the broad range of healthcare organizations and services. The program is designed to prepare its graduates to obtain the knowledge and skills necessary to meet tomorrow's challenges in the healthcare management field. The program combines interdisciplinary academic preparation with field experiences.

II DIVISION OF RESPONSIBILITY

The information contained in this statement of policies and procedures is designed to guide the student in making choices and to answer questions frequently asked concerning the Professional Degree program in Health Administration. This is not intended as a substitute for the Graduate Bulletin of the University of Memphis or the Policies of the Graduate School. A graduate student is expected to know and understand the requirements of the Graduate School and the Graduate Program in Health Administration. Consequently, a student should consult all of these documents carefully (see <https://catalog.memphis.edu/content.php?catoid=15&navoid=638>).

The policymaking bodies for The University of Memphis Graduate School are the University Council for Graduate Studies and Research and the individual College-level Councils for Graduate Studies and Research. The policies of these bodies, as well as those of the University that affect graduate programs, are administered by the Vice Provost of Research and the Graduate School. Between scheduled meetings of these bodies, the Vice Provost of Research and the Graduate School, with the approval of the President of the University, may act on a problem not covered by approved policy.

Within the policy guidelines established by the University Council for Graduate Studies and Research and the College-level Councils of Graduate Studies and Research, the faculty of the MHA program is the policymaking body for program policies and procedures.

III PROGRAM POLICIES AND PROCEDURES

The policies and procedures of the MHA program are established by the MHA faculty. Requests for an exception to program requirements must be approved by the MHA faculty. All decisions, including those made by committees and the Program Director, may be appealed first to the Director of the Division of Health Systems Management and Policy, and then if still not resolved, the Dean of the School of Public Health.

A. Professional Degree Programs Prerequisites

Students are accepted from all undergraduate disciplines and professional areas; however, the program faculty determines if students must complete up to nine (9) hours of prerequisite course work before being fully admitted into the program.

All students entering the MHA program should be competent in word processing, spreadsheet, and data analysis software packages. Students who do not demonstrate competence in these computer skills will be encouraged to take the short courses on these subjects offered by the Information Technology Division of the University of Memphis.

B. Professional Degree Program Admission

Admission to the MHA program will be based on selection from a pool of applicants who meet the minimum undergraduate GPA and aptitude examination scores. All applicants must submit scores for the verbal, quantitative, and analytical writing components of the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT) unless waived by the Graduate School and the MHA faculty.

Significant weight is given to the following factors in determining admission to the MHA program:

1. An undergraduate grade point average on a four-point scale from an accredited college or university.
2. GRE or GMAT aptitude (verbal plus quantitative plus analytical writing) total score (currently waived).
3. Letters of recommendation from at least two persons (three are requested; at least one must be from a current or previous professor) familiar with the applicant's academic background or experience in health administration, specifying in detail the applicant's capabilities for graduate study and for future performance as a health administrator.

4. A statement of approximately 500-750 words indicating the applicant's present interests and career goals, including why the applicant wants the MHA degree.
5. Resume containing information of the student's education, previous and current work, and community service experience.

Selection for admission from among the pool of qualified applicants will be made by the program faculty. An MHA Admissions Committee comprised of the MHA Program Director and at least two faculty members from the MHA program, will review applicants and make recommendations for admission to the MHA program.

A student admitted to the University may be denied admission into the MHA program for justifiable cause. The student may be required by the Admissions Committee to take undergraduate course work prior to his/her admission to the program. Graduate credit is not allowed for courses taken to make up academic deficiencies. Students denied admission to the MHA program may reapply for admission when they have completed the recommended undergraduate courses with satisfactory grades.

C. Retention

A student fully admitted to a Professional Degree Program as a Graduate Master's student is defined as being on probation when his/her cumulative graduate GPA is below 3.0. If the student's GPA in courses taken to be applied to the degree program is below 3.0, the student will be permitted to enroll for up to 12 additional semester hours. If the student fails to achieve a 3.0 in courses to be applied to the program after the completion of 12 semester hours following the semester being placed on probation, that student will be dismissed from the program.

