



program handbook 2019/2020

**Master of Health
Administration**
A Graduate Online Program

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PURPOSE

The Mercy College of Ohio, Master of Health Administration Handbook is published by the Mercy College of Ohio, Division of Health Sciences and is the Master of Administration's official notification of its policies, procedures and standards of conduct applicable to students. Each student is responsible for knowledge of the policies, procedures and standards of conduct described in the Handbook; enrollment is considered acceptance of all conditions discussed in this Handbook. However, the provisions of this Handbook do not constitute a contract between any student and Mercy College of Ohio. The College reserves the right to change any of the policies, procedures and standards of conduct at any time as may be necessary in the interest of the College. The College also reserves the right to modify or discontinue any of the services, programs or activities described in this Handbook. If a material revision to a policy, procedure or standard of conduct is made and becomes effective during the academic year, students will be notified of such and will be expected to abide by the updated terms. Questions regarding this Handbook should be directed to the Program Director or Program Coordinator.

COLLEGE CATALOG

The College Catalog is an essential resource during your time here at Mercy College. Each student is responsible for knowledge of the policies, procedures and standards of conduct described in the Catalog; enrollment is considered acceptance of all conditions discussed in the College Catalog. A PDF version of the College Catalog is available on the College's website for download.

OVERVIEW

The Master of Health Administration (MHA) program is an online program, with the exception of the required practicum experience for students with less than one year of healthcare leadership experience. The program is built on the College Mission and Values and is designed to prepare aspiring and existing healthcare professionals to serve or advance in healthcare leadership roles. The program will encourage students to demonstrate an understanding of evidence-based decision making within a context that values diversity and is sensitive to the ethical implications of decision making within healthcare delivery. The program provides a broad base of knowledge and prepares graduates to lead in a value-based healthcare environment.

PROGRAM MISSION

The mission of the MHA program is to provide individuals with the advanced knowledge and skills needed to lead and serve dynamic healthcare organizations.

PROGRAM LEARNING OUTCOMES

Upon completion of the MHA program, the graduate will be able to:

1. **Knowledge of the Healthcare Environment:** Explain the legislative, regulatory, political, and consumerism impact on the environment of healthcare and the components of healthcare delivery systems in the United States.

2. **Essential Business Literacy:** Demonstrate the essential business principles required for the stewardship of healthcare organizations.
3. **Ethical Practice, Diversity, and Inclusion:** Evaluate the professional and ethical standards of decision-making within the management and delivery of healthcare, including inclusion and diversity within employee and patient populations and other related complex health issues.
4. **Population Health and Evidence-Based Decision Making:** Analyze population health management strategies in the delivery of value-based healthcare, utilizing health information science, technologies, and analytics to drive evidence-based decisions in the management of care.
5. **Communication and Relationship Management:** Demonstrate effective communication and human resource practices in the management of healthcare organizations.
6. **Health Leadership:** Inspire individual and organizational excellence and successfully lead change to attain the healthcare organization's strategic initiatives.

PROGRAM CONCEPTUAL FRAMEWORK

The program's conceptual framework exemplifies the core knowledge and philosophical vision guiding the development of learners into healthcare leaders. The conceptual framework serves as a lens that focuses and directs the implementation, design, and continued development of the program.



PROGRAM ASSESSMENT AND EFFECTIVENESS PLAN

Assessment of student learning provides quantitative and qualitative information about what the program is designed to accomplish and what students should know, understand, and be able to achieve upon graduation. Program assessment is not an evaluation of individual students, faculty or staff. It is a process used to provide the program with feedback on its performance with the intent of helping improve the program and in particular, improve student learning. The assessment process produces information which supports data-driven decisions for program improvement. The program has developed a detailed assessment plan incorporating program learning.

Assessment activities are conducted from student entry to student exit and post-graduation, and students will be asked to participate in these activities throughout their tenure at the College. Student participation is crucial to the assessment process.

Program learning outcomes are assessed in the following ways:

1. The program utilizes a programmatic level assessment plan to evaluate program learning outcomes.
2. The Program Advisory Committee is involved with the program planning, evaluation, and improvement.
3. Students complete evaluations at the end of each course.
4. Graduates are asked to complete a Mercy College Alumni survey.

The Program Advisory Committee is involved with the assessment process, primarily in the evaluation of data and development of strategies for the improvement of student learning. The Advisory Committee is kept regularly informed about the assessment activities through periodic updates at semi-annual meetings.

