Master of Health Administration (MHA)

PROGRAM HANDBOOK
This handbook is neither a contract nor an offer of a contract. The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current NCU Catalog or any other official documents. This handbook was designed to document requirements specific to the Master of Health Administration (MHA) degree program. The University reserves the right to change any provision or requirement, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw from the University for cause at any time. Failure to read this handbook does not excuse students from the requirements and regulations described herein.

Northcentral University welcomes all qualified adult students and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, veteran status, or disability. This applies to all Northcentral University policies, practices, or procedures involving applicants, students, faculty members, employees, and the public. Northcentral reserves the right to refuse admission to anyone the University believes does not meet Northcentral University academic standards or demonstrates actions or behaviors not aligned with Northcentral University policy.
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MHA Program Director’s Welcome Message

Hello and welcome to the Master’s in Health Administration (MHA) program at NCU! We are very excited that you have chosen our MHA program to further your education and expand your career opportunities. Our goal is to prepare you to excel as a healthcare leader, making a positive impact on the diverse and ever-changing healthcare sector. Upon graduating from our program, you will have developed the necessary health leadership competencies and skills in interprofessional collaboration that will allow you to successfully lead your organization and improve the health outcomes of the populations you serve.

You will find our curriculum engaging and applicable to the realities of healthcare leadership today, as well as in the future. Our faculty are experts and here to mentor you on your journey. Our unique one-to-one learning model and active online student communities offer you the support that you need to succeed. You have a team dedicated to your educational success, which in turn, will assist you in realizing your career goals!

Again, welcome to the MHA program...where you can imagine yourself at a higher degree!

Best,

Wittney Jones, PhD, MEd
Assistant Dean

Direct any question about the Handbook to the School of Health Sciences (shs@ncu.edu)
1 – INTRODUCTION

This Handbook has been prepared to serve as a guide for students enrolled in the Master of Health Administration (MHA) degree program at Northcentral University. University-wide rules and regulations can be found in the NCU Catalog. The policies of this handbook are consistent with university policies and are intended to supplement, not replace, university policies and procedures. In addition, the educational and training protocols of the program are designed to conform to the Commission on Accreditation of Healthcare Management Education (CAHME) standards.

Please read this handbook carefully, as you are expected to know this information. If you have any questions, please contact the MHA Program Director in the School of Health Sciences at shs@ncu.edu. This document will be revised periodically to reflect necessary programmatic changes that may occur due to changes in the profession, the University, and other requirements or relevant contexts. All policies, and any changes to these policies, shall be reviewed and approved by appropriate administrative personnel and will be communicated to students as needed.

This handbook shall be distributed to the following named persons or groups of persons: 1) All faculty members, staff, and leadership associated with the MHA Program; 2) All students both current and entering the MHA degree program; and 3) The Dean of the School of Health Sciences.

Health Administration/Healthcare Management

According to the Commission on Accreditation of Healthcare Management Education (CAHME), healthcare administration or management is a broad field serving one of the largest and most essential industry segments in North America. With this in mind, healthcare executives and managers, who are most often service-centered, have the opportunity to make a significant contribution to improving the health of the communities to which they serve. Health administrators and managers have excellent earning potential and are usually highly respected and visible members of their communities.

Career opportunities in health administration exist in every type of community – from small rural communities to large metropolitan areas, and even in international regions. Health administration provides career flexibility because not only are you able to work in a traditional healthcare setting, such as hospitals or nursing homes, graduates of NCU’s MHA program may have the unique opportunity to work in many different types of health services organizations, including accountable care organizations (ACOs), physician group practices, home health agencies, pharmaceutical and device manufacturers, consulting, and insurance companies. In addition, the increasing role of government in healthcare translates into more significant and more plentiful government and public policy positions. Our graduates may work for state health departments, private foundations, federal programs, or national associations, such as the U.S. Department of Health and Human Services, American Hospital Association, and the American Red Cross.

Overview of the MHA Program

Northcentral University, a regionally accredited educational institution, uses distance-based (online) education as the predominant method of instruction and interaction for its degree programs. The MHA program is housed within the School of Health Sciences (SHS). The MHA program is aligned
with the accreditation standards of CAHME, is an associate member of the Association of University Programs in Health Administration (AUPHA), and participates in the American College of Healthcare Executives (ACHE) Higher Education Network. The program is designed to provide an integrated learning experience for adult students seeking to advance their careers in health administration/healthcare management.

**Credit Hour Requirements**
The MHA degree is 42 credits, earned through the completion of 14 courses. While students may pursue studies at their own pace, the Dean’s Preferred Schedule for completion is 22 months.

**Course Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MHA-5000</td>
<td>Introduction to Healthcare Management</td>
</tr>
<tr>
<td>MHA-5001</td>
<td>Quantitative Analysis for Healthcare Managers</td>
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<tr>
<td>MHA-5002</td>
<td>Health Management Leadership Seminar</td>
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<tr>
<td>MHA-5003</td>
<td>Health Finance and Financial Management</td>
</tr>
<tr>
<td>MHA-5004</td>
<td>Health Policy &amp; Analysis</td>
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<tr>
<td>MHA-5005</td>
<td>Healthcare Quality Management</td>
</tr>
<tr>
<td>MHA-5006</td>
<td>Health Information Management</td>
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<tr>
<td>MHA-5007</td>
<td>Managerial Accounting for Healthcare Managers</td>
</tr>
<tr>
<td>MHA-5008</td>
<td>Healthcare Strategic Management &amp; Marketing</td>
</tr>
<tr>
<td>MHA-5009</td>
<td>Health Economics</td>
</tr>
<tr>
<td>MHA-5010</td>
<td>Health Law &amp; Ethics</td>
</tr>
<tr>
<td>MHA-5011</td>
<td>Population Health Management</td>
</tr>
<tr>
<td>MHA-5012</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MHA-5999</td>
<td>MHA Capstone</td>
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</tbody>
</table>

**Program Climate**
The University and MHA Program supports the climate of safety, respect, and appreciation for all students. For further information regarding our policy, review the “Student Well-Being and Safety” section of the [NCU Catalog](#).

**Program Faculty**
The faculty in the SHS are accomplished healthcare professionals from various related disciplines. Consistent with NCU’s standard, 100% of the faculty hold doctorate degrees. The faculty is made up of diverse professionals with a variety of cultural and professional backgrounds. The health administration department is made up of full-time and part-time (adjunct) faculty, with the majority of students being
taught by the full-time faculty. Faculty are encouraged to participate in teaching, scholarship, service, and practice activities that enable the program to achieve its goals and outcomes.