The student on probation and the MHA Program Director will review the conditions leading to probationary status. The Program Director, in consultation with MHA faculty, may require the student to enroll in courses deemed to meet weaknesses demonstrated by the student's probationary status. The MHA Program Director may specify grades to be received in specific courses. All courses taken by a student on probationary status require the approval of the Program Director. The student will be informed in writing of the courses approved and the consequences should he/she fail to achieve a sufficient graduate GPA of 3.0 in courses to be applied to the program at the end of each semester in which he/she is on probation.

Grade Point Average: Graduate students must maintain a 3.0 GPA ("B"). Grades of "D" and "F" will not apply toward any graduate degree, but will be computed in the GPA. No more than 7 hours of "C-," "C" or "C+" will be applied towards meeting degree requirements. Grades earned at another university will not be computed in the cumulative GPA. Grades in courses that are older than the time limitation for degree will be shown on the transcript but will not be included in the computation of the GPA used

for graduation. Only courses that have been validated will count toward the degree (see below for validation policy). The overall GPA required for graduation, computed on all graduate level courses completed whether or not they are listed on the candidacy form, must also be 3.0. Grades earned in the final semester may not be used to correct GPA deficiencies.

Repetition of Courses: A graduate student may repeat a course to earn a higher grade only if the earned grade was a "U" or lower than a "B" (3.0). **No course may be repeated more than once to improve the grade.** Only the grade earned in the second attempt will be included in the computation of the cumulative grade point average. A maximum of two courses may be repeated during the student's total graduate career to improve a grade. However, if a student advances to a doctoral program and wishes to repeat a third course at the doctoral level, the student must seek approval from the college director of graduate studies. Students should always check with their advisors before enrolling in a course a second time.

Academic Misconduct

For the purposes of this section the following definitions apply:

1. **Plagiarism** – The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution,
2. **Cheating** – Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours,
3. **Fabrication** – Unauthorized falsification or invention of any information or citation in an academic exercise.

Any student found to have committed plagiarism, cheating, and/or fabrication faces a recommendation of dismissal from the MHA program at the discretion of the instructor of the course in which the offense(s) occurred by initiating the Academic Misconduct process. Recommendations for dismissal are made to the MHA Program Director, HSMP Division Director, SPH Dean, and ultimately the Dean of the Graduate School. Only the Dean of the Graduate School can officially dismiss a graduate student.

D. Student Grievance Procedures

Students are urged to communicate concerns to the Director of the MHA Program. If the issue is not resolved at the program level, the student is encouraged to bring his or her concern to the Division Director of their respective Division or to Associate Dean for Students and Public Health Practice. Their next recourse is to bring the concern to the Office for Institutional Equity (OIE). This office monitors the University's policy on equal opportunity and affirmative action in employment and education in that it will not discriminate based on race, color, national origin, religion, age, sex (except where sex is a bona fide occupational qualification), disability, where the person is a qualified

disabled person, or because of their status as a qualified disabled veteran or veteran of the Vietnam era.

Appeals Procedures: Any graduate student has the right to appeal decisions made by University officials in the implementation of University policy. If a student feels that individual circumstances warrant an appeal, the request for appeal must be filed in the University office responsible for the administration of that policy or the office specified in the policy statement.

For more information, please visit:

<http://catalog.memphis.edu/content.php?catoid=9&navoid=222#appeals-procedures>

E. Additional Important Policies

Promoting a Positive Learning Environment

The School of Public Health recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide an opportunity for all students to openly discuss issues of diversity including, but not limited to, age, disability, ethnicity, gender, race, religious beliefs, and sexual orientation.

Personal Conduct

As a community of scholars, it is expected that the instructor and students will work together at all times to create an atmosphere that fosters shared discovery and mutual respect. The instructor will be prepared for each class meeting, and likewise, students are expected to arrive prepared to ask questions, discuss, and learn. Students are expected to handle feedback from the instructor in a constructive manner. Students are expected to complete all assigned readings and writing assignments, and to participate in class discussions.

Class attendance is an important component of the course. Students are expected to be on time and to attend and participate in all classes. If a student must miss class for some excusable reason, the instructor must be notified at least 12 hours in advance, except in the case of emergencies. Unexcused absences from more than two (2) class meetings may result in a grade of F for the class. Students who must miss class in order to attend to or participate in university, military, or other duties may have their absence(s) excused. Students must notify the instructor as far in advance as possible so that appropriate arrangements and/or accommodations can be made. The instructor

reserves the right to make individualized accommodations to best meet student, instructor, and university requirements. Students who fail to notify the instructor in advance of excusable absences may not have their absences excused. Regardless of whether absences are excused and/or accommodations are made, students are required to complete all assignments and may receive an Incomplete grade of "I" for the course until all assignments are completed.

