



Master of Health Administration

College of Public Health

UNIVERSITY OF GEORGIA



MHA STUDENT HANDBOOK
ACADEMIC YEAR 2025-2026
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I. Introduction

A. MHA Program

Mission

The MHA program at the University of Georgia is dedicated to preparing early-career students to meet critical needs in healthcare. Our competency-based curriculum combines theoretical knowledge, practical skills, and experiential learning, giving students the foundations to advance to management and leadership positions in hospitals, consulting firms, healthcare delivery systems, and public health organizations.

Our mission is supported by: (1) faculty, including experienced instructors from healthcare organizations, who equip graduates with skills in healthcare management, finance, strategic planning, and leadership; (2) the program's cohort model and placement in the College of Public Health, which fosters critical thinking, teamwork, innovative problem-solving, and collaboration across health-related disciplines; and (3) practical learning experiences where students build relationships with industry stakeholders.

Vision

The University of Georgia seeks to have a nationally recognized MHA program. We prepare graduates to excel as leaders who embrace a collaborative approach to leading effective health strategies and solutions to improve healthcare delivery and outcomes for individuals and communities in Georgia and beyond.

Values

Collaboration, Continuous Improvement, Inclusive Excellence, Integrity, Leadership, and Professionalism.

Program Coordination

MHA Program Director:
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MHA Program Manager:
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B. Department of Health Policy and Management

Mission

The mission of the Department of Health Policy and Management is to train public health professionals in the study of health policy and law, health economics, public health, and healthcare system management with the aim of improving healthcare quality and access.

Administration

Department Head:

Dr. M. Mahmud Khan

116 Wright Hall

mahmud.khan@uga.edu

706-713-2693 or 706-542-6083

C. College of Public Health

Mission

The College of Public Health at the University of Georgia promotes health in human populations, protects the environment, and prevents disease and injury in Georgia, the United States, and globally through innovative research, exemplary education, and engaged service.

Administration

Dean:

Dr. Marsha Davis

205 Rhodes Hall

davism@uga.edu

706-542-0939

D. Graduate School

The Graduate School coordinates the graduate programs of all schools and colleges of the University. Matters of policy and procedure are determined by the graduate faculty through the graduate council. The graduate program faculty consists of faculty members appointed by the President on the basis of productive research, effective teaching, and other creative activities. The policies adopted by the graduate council are administered by the vice provost and dean of the Graduate School. Graduate degrees at UGA are ultimately under the supervision of the Graduate School. Further information can be obtained at <https://grad.uga.edu/>.

Administration

Vice Provost and Dean:

Dr. Ron Walcott

310 Herty Drive

graddean@uga.edu

706-542-6392

II. Coursework

The MHA degree requires the completion of 55 credit hours. Students wishing to obtain the MPH and MHA degrees concurrently must complete all required courses for each program, including 30 unique hours in each. The sample program of study for the MHA program is shown in Figure 1 below.

Figure 1
MHA Program Coursework

		Course #	Course Title	Cred.	Core
Year One	FALL	HPAM 7150	U.S. Healthcare Delivery System	3	
		HPAM 7350	Introduction to Quantitative Analysis	3	
		HPAM 7700	Leadership and Management of Public Health and NGOs	3	X
		HPAM 7740	Fundamentals of Health Care Accounting	3	
		HPAM 7910	Professional Development Seminar in Health Administration I	1	
	SPRING*	HPAM 7410	Health Informatics	3	
		HPAM 7600	Cases in Health Economics and Economic Evaluation	3	
		HPAM 7750	Finance for Health Administration	3	X
		HPAM 7760	Healthcare Law and Ethics	3	
		HPAM 7920	Professional Development Seminar in Health Administration II	1	
	SUMMER	HPAM 7650E	Comparative Health Systems	3	
		HPAM 7900	Internship in Health Administration	3	
Year Two	FALL	HPAM 7250	HR Management in Healthcare	3	
		HPAM 7400	Health Policy Analysis and Health Systems Performance	3	X
		HPAM 7500	Organizational Behavior	3	
		HPAM 7550	Quality Improvement in Health	3	
		HPAM 7930	Professional Development Seminar in Health Administration III	1	
	SPRING*	HPAM 7510	Management and Leadership in Ambulatory Care	3	
		HPAM 7810	Emerging Topics in Healthcare and Leadership	2	
		HPAM 7940	Professional Development Seminar in Health Administration IV	1	
		HPAM 7950	Capstone Project in Health Administration	3	X
Total Credit Hours				54	

*See the "Prerequisite" section on the next page

Dual Degrees

Those interested in the dual MPH/MHA option should speak with the MHA Director or the MPH Director for the pertinent information and a sample program of study plan.