2 – PROGRAM MISSION, VISION, AND VALUES

The program’s mission, vision, and values were intentionally crafted to reflect the School of Health Sciences and NCU’s mission, vision, and values.

MHA MISSION:
Our mission is to prepare individuals for early and mid-career healthcare leadership roles. Our curriculum integrates essential leadership and management competencies with interprofessional practices, enabling our graduates to make evidenced-based decisions that will effect change in the complex and diverse healthcare industry.

Our one-to-one learning model for students provides a unique opportunity for our highly-qualified faculty to be engaged in scholarship, practice, and service. Faculty are able to mentor and impart contemporary knowledge, skills, and values necessary for our graduates to work effectively across healthcare disciplines to ultimately improve health outcomes and health systems.

MHA VISION:
To be the premier choice for individuals seeking a master’s degree in health administration.

MHA VALUES:

Excellence: Setting the highest standards for our students, faculty, and program to ensure we provide quality educational and interprofessional learning experiences.

Interprofessionalism: Using the core elements of interprofessional education and collaborative practices – including teamwork/team-based practice, communication, values/ethics, and roles and responsibilities – to support enhanced understanding as faculty and students work on common goals related to improving health outcomes and health systems.

Diversity and Inclusion: Embracing differences of culture, thought, and action, and believing that the perspectives of all people enhances all aspects of healthcare management education.

Integrity: Demonstrating professionalism, ethical behavior, evidence-based decision making, and service, while being committed to lifelong learning and professional development.

Communication: Applying effective written, oral, and listening skills, along with the use of technology, to prepare and deliver professional documents and presentations, build relationships, and lead teams to enhance all aspects of the health sector.

SCHOOL OF HEALTH SCIENCES MISSION, VISION, AND VALUES

MISSION: Developing leaders who are culturally competent and experts in interprofessional health care practices.

VISION: To be recognized as the premier online graduate school in the health professions.
VALUES:

**Communication:** SHS will be defined by the clear, intentional, and effective articulation of health sciences pedagogy as well as deliberate, timely, and respectful assessment.

**Diversity and Inclusion:** SHS will embrace diversity of culture, thought, and action; therefore, we believe that the inclusion of diverse people and perspectives enhance all aspects of health sciences education.

**Interprofessionalism:** SHS will employ educational standards that allow faculty and students from various health sciences disciplines to collaborate with one another to produce improved health outcomes.

**Innovation:** SHS will make use of advanced education delivery systems and state-of-the-art technology to ensure the best environment for health sciences teaching and learning.

**Efficacy:** SHS will equip students with the ability to produce exceptional health care outcomes.

**UNIVERSITY VISION, MISSION AND VALUES**
Please visit the [NCU Catalog](#) for NCU’s Vision, Mission, and Values.

3 - PROGRAM GOALS AND OUTCOMES

**Program Goals**
The MHA program goals align with our mission, vision, and values. Our goals represent the type of students we want to enroll in our program, as well as identifies the industry position our graduates will have and the skills we want them to effectively use in their jobs.

**PROGRAM GOAL I:** Enroll diverse and qualified students.

**PROGRAM GOAL II:** Prepare students for successful early to mid-career healthcare leadership roles.

**PROGRAM GOAL III:** Prepare students for interprofessional practice within the diverse health sector.

**PROGRAM GOAL IV:** Prepare students to utilize healthcare data for evidence-based decision making.

**Program Learning Outcomes**
Program learning outcomes (PLOs) represent students’ cumulatively learning across all courses by the end of the MHA program, as well as knowledge and skills they can use in the careers. The PLOs are the focus of student assessment throughout the program.

Upon completion of the MHA program, you, as an adult learner and graduate, will be able to:

- Model accountability with respect to compliance in policy, and regulation and ethical codes of conduct.
- Examine community healthcare needs per industry standards.
- Manage strategic projects and action plans in healthcare organizations.
- Analyze organizational needs based on clinical and financial data.
- Assess institutional financial and healthcare delivery performance.

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Program Health Leadership Competencies
Healthcare leaders require a level of expertise and skills that are not typically attained at the undergraduate level. A master’s degree in health administration is recognized by professional organizations, such as ACHE, as the essential first step toward an executive and managerial career in most healthcare organizations. With this in mind, the MHA program is committed to ensuring that effective health leadership is cultivated through the development of essential core competencies—the knowledge, skills, attitudes, and values—that can be applied to any career level.

Our MHA program focuses on competencies from the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model, in addition to competencies from the Interprofessional Education Collaborative (IPEC) model. These models were developed by interdisciplinary subject matter experts, and are recognized by the field of healthcare management education, as well as the healthcare industry itself, for providing a consistent and comprehensive foundation for leadership assessment. These competencies will be evaluated throughout the program.

Below is a representation of the MHA competency model:

4 – PROGRAM EVALUATION AND ASSESSMENT
The MHA program utilizes an ongoing assessment cycle as part of its strategic plan for quality continuous improvement. The assessment cycles includes the following activities: 1) Gathering data, 2) Analyze and
interpreting data, 3) Developing action plans based on the data, and 4) Measuring successes of action plans and initiating subsequent cycles. Educational and program outcome data, as well as program performance data, are reviewed annually. This review is performed in order to revise outcomes per industry standards, to reflect MHA core competencies, educational guidelines, and evidence based trends. Specifically, action plans are created to improve educational outcomes, curriculum, and overall program quality based on outcome data and faculty feedback. Action plans are also reviewed annually. The aggregated data and subsequent analysis are provided to various Communities of Interest (COI) at NCU, including but not limited to faculty, students, alumni, Student Advisory Council (SAC), Program Advisory Council (PAC), health industry employers, University administration, accrediting bodies, and others as appropriate. Feedback is requested from each community of interest which is then used to implement change and improvement in the program, its policies and procedures.

Program Assessment
The purpose of program assessment, which includes many aspects (curriculum, teaching, learning, and assessment methods, & instructor effectiveness), is for continuous quality improvement of the program, ensuring we are meeting the needs of our students, accrediting organizations, and the healthcare industry. The assessment cycle is an evidenced-based, iterative cycle of planning, implementing, assessing, and improving learning outcomes and program performance.