Certain behaviors are disruptive and disrespectful to the instructor and other students and are not acceptable. These include tardiness, use of cell phones or other digital devices, or engaging in side conversations while others are talking. If arriving late is unavoidable, notify the instructor in advance, if possible. Set your cell phone to silent if it must be available for an emergency. In addition, the students will not be allowed to use any electronic devices during the exam. Use of such devices during exam may result in a failing grade. Students who engage in these behaviors may be asked to leave and not allowed to return until a meeting with the instructor has occurred during which a plan to avoid future classroom disruptions has been worked out.

Professional Dress Standards

As students in graduate and professional degree programs, an important part of your education is the development of a strong and compelling professional image and demeanor. As a reflection of and in preparation for your future career, you should dress professionally when attending class. Business formal, business casual, and dressy casual are acceptable forms of dress in this course. Your dress should reflect this standard. Since many students arrive directly from work to attend class, those students whose work requires other clothing (such as clinicians who wear scrubs) can attend class in that attire. However, business casual or better is required when guest speakers will attend class and if and when we have any off-site course-related activities. Business formal is required when you are making a presentation to the class.

Academic Conduct

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. This also applies to oral sources, such as material taken from lectures or interviews. Plagiarism is a serious violation of [University policy](#). Examples of plagiarism include, but are not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials.

It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions, such as reduction or zero grade in that assignment, suspension or expulsion, by the School of

Public Health and The University of Memphis. If there is evidence of plagiarism in work that is published, the student could face legal and/or financial consequences. If the student has any doubt about acknowledgment of appropriate sources, they are encouraged to speak with their instructor or advisor. Here is more information on [what constitutes plagiarism](#).

Cheating is also not acceptable at the University of Memphis. Cheating includes but is not limited to the following: using any unauthorized assistance in taking quizzes or tests; acquiring tests or other academic material before such material is revealed or distributed by the instructor; failing to abide by the instructions of test taking procedures; influencing, or attempting to influence, any university employee in order to affect a student's grade or evaluations; any forgery, alteration, unauthorized possession, or misuse of University documents.

"Your written work may be submitted to Turnitin, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Special Needs

Any student who has special needs for assistance and/or accommodation, and who is registered with the Office of Student Disability Services should meet with the instructor during the first week of classes.

Inclement Weather Policy

In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be notified, according to the

[Emergency Closing Policy](#). Additionally, the University of Memphis has established an inclement weather hotline 901-678-0888.

IV EXPERIENTIAL LEARNING OPPORTUNITIES

All students will have an opportunity to learn in a setting other than the classroom. This is accomplished by serving a minimum of 300 hours in a paid or unpaid **Internship** with a formal healthcare organization. Some students will be fortunate enough to also be selected by one of our community healthcare partners to serve as an **Administrative Resident**. These opportunities allow students to gain even more valuable experience by working during one or more semesters of the program. An Internship is a formal degree requirement for the MHA. An Administrative Residency is not guaranteed, is optional, and the process for selection is competitive. It also does not replace the summer internship requirement.

A. Internships

All MHA students are required to serve an external Internship with a healthcare organization. Students are responsible for acquiring their own internship; however, the Internship Coordinator and your assigned advisor will aid you as much as possible. Academic credit for the internship will be received by the student enrolling in the Health Administration Internship course, HADM 7190; however, the student should not register for HADM 7190 until the semester in which they will complete all requirements of the internship.

Field of Study/Experience: The health administration internship experience should be in the student's area of concentration and further the student's academic and career goals. For students who currently work in a healthcare environment, the internship experience must occur in an area other than their current area.

Timing: The internship placement should not occur before the student has completed at least 21 hours of graduate course work. Optimally, all basic core courses should be completed.

Schedule: The actual field experience, project, and report on the project will be completed according to the student's individually developed plan. *Students will need to notify their advisor no later than one semester prior to the planned internship to assure that the internship can be coordinated with the organizational preceptor and the faculty mentor.* A permit will also have to be issued to allow the student to register for HADM 7190. The internship experience should be completed when the student can devote considerable attention to the internship and be able to concentrate on the field experience without undue concern for course work.