Prerequisite

The College of Public Health requires that students who do not have a bachelor's or master's degree in a public health or related discipline¹, or a minor in public health or a related discipline, take a public health foundations course (PBHL 7100) in the spring of their first year or second year in addition to the courses shown in Figure 1.

III. Competencies and Program Requirements

The MHA program is a competency-based curriculum designed to equip students with knowledge, skills, and tools essential in the ever-evolving healthcare environment.

Competencies fall into five domains:

1. Critical thinking, analysis, and problem-solving
2. Management and leadership
3. Communication and interpersonal effectiveness
4. Professionalism and ethics
5. Knowledge of the healthcare system and population health

Program competencies are listed by domain below.

1. Critical thinking, analysis, and problem-solving

1.1 Data-driven decision-making: Demonstrate the ability to analyze, understand, and explain data to inform decision-making.

1.2 Financial management: Apply financial management and analysis principles using knowledge of accounting functions, insurance and reimbursement methods, and economic concepts.

1.3 Organizational performance: Recognize how to allocate organizational resources for performance improvement and the role of organizational strategy in decision-making.

1.4 Operations and business process management: Demonstrate understanding of essential operations management functions in healthcare and how to apply project management and quality management tools.

¹ Related disciplines include, but are not limited to, biostatistics, environmental health, epidemiology, health administration, health informatics, health policy and management, health promotion and behavior, health sciences, health services research.

1.5 Quality improvement: Understand continuous quality improvement concepts and skills to improve work processes, patient safety, and organizational performance.

1.6 Risk management: Describe and understand sources of organizational liability and approaches to risk management for minimizing financial losses.

1.7 Economic analysis: Comprehend the application of economic concepts and techniques to understand stakeholder and market behaviors and inform decision making.

2. Management and leadership

2.1 Human resource management: Understand HR processes for recruitment, hiring, retention, and separation/severance and elements of HR development designed to maximize employee performance.

2.2 Information management: Knowledge of the role of IT infrastructure for health service delivery, quality improvement, business operations, and data management.

2.3 Leadership and governance: Demonstrate an understanding of organizational governance, proficient leadership, and management to effectively lead in healthcare systems and settings.

2.4 Strategic planning: Recognize how to apply system and strategic thinking tools for decisions making, planning, and problem-solving.

2.5 Organizational behavior: Demonstrate knowledge of how to apply organizational behavior theories and practices to cultivate an organization with high morale and satisfaction.

2.6 Innovation, change and creativity management: Able to identify innovation opportunities in healthcare organizations and methods to initiate organizational change.

3. Communication and interpersonal effectiveness

3.1 Personal communication and presentation skills: Able to prepare and deliver effective written and oral business communications while demonstrating the ability to provide and receive constructive feedback.

3.2 Relationship management: Work successfully in teams to achieve a shared vision or goal while demonstrating cultural competence, empathy, and emotional intelligence.

4. Professionalism and ethics

4.1 Ethical decision-making, compliance, and integrity: Identify how to integrate legal and regulatory frameworks and professional ethics considerations in decision-making.

4.2 Professionalism in interfacing with other professionals: Demonstrate ability to work effectively with other professionals, exemplifying responsibility and accountability.

5. Knowledge of the Healthcare System and Population Health

5.1 Health law, policy, regulation, and compliance: Demonstrate an understanding of the performance, structure, and environment of the healthcare system, including how the health system is managed, regulated, and governed.

5.2 Social determinants of health and strategies to advance community health:
Demonstrate understanding of the roles of social determinants of health, health disparities, and social responsibility in resource allocation, management, and health system planning.

A. Student and Faculty Competency Assessments

Students are required to complete competency self-assessments at the end of each semester. At the end of each MHA course, faculty will complete a standardized competency assessment for each student.

The MHA Program Director will use data from student self-assessments and faculty assessments to create student progress reports. The MHA Program Director will meet with each student to share their progress in the spring of year 1, fall of year 2, and spring of year 2.

B. Cohort and Teamwork

The MHA program is cohort-based. As a result, full-time MHA students will spend two years in classes with the same students they were admitted with. A key program objective is to prepare MHA students for leadership roles in the greater healthcare environment, which has a team focus. Consequently, most classes will feature projects where students will be assigned to teams to produce a common output. Managing and participating in teams will better prepare graduates for the work environment after graduation.

It is critical to project success and future work success that every student assigned to a project team contributes in a meaningful and proportional way. Therefore, as part of the project grading process, each student will be asked to assess the contribution made by others on their team, and these assessments will be used to determine the final project grade. A consistent failure to contribute will be an important factor in determining a student's progress and may, if not addressed, lead to serious consequences, including dismissal from the program.