The MHA Program Director is responsible for overseeing assessment of the MHA program. Institutional support for data gathering, analysis and documentation of assessment activities is provided via the SHS Assessment Director. The Program Director meets regularly with MHA faculty to review the assessment data and to implement program improvements/modifications.

The program’s assessment is illustrated below:
STUDENT ASSESSMENTS
- First course student self-assessment of all program competencies (indirect measure)
- Last course student self-assessment of all program competencies (indirect measure)
- Course Signature Assignment (direct measure – course and program level)
- NCU Post Course Survey (indirect measure)
- MHA Student Survey (indirect measure – administered periodically by the SHS)
- MHA End of Program Exit Survey (indirect measure)

FACULTY ASSESSMENTS
- Faculty assess student development of program competencies at various program milestones (in MHA 5003, 5007, and 5011). This assessment document is the same one that students use for self-assessment. Faculty assessment of student competency development is discussed with the student through written and verbal feedback (indirect measure). Students can then create an individual development plan for areas requiring additional development. The individual development plan can be reviewed by faculty at the next milestone. These documents are captured via ePortfolio within the students’ courses, which students have access to throughout their program and after they have completed the program.
- NCU Post Course survey – Includes recommendations for course improvements relative to content, assignments, CLOs, faculty effectiveness, etc. (indirect measure)

ALUMNI ASSESSMENTS
- MHA Alumni data will be collected by NCU and program upon graduation. Additional data will be collected per CAHME requirements. Data points will include current position and employment status and setting (postgraduate fellowships, further education, international employment, various U.S. healthcare settings, unrelated employment, etc.) and position currently held. (indirect measure)
• MHA Alumni (one year post graduation) will be asked to complete an online assessment survey of their perception of workforce preparedness/readiness. It is expected that Alumni will have had time to develop a practitioner perspective on the adequacy of preparation provided by the program and its learning outcomes. Alumni will also be asked for their feedback on program competencies. (indirect measure)
• NCU Graduate Satisfaction Survey (indirect measure)
• NCU Alumni Survey (indirect measure)
• NCU Withdrawal Survey (indirect measure)

COURSE ASSESSMENTS
• Assignments mapped to CLOs (direct measure)
• Competency assessment for each course signature assignment (indirect measure)

PROGRAM ASSESSMENTS
• Assignments mapped to PLOs (direct measure)
• Enrollment, graduation rates, retention rates, persistence rates, etc. (direct measure)
• MHA Goals and Objectives (direct measure)

PAC /ENVIRONMENTAL SCANS
• PAC members provide recommendations for program improvement (indirect measure)
• Employer Satisfaction Surveys for alumni employers evaluate perceptions of graduate readiness (indirect measure)
• Every 3-5 years, an environmental scan will be completed to ensure the program is producing industry prepared graduates (indirect measure)

5 – PROGRAM EXPECTATIONS

STUDENT
Students in the MHA program, as current or future healthcare leaders and professionals, are held to established standards and expectations. These expectations directly align with the program’s values.

1. Students are expected to adhere to all NCU policies, procedures, and codes of conduct.
2. Students are expected to be professional, respectful, and abide by the ACHE Code of Ethics.
3. Students have the responsibility to communicate with the MHA faculty and administration.
   a. Communication with course faculty may be conducted by email, phone calls, and online conferencing such as Zoom or Skype.
   b. Students are expected to engage in one-to-one conversations with course faculty, per the NCU learning model. Conversations should be expected in, but not limited to, the first week of student courses.
   c. Students are expected to contact course faculty and/or the program director if they are experiencing difficulties in a course and/or in their personal or professional lives.
   d. Communication with course faculty must be timely, either prior to or directly after any unforeseen circumstance. Students should not wait until after the course is over to discuss a late or missing assignment with course faculty.
   e. Communication must be professional and respectful.
   f. Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:

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• Use of complete sentences, proper spelling, and grammar.
• Avoid the use of slang, obscene words, swearing, cussing, cursing or threatening language.
• Be respectful of differences and value others opinions (even if you are in disagreement).
g. Students should only use their NCU email for course/school online correspondence.
   • Students are expected to check their NCU email regularly, preferably daily.
   • Students are expected to respond to emails in a timely fashion – within 24–48 hours.

4. Students are expected to adhere to graduate level writing, which is scholarly and rigorous. Graduate level writing goes beyond the expected minimum of the assignment instructions, broadens the topic from courseroom to professional life, is based in evidence, and synthesizes different points of view. Graduate level assignments are to be written clearly and succinctly; have a limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.

5. Students are expected to use APA formatting for all assignments, unless otherwise noted. NCU has many resources available to students to help with APA and writing skills.

6. Students are responsible for all course material and are expected to complete all coursework by the assigned due dates. All assignments are due on Sundays by 11:59 pm Arizona time, per NCU policy.
   a. Students have the responsibility to review all feedback provided by the course faculty on student assignments and are expected to apply this feedback to future assignments. If faculty feedback is unclear, the student is expected to contact course faculty for clarification.

b. MHA LATE ASSIGNMENT AND GRADING POLICY
   • Week 1 Extensions – When a student accepts a course late, with Monday being the expected course acceptance day, faculty may grant the student additional days (equal to the number of days of late acceptance), to submit Week 1 assignment(s). This only applies to Week 1 assignments; all other assignments are due by said due dates.
   • If an assignment is submitted 1-4 days late, a 10% deduction is taken for every day the assignment is late. This deduction occurs before other deductions for issues with content, critical thinking, grammar/APA, and resource use. Feedback on the assignment will be provided by the faculty member and the grade earned will be posted.
   • If an assignment is submitted late on days 5-6, the assignment is accepted and faculty will provide feedback but faculty will not grade the assignment resulting in the student receiving a 0 or “F” as the earned grade.
   • If an assignment is submitted 7 or more days late, the assignment will not be accepted, meaning it will not be graded and no feedback will be provided.
   • In addition, course work will not be accepted after the course end date and/or approved course extension end date. This aligns with NCU’s Assignment Submission and Return and Grading Late Work policies.
c. **EMERGENCY EVENT OR EXTENUATING CIRCUMSTANCE** If a student anticipates missing an assignment deadline due to an emergency event or extenuating circumstance, it is the responsibility of the student to contact the course faculty **PRIOR** to the due date, if at all possible, to make arrangements for an extension to the due date. An extension may or may not be granted. Overdue assignments may or may not be accepted with or without penalty. If the student is unable to contact the course faculty prior to the event/circumstance, the student should contact the faculty as soon as he/she is able. If the event/circumstance is medical in nature, a physician’s note or other documentation may be required by course faculty to accept the past due assignment.