Hours: A three-hour internship requires a minimum of 30 hours of work each week for

no less than 10 weeks. In unique circumstances and with permission from the MHA faculty mentor and the organizational preceptor, the weekly work schedule can be somewhat adjusted to fit the needs of working students but the total hour requirements must be satisfied; that is 300 hours for three credits, and the internship must last a minimum of 10 weeks and a maximum of six months.

Internship Portfolio: Students are required to complete a portfolio that documents their learning experiences during the internship. The portfolio must be prepared in accordance with the *MHA Internship Handbook* requirements. Deadlines for completion of the portfolio will be negotiated with the faculty mentor. The portfolio requirements will be discussed between the student and their faculty mentor prior to acceptance of an internship.

Special Consideration: The MHA program is aware that working students may need a certain degree of flexibility in satisfying the field experience requirements. Requests for special consideration of any of the requirements should be submitted in writing to the faculty mentor with a brief explanation justifying the request. Approval will require consultation with, and agreement by, the MHA Program Director.

B. Administrative Residencies

Benefits: Administrative Residencies (formerly known as Graduate Assistantships) provide both limited compensation and health administration experience for those fortunate enough to be awarded one. Compensation varies by organization and by the hourly requirements on the student. The University of Memphis Graduate School sets a maximum of 20 hours per week for administrative residents. For the MHA program, the residencies pay a monthly stipend only; tuition is never included in these residencies.

Duration: Administrative residencies may last for both years of a student's tenure in the MHA program; HOWEVER, retention is dependent on the student's performance, and both the sponsor organization and student's desire to continue the residency. A residency placement can be terminated by the community partner (sponsor) at any time.

C. Administrative Residency Eligibility

Through partnerships with local healthcare organizations, the University of Memphis MHA Program is able to provide a limited number of administrative residency placements. Through these placements, selected students receive hands-on experience in healthcare administrative settings such as local hospitals, ambulatory care settings, and other healthcare organizations. Given the limited number of these positions, in the interest of maintaining high academic standards and performance for our students and with the desire to assure our partners employ the most qualified and dedicated students, the following initial and on-going eligibility criteria shall apply:

All students accepted to the traditional, full-time, two-year MHA program are eligible to apply for residencies with local healthcare system partners. Part-time and executive track students are not eligible for these residencies. Requests for applications, including resumes, letters of interest, and references, will be solicited from eligible students after the “Enrollment Confirmation Form” has been received by the MHA program and prior to the start of the first semester. Upon receipt, application materials will be sent to the healthcare systems partners who ultimately select the students they will employ through these positions. Only those students who enroll in the full 13 credit hours during the first semester of study will be eligible to begin their placement. Students selected for a residency who fail to enroll on time or who do not attend required program events such as new student orientation and all required Day One sessions (including the team building weekend) may forfeit their eligibility for a residency.

Current full-time, two-year students who have completed all requirements for their first year of study, including 13 credits hours in each of their first two semesters, are eligible to re-apply for residencies during their second year. Second year students who did not receive a residency during their first year, but who meet all other eligibility criteria are eligible and encouraged to apply during their second year. Any exceptions, such as but not limited to incomplete internships, must be approved by the MHA Program Director and the student’s academic advisor in conjunction with the residency preceptor. Where residencies become available during the academic year, only those students enrolled full-time in the two-year course of study shall be eligible for placement.

Residency placements will be evaluated at the end of each semester, with input from the MHA Program Director, the student’s academic advisor, and the residency preceptor. Poor evaluation due to professional or academic performance can result in loss of the residency, regardless of other eligibility considerations.

In order to maintain eligibility for a residency, students must remain in good academic standing. In addition to these minimum academic standards, students must remain enrolled in the full course load required to graduate within two academic years. This requires a minimum of 13 credit hours each of the first two semesters, a 3-credit hour summer internship, and 12 credit hours each of the final two semesters. Students who receive a residency, but who do not perform satisfactorily, who fail to attend or complete any course in the program, or who do not remain enrolled in the full course of study, may lose the residency placement.

V MASTER OF HEALTH ADMINISTRATION PROGRAM REQUIREMENTS

A. Degree Requirements

1. The Master of Health Administration degree at The University of Memphis is a 53-credit (semester hour) degree program (not including required prerequisites as determined by the faculty).