PROGRAM CURRICULUM AND COURSE DESCRIPTIONS

The program curriculum and course descriptions can be found in the College Catalog.

GRADUATE STUDENT PROGRESSION

The graduate student progression policy can be found in the College Catalog.

STUDENT REPRESENTATION

The program may have up to two student representatives on the program's Advisory Committee. Student representatives will be asked to attend two Advisory Committee meetings per year and meetings may be attended via teleconference. Representatives serve on a voluntary basis and appointment is conferred by the Program Director. Appointments can be revoked at the Program Director's discretion.

EXPECTATION OF STUDENTS

Be advised that this will be a rigorous course of study. The faculty will strive to ensure your success at Mercy College and in your future professional endeavors. However, your success will depend significantly on your commitment to and participation in the professional online learning community designed to maximize your learning experience. Adhering to the following guidelines will help ensure your success as well as enrich the learning environment for your colleagues.

Students will be expected to:

- Contribute to the professional learning community through substantial discussion and interaction.
- Produce work that reflects graduate-level standards.
- Complete all assignments on time.
- Make every effort to participate in all activities within each module. Students will notify the instructor as soon as possible in cases of absence from class.
- Cooperate with fellow students, faculty, and staff at Mercy College.
- Seek clarification from the instructor when content, guidelines, or expectations are unclear.
- Communicate with the instructor immediately if he/she encounters difficulties in completing their assignments.
- Be familiar with the College Catalog, this Program Handbook, and each course Syllabi as essential resources.

GRADING POLICY

The graduate student grading policy can be found in the College Catalog.

WRITING REQUIREMENTS AND PLAGIARISM DETECTION

All courses require that the American Psychological Association (APA) format is followed for all written work and other projects as required by the instructor. Please utilize the Writing Center for additional information on APA format. Your work should reflect graduate-level writing and APA standards. Be sure to adhere to Mercy College's Academic Integrity Policy found in the College Catalog.

All material submitted by students may be evaluated for the originality of content. Work may be evaluated for the originality of content using plagiarism detection applications. If any portion of work submitted by a student is found to be plagiarized, the student may receive a score of zero for that assignment and may be considered an act of academic dishonesty. Students are encouraged to use the Writing Center within the Student Success Center for assistance in avoiding plagiarism.

ONLINE EXAMINATIONS AND QUIZZES

Online examinations and quizzes are a component within many online courses. Exams are timed and are administered in a secure browser. Students must set aside the appropriate amount of time to devote to taking an exam. It is highly recommended that students NOT wait until the last minute (just before the deadline)

to begin an online exam, as certain technical issues are often unforeseen and may delay the students' ability to access the exam.

Online exams are to be treated with the same respect and integrity as exams taken in a classroom setting. Students are NOT to print (including print screen), copy, or share exam materials and questions with any other student at any time, even after an exam deadline has passed. This includes but is not limited to posting exam questions in Discussion Boards and e-mail exam questions to any student. Students found in violation of this policy may be subject to the College's disciplinary process for academic dishonesty.

PROCTORED TESTING

A proctored exam may be a requirement within your coursework. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process. Proctored testing may be required at a few select points during the entire program. Students will be able to use proctors within their local community and will not be required to be on campus for testing. Mercy College strongly believes proctored testing safeguards the integrity of your degree and follows best practices in distance learning. Your instructor will indicate when a proctored test is required via the syllabus, course news, or email. Testing Center staff and your instructor will assist you with the process and requirements of your proctored test.

Approved Proctor Sites:

- Local college testing center
- Faculty and administrative staff at public-private college and universities
- Full-time school or public librarian
- Hospital Educational Counselor
- Guidance counselor/counseling staff
- Full-time teacher or staff member
- Corporate training officer
- Military base/station education officer
- Base commander
- Leader/Clergy person at a religion/faith-based facility

A Few Things to Know About Proctor Sites:

- Most proctor sites do not charge, but some may charge fees for their services. The student is responsible for paying all fees for proctoring when required.

- The student must be proctored in an educational/ professional/ public facility. (No proctoring may take place at a private residence.) Nor may the proctor be a relative or close friend of the student.
- It is the student responsibility to schedule a testing date for each proctored exam.

ACADEMIC ADVISING

As a graduate student, your academic advisor is an essential part of your success team. Your advisor is the Program Coordinator for the MHA program and can help with a variety of topics that support your success in the program. Graduate students should maintain regular contact with their academic advisor as they progress through the program.

TUTORING SERVICES

Tutoring is provided in the areas of science, math, writing, study skills, and nursing. More specific information about these services can be found in the Student Success Center within Canvas.