7. All student course work is expected to be original and written specifically for the course in which it is assigned. Plagiarism, whether intentional or unintentional, is an academic integrity violation. This includes self-plagiarism.
   a. Academic recycling, which is defined as the submission of all or a portion of course work submitted for an assignment in a concurrent course, previous course, or at another institution, is not permitted.
   b. If a student is **repeating a previously attempted course**, NCU allows prior work from the same course to be submitted when a student is re-taking a course that was previously attempted. However, the student must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student’s current scholarly abilities and achieve the best chance for a passing grade on the re-take is always prudent.
   c. If a student would like to reuse their previous work and believes that a concurrent or previous course assignment meets the criteria for a current course assignment, the following criteria must be satisfied:
      1. **PRIOR** to submission, faculty permission must be obtained. Not all faculty may grant this permission.
      2. Student must provide the current course faculty with a copy of the previous/concurrent coursework that they wish to repurpose **PRIOR** to submitting the assignment that contains the recycled material. This email must include the name of the course, course dates, and where the material was originally used.
      3. Written approval must obtained from the course faculty via email.
      4. The original assignment must be substantially revised and/or enhanced to reflect the student’s current scholarly abilities.
      5. The recycled material is properly recognized as “self-citing” in the current submission according to APA guidelines.

8. Students are expected to complete the health leadership competency assessments and review with course faculty their evaluation of student competencies.

9. Students have the responsibility to complete the End of Course Survey/Post Course Survey in each course.

10. Students are encouraged to participate in Interprofessional Education (IPE) Activities offered by SHS. MHA students are required to track their participation and turn in documentation upon
completion of the program (see Appendix B). MHA students are encouraged to participate in at least 6 IPE activities during the tenure of their program.

11. Students are expected to engage in the Commons, particularly the School of Health Sciences HA, IPE, and Nursing Commons. There are a variety of interest groups in the Commons that students can connect with for engagement.

FACULTY

Faculty of the MHA program, as educators and current or previous healthcare leaders and professionals, are held to certain expectations and have certain responsibilities to the MHA student. These expectations and responsibilities directly align with the program’s values.

1. Faculty are expected to adhere to all NCU expectations, code of conduct, policies, and procedures.
2. Faculty are expected to be professional, respectful, and abide by the ACHE Code of Ethics.
3. Faculty are expected to teach through engagement, be present, be mentors to their students, share their knowledge and experiences, and help students grow as individuals and professionally. Please refer to the Teaching Through Engagement training and handbook for further explanations.
4. Faculty are have the responsibility to communicate with the MHA students.
   a. Communication with students may be conducted by email, phone calls, and online conferencing such as Zoom or Skype.
   b. Faculty are expected to engage in one-to-one conversations with students, per the NCU learning model. Conversations should be expected in, but not limited to, the first week of student courses.
   c. Faculty are expected to contact students if they are going to be out of the office and unavailable. Faculty will also communicate to the student who to contact in their absence.
   d. Communication must be professional and respectful.
   e. Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:
      • Use of complete sentences, proper spelling, and grammar.
      • Avoid the use of slang, obscene words, swearing, cussing, cursing or threatening language.
      • Be respectful of differences and value others opinions (even if you are in disagreement).
   f. Faculty should only use NCU email for course/school online correspondence with students.
      • Faculty are expected to check their NCU email regularly, preferably daily.
      • Faculty are expected to respond to emails in a timely fashion – within 24–48 hours.
5. Faculty are expected to conduct student health leadership competency evaluations at various milestones in the MHA program, provide the student with feedback, and work with the student to develop an individual improvement plan.
6. Faculty are expected to provide timely, thorough, and relevant feedback on student assignments. Feedback and grades must be provided within 4 days of assignment due date. Faculty have the responsibility to ensure the student understands feedback, to work with students on improvements, and that the student is applying said feedback in future assignments.

7. Faculty are expected to adhere to grading at the graduate level, per the grading guidelines stated by NCU and the MHA program. Graduate level writing should go beyond the expected minimum of the assignment instructions, broaden the topic from courseroom to professional life, be based in evidence, and synthesize different points of view. Graduate level assignments are to be written clearly and succinctly; have a limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.

8. Faculty have the responsibility to report academic integrity violations.

9. Faculty are expected to participate in Interprofessional Education (IPE) Activities offered by SHS.

10. Faculty are expected to engage in the Commons, particularly the SHS HA, IPE, and Nursing Commons. There are a variety of interest groups in the Commons that faculty can connect with for engagement.

11. Faculty are expected to work with students and the MHA program if a course extension or incomplete is necessary. These policies are not to be abused and are for serious or extenuating circumstances only.

6 – PROGRAM RESOURCES

All students in the MHA program are expected to be familiar with the MHA Handbook and the policies outlined in the current NCU Catalog, as well as agree to abide by all key policies and procedures. In addition, students are expected to agree to and abide by the professional and ethical behavior outlined in the ACHE Code of Ethics. Failure to do so may result in dismissal from the program.

PROGRAM ADVISORY COUNCIL

The MHA Program Advisory Council (PAC) consists of leaders and administrators with a vast variety of healthcare experience. Similar PACs exist in each school throughout Northcentral University. The primary purpose of the PAC is to provide industry expertise to the MHA program, acting as sounding boards to ensure students are learning relevant disciplinary knowledge and skills that align with the needs of external stakeholders. PAC members are asked to participate in various evaluation activities. These activities provide the MHA program with valuable information to help support the continuous improvement of the program.

STUDENT GOVERNANCE

Student governance is a very important part of the NCU model, both within the program and across the university. The university Policy and Procedures Manual, Role of Student in Governance, indicates that students, as consumers, have a valuable perspective on the educational services they receive. Therefore, the University can benefit from their perceptions and input, especially on academic and administrative matters.

Students in the MHA program are encouraged to participate in governance through the School of Health Sciences Student Advisory Council (SAC).

May 2019
SHS STUDENT ADVISORY COUNCIL
The School of Health Sciences Student Advisory Council (SAC) serves as a liaison between students, faculty, and administration. SAC members work together to evaluate and provide recommendations to MHA policy and program, as well as work toward increasing student awareness and participation with MHA opportunities. More specifically, this council is expected to identify issues important to the future of the University and the MHA program, as well as provide feedback and recommendations regarding improvement or enhancements to the program from the student perspective.