- a. Core Curriculum:

| | |
|-----------|---|
| HADM 7100 | Day One (1 st semester) |
| HADM 7101 | Day One (2 nd semester) |
| HADM 7102 | Healthcare Law |
| HADM 7103 | Health Planning |
| HADM 7105 | Health Policy & the Organization of Health Services |
| HADM 7108 | Healthcare Finance I |
| HADM 7109 | Health Administration Information Systems |
| HADM 7110 | Leadership & Organizational Change in Healthcare |
| HADM 7116 | Administration of Health Service Organizations |
| HADM 7190 | Internship in Health Administration |
| HADM 7204 | Healthcare Quality and Outcomes Management |
| HADM 7206 | Managerial Epidemiology |
| HADM 7208 | Healthcare Finance II |
| HADM 7209 | Quantitative Methods for Health Services |
| HADM 7210 | Comprehensive Experience (Capstone) |
| HADM 7502 | Health Policy, Theory and Methods |
| HADM 7605 | Human Resources Administration |
| PUBH 7710 | Health Economics |

- b. Electives: In order to complete the 53-hour requirement, students select three hours of graduate course electives in consultation with the student's assigned advisor. Electives may be restricted to a list of approved courses. **Online courses may be taken for electives only. This must first be approved by the student's advisor. Online courses are NOT allowed for required coursework.**

- c. Capstone: Each student will participate in an integrative capstone experience while enrolled in HADM 7210, Comprehensive Experience in Healthcare Management. Students must have completed a minimum of 39 hours in the program and be in the final semester of the program prior to enrolling in this course. Exceptions to the "final semester" rule may be granted by the MHA Graduate Studies Coordinator.

- d. Internship: A student must complete a minimum of 21 semester hours prior to enrolling in HADM 7190, Internship in Health Administration.
- e. Thesis: A thesis of 3 to 6 semester hours may be presented in lieu of electives as partial completion of, or in addition to, degree requirements. Any substitution for electives must be approved by the MHA Program Director. Graduate School thesis and thesis credit requirements apply. Completion of a thesis reflects traditional academic goals and standards found in mature master's programs.



Full-Time Plan of Study Curriculum (All courses are 3 credit hours unless otherwise noted)

| | |
|---|---|
| FALL 1 | Spring 1 |
| HADM 7105 Health Policy & the Organization of Health Services HADM 7605 Human Resources Administration HADM 7108 Healthcare Finance I HADM 7116 Administration of Health Services Organizations HADM 7100 Day One (one credit hour) | HADM 7102 Healthcare Law HADM 7204 Healthcare Quality and Outcomes Management HADM 7208 Healthcare Finance II HADM 7209 Quantitative Methods in Health Services HADM 7101 Day One (one credit hour) |
| SUMMER 1 | |
| HADM 7190 Internship (register during Fall 2) | |
| Fall 2 | SPRING 2 |
| PUBH 7710 Health Care Economics HADM 7103 Health Planning HADM 7206 Managerial Epidemiology Elective: _____ | HADM 7110 Leadership & Organizational Change HADM 7210 Comprehensive Experience in Healthcare Management HADM 7109 Health Administration Information Systems PUBH 7502 Health Policy, Theory and Methods |
| Core Courses (50 credit hours) Electives (3 credit hours) | Transfer Credits (up to 15 credit hours) |
| TOTAL (53 Credit Hours Required with a 3.0 GPA) | |

The School of Public Health is accredited by the Council on Education for Public Health (CEPH) and the MHA program is accredited by the Commission on Accreditation of Healthcare Management Education



B. Registration and Advisement

The MHA Program Director or an appointed fulltime MHA faculty advisor is responsible for the administration of MHA student advisement. All students are required to have at least one advising session per semester. We believe it is critical to keep your advisor and faculty up to date with you and your progress. Students who are not employed or involved in another activity that requires regular attention away from their graduate

study will be permitted to register for 12 semester hours each semester and will be classified as full-time students. A full-time student who has completed 12 credit hours of graduate work and maintained a 3.5 grade point average may initiate a request with the Program Director or faculty advisor to enroll for a maximum of 15 semester hours in the next semester.