CAREER AND PROFESSIONAL DEVELOPMENT

The mission of the Office of Career and Professional Development at Mercy College is to assist students and alumni in their job search. Career services are provided free of charge. Career and Professional Development Services Offered:

- Resume and Cover Letter Development
- Interviewing Skill
- Job Search Process
- Job Fairs
- Professional Etiquette
- Professional Development Programs
- On-Line Career Resources

Please contact Kristen Porter, Director of Career, Professional Development and Retention at 419-251-1339 or email kristen.porter@mercycollege.edu for more information about the services available.

COUNSELING SERVICES

As part of the Mercy College Student Success Center, Counseling and Wellness services promote the personal growth and wellness for all students through personal counseling, group counseling, campus programming, and crisis response. Free and confidential services are available to assist students in resolving personal difficulties to help promote both personal and academic development.

How to Schedule an Appointment:

- Email: suzanne.hall@mercycollege.edu

Emergencies:

- If you have a concern about your safety or the safety of others, please contact campus security at 419-251-4444 or 911.
- If you feel your problem is urgent and you cannot wait to schedule an appointment, please contact the Director of the Student Success Center at 419-251-1487.
- If you are unable to reach the Director of the Student Success Center, please contact the Vice President of Student Affairs/Dean of students at 419-251-1512.
- National Suicide Prevention Lifeline: 800-273-TALK (8255)
- National Sexual Assault Hotline: 800-656-HOPE (4673)

LIBRARY AND LEARNING RESOURCES

Complete information regarding library resources available to students is found in the College catalog.

PROGRAM EXPERIENCE REQUIREMENT

Students having one-year or more of healthcare leadership experience as approved by the program director (by the end of semester IV), are not required to take the practicum course, but will have the option to participate in the practicum experience in a varying credit hour format (1-3 credit hours). Note: One credit hour = 40 hours.

Students with less than one year of healthcare leadership experience as approved by the program director (by the end of semester IV), will be required to take the practicum course (3 credit hours = 120 hours).

RESIDENCE STATUS/CHANGE OF NAME

Any change in name, local address, permanent address (if different from the local address) or telephone number should be reported to the Student Records Office promptly.

CONFIDENTIALITY OF PROTECTED INFORMATION (HEALTH/FACILITY/PHYSICIAN/EMPLOYEE)

By law, all information contained in a patient's medical record/electronic health record, known as PHI (protected health information), is considered to be confidential. Information pertaining to the facility or relating to physicians or employees is considered confidential as well. All information that is discussed or made available in class or in the clinical facilities is therefore considered confidential and may not be discussed outside of the classroom or clinic.

Students may not disclose confidential information to unauthorized individuals, including family and/or friends. Failure to respect confidential information will result in dismissal from the program.

CIVIL RIGHTS/NONDISCRIMINATION STATEMENT

Mercy College of Ohio is committed to a policy of nondiscrimination on the bases of race, color, national and ethnic origin, sex, sexual orientation, disability, age, marital status, religion, pregnancy, genetic information, and any other legally-protected class in admissions and educational programs, services and activities, in accord with applicable federal and state law. For more information about Mercy College of Ohio policies, compliance and consumer information, please visit: www.mercycollege.edu/compliance. Inquiries and complaints of discrimination may be addressed to the Director of Compliance and Risk Management at 419-251-1710, or 2221 Madison Avenue Toledo, OH 43604.

TITLE IX STATEMENT

In accordance with the Education Amendments of 1972, 34 CFR Part 106, Mercy College of Ohio has designated a Title IX Coordinator and Deputy Title IX Coordinator (Youngstown location) to ensure compliance regarding sex/gender discrimination of any type. Discrimination on the basis of sex can include pregnancy and pregnancy-related conditions.

Please direct questions/concerns to:

Leslie Erwin, Title IX Coordinator
419-251-1710
leslie.erwin@mercycollege.edu
titleIX@mercycollege.edu

Betsy Cardwell, Deputy Title IX Coordinator
330-480-2170
elizabeth.cardwell@mercycollege.edu
titleIX@mercycollege.edu

Mercy College of Ohio

Master of Health Administration Program

Acknowledgment Statement

I, _____ have received a copy of the Student Handbook of the Master of Health Administration Program of Mercy College of Ohio.

I agree to abide by the regulations and policies described in this Handbook and the College Catalog. I have been given the opportunity to ask questions for clarification of all policies.

Date:

Student's Electronic Signature

(Please type your name above)