HEALTH ADMINISTRATION HONOR SOCIETY
The Upsilon Phi Delta Honor Society is a member service of the Association of University Programs in Health Administration. The purpose of UPD is to:

1. To elevate the standards, ideals, competence and ethics of professionally educated women and men in healthcare management and policy and leadership.
2. To recognize and encourage scholarship in healthcare management and policy.
3. To recognize students who achieve distinction in healthcare management and policy studies in universities and colleges.
4. To provide financial assistance through scholarships to outstanding students pursuing graduate degrees or professional studies in healthcare management and policy.
5. To motivate academic excellence in students studying healthcare management and policy.
6. To recognize, by means of granting honorary memberships, to individuals who have made outstanding contributions to the profession, such recognitions to be limited to one person per year.

The official colors of the Honor Society are Crimson Red and Blue.

Near the time of graduation, students meeting the eligibility requirements will be considered for induction into Upsilon Phi Delta. Eligible students will receive an email notification. Inductions take place during the Northcentral University graduation/commencement weekend.

Eligibility requirements include:

- Overall GPA of 3.5 on a 4.0 scale
- Demonstration of professionalism throughout the course of their studies and in the field of healthcare
- One-time membership fee of $35.00 due at time of induction

STUDENT SUPPORT SERVICES
Northcentral University offers an array of student support services. Contact information for all student support services can be found in the current NCU Catalog. With the use of a web-survey the university evaluates student support services annual to ensure the quality of these services are meeting the program and student needs. Please consult the NCU Catalog for specific information pertaining to the following services:

- Enrollment Services
- Academic and Finance Advising
Disability/ADA Services
Center for Teaching and Learning
Academic Success Center
Educational Materials and Resources
NCU Library
Alumni Services
Office of the Registrar
IT Service Desk Team
Institutional Review Board
Well-Being and Safety

7 - GENERAL PROGRAM POLICIES AND PROCEDURES

Notice: Please consult the current version of the NCU Catalog for information regarding curriculum, academic requirements, fees, deadlines, academic policies (including requirements regarding English proficiency and degrees awarded by non-U.S. Institutions), and application and admission requirements.

The following program policies are reviewed and revised as necessary. Policies have been developed to be fair and equitable. All program policies are designed to be supportive of the program and university mission and values. If students have questions regarding any policies or any other information found in this handbook they are encouraged to contact the MHA Program Director (shs@ncu.edu) to seek clarification.

RECRUITMENT OF STUDENTS AND FACULTY

The program has an intentional and comprehensive strategy to attract and retain a diverse student body, faculty, instructors, professional staff, etc. Due to the format of the distance-based education structure, the program is accessible to students and faculty from diverse and marginalized backgrounds that may not have access to a MHA program in a regionally accredited university. We utilize the power of the Internet and social media to reach the most diverse population possible. Additionally, in the recruitment of potential students, we use organizations that advertise to a wide variety of people and collect leads expressing interest in graduate studies. These leads are then purchased by NCU and the potential students are contacted to see if there is a fit between the goals of the applicant and the programs we offer.

As part of the overall strategy, the program has strived to offer diversity in the curriculum, to attract a wider body of students, and faculty. Faculty are recruited through traditional Internet-based websites (Higher Ed Jobs, Monster, Indeed, etc.) where we often purchase the “diversity package” to ensure the post are on specific websites that market to diverse populations of professionals. Reaching potential students, staff and faculty is facilitated by the many Internet-based resources that remove many of the barriers to searches that existed historically.

In addition, we receive referrals from our current full and part time faculty, students, and alumni which are spread across the national and many foreign counties, as well as our PAC members. We also recruit potential students, staff and faculty at professional conferences (e.g., ACHE Congress, APHA conference, AUPHA Annual Meeting, etc.) where we receive inquiries regarding our programs and employment with the University.

May 2019
There are formal structures in place to not only attract but retain a diverse student body and faculty/staff. The program strives for inclusion and diversity within the program and the current strategic efforts have successfully created a program that has rich diversity in its current student body and faculty.

ANTI-DISCRIMINATION POLICY
The MHA Program abides by the University's Non-Discrimination Policy, as found in the current NCU Catalog. In addition, faculty are invested in the personal and professional growth of students, and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning disabilities, physical limitations, age, veteran status, belief systems, and academic and professional background. Respect for diversity is embedded in the nature of the MHA program at Northcentral University, and the program is committed to acknowledging and discussing issues of diversity. Due to the online nature of the program, students and faculty members come from a wide variety of contexts. As such, the importance of diversity can be seen in the actual diversity of our students and faculty, as well as being evident throughout our curriculum and educational outcomes.

ADMISSION POLICY
Admission to a Northcentral University Master’s program requires a conferred bachelor’s degree from a regionally accredited academic institution, with the MHA program preferring a minimum 3.0 GPA on a 4.0 scale. Additionally, the MHA program requires a current resume or curriculum vita and an official copy of degree transcripts. Applicants are also required to respond to a series of questions referred to as the “Statement of Intent,” for evaluation by the MHA admissions committee of the applicant’s interest in and readiness for the MHA program, as well as to see a brief sample of their writing. For those applicants with an overall GPA of 2.5–2.99, a professional letter of recommendation is also required in order to be considered for admission.

Once all documentation is received, qualified MHA applicants will be asked to participate in a synchronous interview with the School of Health Sciences interview team. The team may be made up of the Dean, the MHA Program Director, and a MHA faculty member or another combination of current MHA faculty and administration.

The following is an outline of what can be expected once the student is accepted.

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor</td>
<td>Provides the student access to NCUOne, and works with the student to schedule courses for at least one year in the Course Scheduler.</td>
</tr>
<tr>
<td>Student</td>
<td>Stays in contact with her or his Academic Advisor (AA) in order to adjust the timing of courses, ask questions, or request information or assistance regarding matters related to these aspects of the program. The most common ways of maintaining contact are email, phone calls, or the University message system.</td>
</tr>
</tbody>
</table>

May 2019
MINIMUM TECHNOLOGY REQUIREMENTS AND TRAINING

Minimal Technology Requirements:
Students in an online program must have the technological resources necessary for them to be successful. The Technical Requirements (as found in the NCU Catalog) explains the minimum technical requirements for NCU students.