Some students wait until the last minute to register for classes each semester and are unable to register for the courses they want because the classes already have the maximum number of allowed students. Class sizes are limited. In order for you to obtain the courses you want, meet with your advisor early and email the Academic Services Coordinator (ASC) when the two of you have agreed on your course selection. You should copy your faculty adviser on this email to the ASC. For each course you are planning on taking, the ASC will need to issue you a permit in order to register. You must provide the ASC with the course number, course title, CRN number and your UUID. You must also copy your advisor on your email. If your advisor is not cc'd on the email, you will not receive a permit.

If the student has taken graduate courses for credit at another institution, which were not part of another master's degree, the student may transfer a maximum of 15 semester hours toward his/her degree requirements. The grade in each course transferred must be at least a "B." No graduate credit completed more than 8 years prior to the date of graduation may be applied toward the master's degree, and all transfer credit hours must be approved by the MHA Program Director. In essence, courses taken more than eight years past any particular point in time cannot be used for "credit" in the MHA program. Transfer credit must have been approved prior to advancement to degree candidacy.

C. Comprehensive Examinations

All students seeking the Master of Health Administration degree are expected to satisfactorily pass a comprehensive examination.

1. The comprehensive examination takes place in conjunction with the capstone course, Comprehensive Experience in Healthcare Administration (HADM 7210). The comprehensive examination must be completed during the semester in which the student expects to graduate.
2. The purpose of the comprehensive examination is to provide an overall review of the student's preparation throughout the MHA program. The oral exam and any required accompanying written report will require the student to draw from a wide range of topics taught throughout the program and synthesize the information in a cohesive and comprehensive manner.
3. Students will be required to make a formal presentation of their work before program and related faculty and other invited parties.

4. In special circumstances, the faculty may administer a written comprehensive examination in lieu of the oral and written report.
5. The MHA full-time faculty as a whole will respectively act as the Comprehensive Examination Committee. Students will be evaluated on the content of the presentation, manner of the report, manner of the presentation, and response to ad hoc questioning. Students will be considered as “passing” when 50% or more of the appropriate faculty agree to assign a passing grade to the student’s examination. Students will be notified of the result of the evaluation within 72 hours of the examination date.
6. A student who does not perform satisfactorily on the first comprehensive examination will be given an opportunity to complete a new report and oral presentation, or take a written exam designed by the Comprehensive Examination Committee before or during the final exam week of the next semester (including Summer Semesters).
7. If the student’s performance is unsatisfactory on the second examination, the student may be dismissed from the program.

D. Requirements Checklist - Final Semester

The student will receive the degree at the end of the semester in which all course requirements are completed and:

1. The cumulative GPA in the MHA Program at the end of the semester was at least 3.0.
2. All academic deficiencies are removed and any specific prerequisite requirements of the Graduate School are met.
3. The student has completed the 47 hours of required core course work and an additional 6 hours of electives.
4. “Application for Admission to Candidacy” form and the “Intent to Graduate” card have been filed by the deadlines established in the Graduate Bulletin.
5. The student has successfully completed the final comprehensive examination.

MASTER OF HEALTH ADMINISTRATION DEGREE PROGRAM
COURSE DESCRIPTIONS
(Required, core courses only)

HADM 7100 - Day 1 Seminar, Semester I: Leadership/Professional Development/Team-Building Skills

The Day One Seminar is designed to equip students with experiences which will assist them in developing personal and professional leadership skills and will enable them to function effectively as early careerists and entry level professionals. Seminar I will focus on team-building, self-assessment, interviewing, communication, and technical writing. Throughout the seminar, students interact with faculty and community leaders to engage in a set of unique experiential learning opportunities.

HADM 7101 - Day 1 Seminar, Semester II: Leadership/Professional Development/Team-Building Skills

The Day One Seminar is designed to equip students with experiences which will assist them in developing personal and professional leadership skills and will enable them to function effectively as early careerists and entry level professionals. Seminar II focuses on team-building, leading others, networking, business etiquette, and professional development. Throughout the seminar, students interact with faculty and community leaders to engage in a set of unique experiential learning opportunities.

HADM 7102 - Healthcare Law

Covers legal topics in relationship to their effect on operation of healthcare organizations; includes informed consent, research, confidentiality, professional negligence, regulation of healthcare provider conduct, and other relevant topics.