Available Technology Training:

Students can locate the Student Technology Resource Center within the Center for Teaching and Learning Community in the Commons. The center can be found under the “Find What You Need” tile. This link takes you to the University Services Module and the Student Technology Resource Center can be located on the left hand side of the page.

UNIVERSITY ORIENTATION

University enrollment and academic advisors orient students to the learning environment. MHA students should ensure that they have familiarized themselves with NCUOne, the Commons, and various student support services. Contact your Academic and Finance Advisors if you have questions.

CODE OF CONDUCT POLICY

Northcentral University has established a Code of Conduct for all students and faculty in the University community, including applicants, and alumni. Students in the MHA program are expected to abide by this code at all times. This code can be found in the NCU Catalog.

May 2019
ACADEMIC INTEGRITY
All work submitted in each course must be the student’s own original work. This includes all assignments, exams, term papers, and other projects required by the faculty. The submission of another person’s work represented as that of the student’s (without properly citing the source of the work) will be considered plagiarism and will result in an Academic Integrity Policy Violation Notice being filed by the faculty member. The result may be an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. Assignments are submitted through Turnitin to help students prevent plagiarism, engage students in the writing process, and provide personalized feedback.

The American Psychological Association (APA) Manual, 6th edition, is the current standard for all student work. Students may find out more about this writing style through the Center for Teaching and Learning, the Academic Success Center, and NCU’s APA Central, or may ask their faculty mentor for help.

UNIVERSITY COURSE POLICIES
Please consult the current version of the NCU Catalog for information regarding the following policies. Please note this section focuses on specific course policies relevant to the MHA program but is not a comprehensive (and may not be the most current) summary of all course policies.

- Course Participation
- Assignment Submissions
- Recommended Schedule for Course Completion
- Submittal Turn-Around Schedule
- Course Learning Assessment/Course Grade

GRADE POLICY
See Grading Policies of the NCU Catalog for information about the NCU Grading Policies.

Natural Disasters and University-Wide Technology Outages
Students should be reassured that faculty will work with them in regards to assignment submissions in the event of natural disasters (i.e., hurricanes, wildfires, tornadoes, etc.), or in the event of a university-wide technology outage. Each event and how it directly affects the student will be handled on an individual basis. This may or may not include extensions on assignment due dates, utilizing the Incomplete Grading Policy, and/or granting an official course extension. Students should contact their course faculty if they believe they will be impacted by a natural disaster.

SATISFACTORY ACADEMIC PROGRESS
Satisfactory Academic Progress (SAP) is the standard by which Northcentral University measures students’ progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and Maximum Timeframe. If, at any time, a student is not meeting the minimum requirements for SAP, he/she receives an email notification in NCUOne as well as an email to the personal address on file. However, it is ultimately the
NCU programs are designed to allow students to pursue their educational efforts full-time while managing other responsibilities. NCU will consider granting an Academic Leave of Absence (LOA) for a student who is experiencing hardships that make effective progress in his/her academic course of study unusually difficult. A leave of absence is defined as a temporary break from academic registration with a clear intent to return to the program of study.

Additional information regarding the Academic Leave of Absence policy can be found in the NCU Catalog.

PROGRAM PROBATION
Occasionally students experience difficulty in their graduate program that may lead to being placed on probation or other corrective actions. A student may be placed on program probation by the University or MHA administrative personnel for unsatisfactory academic progress or for unsatisfactory performance in other training domains. These include, but are not limited to, professional or ethical violations or concerns and/or other reasons identified by faculty.

A student placed on probation will, in consultation with the MHA faculty, develop a remediation plan (Guided Action Plan). Remediation plans are structured to assist students in working through whatever difficulties they are experiencing with the purpose of achieving their professional goals. These plans will specify, in writing, the basis for the probation and the term of the probationary period. The conditions which must be met in order to be removed from probationary status will be specified in writing.

Students placed on probation will remain on probation for a minimum of twelve weeks. Students placed on probation for unacceptable grades must successfully remediate the unacceptable grade and meet the requirements of their remediation plan, without incurring any additional complaints or problems, in order for probationary status to be removed. Removal from probation requires satisfactory progress of the remediation plan as determined by faculty consensus. Failure to meet the conditions of probation will result in dismissal from the program. If a student believes that the probationary status is not justified, or that the conditions of the probation are unreasonable, the
student may appeal in writing to the MHA Program Director within 10 working days. A student who has formerly been on probationary status may be terminated from the program for future inappropriate conduct or subsequent academic difficulties.

Resources Available to Students When Experiencing Difficulties
When a student is placed on probation, several steps may be taken as a part of his or her remediation plan. This plan may include, but is not limited to, the following: (a) reducing the student's course load, (b) referring students to the Northcentral University academic assistance resources, (c) considering a possible leave-of-absence, (d) suggesting a referral of a student for therapy services or medical intervention in his or her local community, (e) creating a behavioral contract to outline the necessary changes and steps that must be taken for successful completion of the program, and (f) providing additional faculty mentoring and encouragement. All recommendations are designed with the goal of helping students to succeed. If, during a student's program, the faculty determines that a student does not have the personal and professional health and maturity needed to be an effective healthcare administrator, the student will be advised of this and counseled to seek another area of study.

DISMISSAL FROM THE PROGRAM
A student's dismissal from the program may be a student decision or program decision. Students who violate the University's Code of Conduct and/or Academic Integrity policy while enrolled in the program may be subject to immediate administrative dismissal. Students who have been dismissed due to a violation of the Code of Conduct or Academic Integrity policy, or due to any other legal or ethical matter, do not qualify for readmission to Northcentral University. Students in violation of the University's Attendance policy may be withdrawn. Dismissal of students who fail to meet their financial obligations to the University is handled by the Accounting department. The Code of Conduct, Attendance policy, and a summary of the Academic Integrity policy are published in the NCU Catalog. Complete information concerning Academic Integrity is provided in NCUOne to students. For additional information regarding Dismissal Policies students can reference the NCU Catalog.

TIME LIMITS FOR DEGREE COMPLETION
Northcentral University allows 6 years to complete Master's programs requiring more than 36 credit hours. Students who are unable to complete a degree program within the stated time limits are dismissed. Students who believe they have extenuating circumstances may document the circumstances and send a request for consideration to their respective Program Director or School Dean. Exceptions to the policy are determined on a case-by-case basis and, if granted, are granted only once.

GRADUATION POLICY
Upon completion of all program requirements, student will contact their Academic Advisor to begin the process of petitioning for graduation. To assure that all requirements of the program and degree, as well as those of the University, are met prior to conferring the degree, a Graduation Audit will be performed in response to a student's Graduation Request.

The student submits the request to graduate electronically which sets an alarm for the Academic Advisor. The advisor then verifies that all general requirements have been met to earn the degree. An additional audit is performed by the MHA Program Director to ensure that program specific requirements have been met.

May 2019
For all students, degree requirements include:

- 3.0 (letter grade of “B”) or higher GPA
- Official documents on file for basis of admission from an appropriately accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Once the Academic Advisor and Program Director have approved the graduation request, a notice is sent to the Accounting Department which then verifies that all fees are paid. When approved by Accounting, the Registrar receives a notice to issue the diploma.

EXIT INTERVIEW, ALUMNI, AND EMPLOYER EVALUATION SURVEYS
Graduating students are asked to participate in an online Exit Interview Survey immediately after graduation, and the Alumni Survey and Survey of Employers of graduates one year after graduation. The primary purpose of the exit interview is to give students an opportunity to share with the MHA faculty their overall evaluation of the MHA program, including ways that it can be improved. The primary purpose of the alumni survey is to gather information about alumni views of how well the program prepared them for success in various competency areas and current employment. The purpose the employer evaluation survey is to gather information about their views of how well our graduates are doing, what competencies may be lacking, and, in general, how satisfied they are with the graduate’s performance. Students are asked to please be sure to provide contact information (email, phone, etc.) when they graduate so they or their employers can be provided links to these various surveys.

STUDENT COMPLAINT AND GRIEVANCE PROCEDURES
Part of the process of becoming a professional is learning to deal appropriately with disagreements and grievances. Generally speaking, most concerns can be effectively addressed and resolved between the student and their faculty. Engaging in a respectful interchange of ideas and concerns with peers and supervisors an important part of a student’s professional development and learning to address concerns in a professional manner is an important graduate level student skill.

If students experience a concern, either academic or administrative (e.g., university policy or procedures, its decisions or judgements), the student should follow the steps outlined in the table below. These steps are consistent with the levels of action described in the NCU Catalog. For academic concerns regarding grade appeals, students should contact their Academic & Financial Advisor or refer to the NCU Catalog for the current appeal process.

*See NCU Catalog for additional information regarding university policies and procedures.

APPEALS, GRIEVANCES AND CONCERNS
Students who believe they have mitigating circumstances and wish to appeal their administrative dismissal must initiate the appeal within 30 days of receiving notification of the dismissal. Students appealing an administrative dismissal must follow the process outlined in the NCU Catalog.

As indicated in the NCU Catalog, in the event that a student has a complaint or dispute with the University regarding the University’s application of policies and procedures, its decisions, or
judgments, the student has a right to seek a satisfactory resolution through the formal avenues of appeal and/or grievance. A grievance may not be filed if other avenues such as filing a “Concern” or an “Appeal” are available to the student.

Escalation Procedures
1. Academic and Financial Advisor/Financial Services Advisor/Faculty
2. Academic Liaison and/or Associate Director of Student and Financial Services
3. Director of Student Services/Sr. Director of Student Services
4. Legal Affairs (depending on the nature of the issue)
5. Grievance: A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student’s favor.

(Note: Appeals of final grades must use the appeal process defined in the NCU Catalog. Review carefully the directives on appeals, as often the decisions of Deans in these matters are not grieve-able. Other Appeals include but are not limited to SAP, academic dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.)

Grievance Evaluation
Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Financial Advisor if all other steps noted above have been attempted without appropriate resolution.

Students may not grieve the stated or published policy of NCU.

Students may file a complaint with the California Bureau for Private Postsecondary Education. A compliant may be filed by writing (Complaint Form) or calling the Bureau’s Enforcement Section (contact information can be found in the NCU Catalog).
APPENDIX A: Student Competency Evaluation

NCU MHA PRE/POST STUDENT COMPETENCY INVENTORY

Competency Inventory Completion Instructions

The following pages contain a complete listing of the health leadership competencies used by the MHA Program. The goal of the MHA Program is to help you develop these competencies and build your capabilities as you advance through the program and prepare for a successful career in health administration. The competencies listed are derived from the National Center for Healthcare Leadership (NCHL).

Keep in mind that this inventory is a personal reflection on your capabilities in relation to your long-term professional development and career goals. There are no right or wrong answers. Therefore, this inventory will be most useful to you if you keep it as a record (in your e-Portfolio) of your current perceived capability(ies) in relation to each competency. At the end of the inventory, provide a summative paragraph of your overall reflection on where you are in terms of the competencies listed, where you would like to be, and how you plan to develop these competencies.

You will complete this inventory in your first MHA course (MHA 5000) and your capstone course (MHA 5999). Your faculty will complete a similar inventory for you after courses 5003, 5007, and 5011. You and your faculty will be able to use these inventories as a reference as you work with your faculty in planning your continued development in relation to each of the competencies for health leadership.

Below is a diagram of the MHA Program Competency Model.

The inventory begins on the next page.
Check the appropriate box and provide the date.

STUDENT NAME:

<table>
<thead>
<tr>
<th>SELF-ASSESSMENT</th>
<th>DATE OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/Self-Assessment (MHA 5000)</td>
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<tr>
<td>Post/Self-Assessment (MHA 5999)</td>
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</tr>
</tbody>
</table>

The competencies labeled 1, 2, etc. represent the overarching competency domain. The competency(ies) labeled 1.1, 2.1, etc. are the sub-levels of that competency. The sub-level is what the MHA program would like you to attain by the end of the program.