HADM 7103 - Health Planning

Application of strategic planning and management concepts and techniques to the healthcare sector; focus on strategy formation, strategic planning process, business planning and business development.

HADM 7105 – Health Policy and the Organization of Health Services

This course explores the manner in which health policy and regulation are developed in the US, the forces affecting health policy, and the impact of regulation on healthcare delivery. Regulatory issues and healthcare reform are discussed and debated.

HADM 7108 – Healthcare Finance I

This is an introductory course in accounting and financial management focused on the healthcare industry. Basic topics addressed include understanding financial reports, cost behavior and profit analysis, cost allocation, pricing and service decisions, managerial accounting, planning and budgeting, time value analysis, and financial risk and return.

HADM 7109 - Health Administration Information Systems

Introduction to health information systems built around and upon the manager's role in the application in clinical settings of automated solutions to problems and concerns in today's healthcare service industry.

HADM 7110 - Leadership & Organizational Change in Healthcare

Synthesis of theories, strategies, and systems of managing and leading healthcare organizations;

emphasis on team leadership skills, utilization and outcome analysis, change strategies, and planning.

HADM 7116 - Administration in Health Service Organizations

Introduction to analysis of administrative practices in health services organizations: examines leadership roles, analyzes impact of professional roles on process within the organization, examines evolution of organizational design, and appraises accountability relative to public trust.

HADM 7190 - Internship in Health Administration I

This course requires participation in a field experience program, including a written report critically describing the student's responsibilities. Field experience may result from a supervised internship in cooperating public and non-profit organizations or from an appropriate administrative experience if the student is employed in a public or non-profit organization. PREREQUISITE: Permission of the Graduate Coordinator and successful completion of a minimum of 21 hours in the program.

HADM 7204 - Quality/Outcome Management Health Care

This course is designed to acquaint the student with quality management philosophies, approaches, and methodologies for improving health systems and processes. Students completing this course will be able to identify, analyze, and create a basic quality/outcome research proposal.

HADM 7206 – Managerial Epidemiology

This course is an introduction to the principles and tools of epidemiology. It explores the distribution and determinants of disease and examines ways to apply this knowledge to the management of health services organizations.

HADM 7208 - Health Care Finance II

This course is designed as a continuation of tools and techniques for financial management in healthcare settings. The course blends theory and practice through lecture and case analysis to provide students an opportunity to apply theory presented in class in practical examples of financial decisions faced by the manager in today's healthcare market. Throughout the course, students are provided hands-on experience with computer spreadsheet programs. Topics covered include debt financing, equity financing, securities valuation and debt refunding, lease financing, cost of capital, capital structure decision, capital budgeting, financial and operating analyses, and financial forecasting. PREREQUISITE: HADM 7108.

HADM 7209 – Quantitative Methods for Health Services

Covers use and capabilities of Excel, particularly in the functional ability to construct operational and financial models for healthcare organizations; encourages active hands-on participation of students in the learning process; all data sets relate specifically to health care: e.g.: DRG codes, lengths of stay, Medicare charges, ICD-9 codes, diagnoses, etc.

HADM 7210 - Comp Experience/Health Care Management

Capstone course for the MHA program, requiring students to draw from all previous learning in the program. Major focus is a small-team project to create a needs analysis; identify gaps in healthcare services; plan an intervention (service or facility); and determine how to create, finance, staff, and deliver the intervention. Preparation of a Certificate of Needs (CON) also required. PREREQ: Minimum of 39 credit hours.

HADM 7605 - Human Resources Administration

Policies, methods, and techniques utilized in public and health organizations; special attention is given to problems reflecting contemporary demands upon human resource systems, capacity to diagnose problems, select the most effective means of addressing them, & plan appropriate courses of action developed through case studies.

PUBH 7502 – Health Policy, Theory and Methods

This course utilizes a multi-level approach to public health by providing a comprehensive overview of the health effects, history, marketing, politics, and control of tobacco use, combining medical, psychosocial, epidemiological and economic perspectives to give students a framework for understanding tobacco addiction and its prevention and treatment.

PUBH 7710 - Healthcare Economics (cross-listed with ECON 7710-8710)

Applies basic economic concepts to analyze healthcare market and evaluate health policies; including distinctive economic characteristics of health, healthcare industry, and healthcare professionals; American system of healthcare; current healthcare policy issues such as healthcare reform, managed care, and manpower planning.