Using a Likert Scale from 1 “Not at all” to 5 “Expert”, please click on the box to indicate your CURRENT level of capability for each competency listed. At the end, please provide a summative reflection.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Not at all</th>
<th>Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analytical Thinking</td>
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</tr>
<tr>
<td>The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.</td>
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<tr>
<td>1.1. Analytical Thinking: Recognizes Multiple Relationships</td>
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<tr>
<td>Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chain of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps).</td>
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</table>

| 2. Community Orientation                                                  |            |          |           |            |        |
| The ability to align one’s own and the organization’s priorities with the needs and values of the community, including its cultural and ethnocentric values and to move health forward in line with population-based wellness needs and national health agenda. |
| 2.1. Community Orientation: Maintains Clear Communication                |            |          |           |            |        |
| Maintains clear communication with community leaders and constituents regarding mutual expectations; Monitors community satisfaction and potential health needs; Regularly distributes helpful information to key stakeholders; Gives friendly, cheerful service. |

| 3. Financial Skills                                                       |            |          |           |            |        |
| The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions. |
| 3.1. Financial Skills: Understands Impact of Reimbursement Models         |            |          |           |            |        |

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<table>
<thead>
<tr>
<th>Competency</th>
<th>Not at all</th>
<th>Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assesses reimbursement and payment system alternatives; Explains connections between models and behavior of providers and payers; Develops incentives; Considers impact of reimbursement and payment systems when assessing management alternatives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>4. Information Seeking</strong></td>
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<tr>
<td>An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for exact information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.</td>
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<tr>
<td><strong>4.1. Information Seeking: Delves Deeper</strong></td>
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<tr>
<td>Asks a series of probing questions to get at the root of a situation, a problem, or a potential opportunity below the surface issues presented; Calls on others who are not personally involved, to get their perspective, background information, experience, etc.; Does not stop with the first answer; finds out why something happened; Seeks comprehensive information, including expecting complexity.</td>
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<tr>
<td><strong>5. Innovative Thinking</strong></td>
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<tr>
<td>The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.</td>
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</tr>
<tr>
<td><strong>5.1. Innovative Thinking: Applies “Tried and True” Concepts or Trends</strong></td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Uses knowledge of theory and different past trends or occurrences to look at current situations; Applies and modifies concepts or methods appropriately.</td>
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<tr>
<td><strong>6. Strategic Orientation</strong></td>
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<tr>
<td>The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.</td>
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<tr>
<td><strong>6.1. Strategic Orientation: Develops Strategy to Address Environmental Forces</strong></td>
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</tr>
<tr>
<td>Positions the organization in light of the environmental forces over the next three to five years; Develops strategic goals and plans for the organization that take advantage of its strengths, addresses its shortcomings, builds on opportunities, and attempts to minimize environmental threats; Aligns organizational units and investment strategy (financial, people, technology, materials) to achieve strategy.</td>
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</tr>
<tr>
<td><strong>7. Accountability</strong></td>
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</tbody>
</table>

May 2019
<table>
<thead>
<tr>
<th>Competency</th>
<th>Not at all</th>
<th>Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to hold people accountable to standards of performance or ensure compliance using the power of one’s position or force of personality appropriately and effectively, with the long-term good of the organization in mind.</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td>7.1. Accountability: Sets Limits</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>Establishes high but achievable performance, quality, and resource utilization standards; Firmly says no to unreasonable requests; Sets limits for others’ behavior and actions; Limits others’ options to force them to make desired resources available.</td>
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<tr>
<td>8. Collaboration</td>
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<td>☐</td>
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</tr>
<tr>
<td>The ability to work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to get its mission accomplished.</td>
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<td>☐</td>
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</tr>
<tr>
<td>8.1. Collaboration: Solicits Input</td>
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</tr>
<tr>
<td>Genuinely values others’ input and expertise; Actively seeks the input of others to increase the quality of solutions developed; Displays willingness to learn from others, including subordinates and peers; Solicits ideas and opinions to help form specific decisions or plans; Works to create common mindset.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>9. Performance Measurement</td>
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</tr>
<tr>
<td>The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques.</td>
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</tr>
<tr>
<td>9.1. Performance Measurement: Monitors a “Scorecard” of Quantitative and Qualitative Measures</td>
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<td>☐</td>
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<td>Tracks financial, customer, quality, and employee performance measures; Uses patient and constituent satisfaction scores, as well as demographic and epidemiological statistics to set organizational priorities, plans, and investments; Gathers both quantitative and qualitative information on customer perceptions, market position, and financial viability; Tracks high-incidence procedures and conditions; Establishes procedures based on evidence; Ensures medical professionals undergo quality reviews; Uses measurement systems to determine “early warning” as well as “rear window” indicators.</td>
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<td>10. Process Management &amp; Organizational Design</td>
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<td>The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.</td>
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<td>Assesses organizing structures (functional, departmental, service line, etc.) and their advantages and disadvantages; Understands basic differences in provider structures (i.e., practice site, teaching</td>
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hospital, community hospital, clinic, sub-acute provider); Uses organization structure to design and improve performance.

11. **Project Management**
The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line.

11.1. **Project Management: Manages Projects Effectively**
Tracks performance against plan and budget; Holds vendors accountable; Holds team members accountable; Reports project outcomes; Adjusts plan and re-projects; Ensures delivery within prescribed timeframes and budget.

12. **Professionalism**
The demonstration of ethics and professional practices, as well as stimulating social accountability and community stewardship. The desire to act in a way that is consistent with one’s values and what one says is important.

12.1. **Professionalism: Maintains Social Accountability**
Develops and implements systems for tracking and sustaining commitments to the community and customers; Acknowledges issues and contributing factors; Publicly admits to mistakes; Establishes approaches to handling issues and mistakes with openness, honesty, and fairness.

13. **Team Leadership**
The ability to see oneself as a leader of others, from forming a top team that possesses balanced capabilities to setting the mission, values, and norms, as well as holding the team members accountable individually and as a group for results.

13.1 **Team Leadership: Promotes Team Effectiveness**
Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people); Determines team membership (including selection and dismissal), team assignments, performance management, and team development actions in a manner that promotes team morale and productivity; Obtains input from others to promote the effectiveness of the group or process; Builds team spirit for purposes of promoting the effectiveness of the group or process.

**Summative Reflection:** (use additional space as needed)
APPENDIX B: SHS Student IPE Activity Tracking

Please complete this form as you participate in IPE activities. You may want to upload this into your ePortfolio for safe keeping.

*Please Note: Masters of Health Administration (MHA) students are required to track all interprofessional education (IPE) activities throughout their tenure in the program. Our goal is that you will have participated in at least 6 activities upon graduation. You will be asked to turn this form in to the MHA Program Director upon completion of your program.

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<th>Name: Click or tap here to enter text.</th>
<th>Program Start Date: Click or tap here to enter text.</th>
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<td>Program: Choose an item.</td>
<td>Program End Date: Click or tap here to enter text.</td>
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