C. Internship Experience

Students are required to complete an internship for academic credit and register for HPAM 7900 as part of their program of study. The requirements for the successful completion of the internship course are as follows:

1. Before initiating the internship, the student must submit a formal internship proposal for approval by the program director.
2. Upon approval of the internship proposal, the student must complete a minimum of 300 hours of work. The program director will require formal attestation of hours worked from the internship site preceptor to verify the completion of this requirement. The hours-worked requirement is the equivalent of 8 to 10 weeks of full-time work. The student must work a minimum of 16 hours per week to receive credit toward the minimum hour requirement.

3. At or towards the conclusion of the on-site internship experience component, the student must develop and deliver a formal presentation of their internship experience.
4. At or towards the conclusion of the on-site internship experience component, the internship site preceptor must provide an evaluation of satisfactory or better on all measurable dimensions of student internship performance.

Students who successfully fulfill all the requirements will receive a grade of “S” (Satisfactory) for the internship course section and satisfy the minimum experiential learning requirement for the MHA degree. Any student who fails to meet any/all of these requirements will receive a grade of “U” for that section and may not be allowed to re-register for additional sections of HPAM 7900 in successive semesters.

D. Minimum Grade Requirements for the MHA degree

Students must meet the following grade requirements to complete the program:

1. A cumulative GPA of at least 3.0.
2. Successful completion of an internship (HPAM 7900) with a grade of “S” (Satisfactory).
3. A minimum grade of 3.0 in each of the core program courses defined in Figure 1.

Failure to achieve the minimum grade in a core course may be remedied in either of two ways. The student may choose the remedy they prefer, although it must be approved by their academic advisor.

Option 1: The course may be repeated the next time it is offered, generally in one year. This option will require the student to register for 3 credit hours of HPAM 8000 Special Topics with the faculty member teaching the core course, in the semester it is repeated. The student must receive a minimum grade of 3.0 in the Special Topics course to be eligible to graduate.

Option 2: The student may take a 1-credit-hour directed study course in the semester following the failure to achieve the minimum grade. The directed study course will require instructor approval. The student must demonstrate course mastery by producing an instructor-approved deliverable related to the course topic (e.g., research paper, health policy analysis paper, strategic planning project, financial analysis/budgeting project). The student must receive a minimum grade of 3.0 on the deliverable to meet the culminating requirements and be eligible to graduate.

A student will not be permitted to select either remedy for more than two core courses. Failure to achieve a minimum grade of 3.0 for more than two core courses will result in dismissal from the program.

Students failing to meet these requirements may not be allowed to take the comprehensive examination, without which they cannot graduate. The MHA Director will determine

whether each student is eligible to take the examination and may temporarily waive a requirement at their sole discretion.

In addition to the requirements above, no holds can be placed on the student's activities by the Graduate School.

E. Comprehensive Examination

Students must successfully pass a two-part comprehensive examination to receive their MHA degree. In both cases, the examination determines whether the student has mastered and can apply the knowledge provided in their MHA coursework and internship. The examinations may cover any topics from any courses taken through the semester it is given in pursuit of the MHA degree.

The first part of the examination will be administered in late April or early May at the end of the first year of study and will contribute to 25 percent of their total comprehensive exam total. The second part of the comprehensive examination will be administered in the semester the student intends to graduate, usually the spring semester of their second year. It will contribute 75 percent of their total comprehensive examination score. The student's responses will be combined, and a minimum total weighted score of 75% is required to be successful.

Students who do not meet the requirement of a minimum total weighted score of 75% will be allowed to retake the second examination toward the end of the semester in which they intend to graduate. If they do not reach 75% on the second attempt, they will be allowed one final attempt at the exam in the following semester². To retake the examination, the student must satisfy the Graduate School's requirement to be enrolled in at least one (MHA-approved) class of 3 credit hours in the semester the examination is given. Students who do not achieve a weighted score of 75% on the final attempt³ will be dismissed from the MHA program.

Dual degree students are only required to complete part two of the comprehensive examination in the spring semester of their second year of study in the MHA program.

IV. Policies and Procedures

A. Transfer of Credit

MHA students may transfer up to six (6) credit hours from other institutions if those credits were earned within six years of the requested transfer. If a student wishes to transfer credit for a course, the student must submit the course syllabus to the MHA program director for approval. No grade below "B" will be accepted. Courses beyond six hours that

² Comprehensive examinations given in the spring semester may require a fall course if no suitable course is available during the summer.

³ The total weighted score on the second attempt will be computed using the score attained after the first year, with a 25 percent weight, and the score on the second attempt, with a 75 percent weight.

are eligible for counting for dual MPH/MHA credit must have been taken at UGA in the Department of Health Policy and Management and are subject to approval by the program director upon evaluation of transcripts.

B. Academic Probation and Dismissal – Graduate School Policy

1. The Graduate School requires students to maintain a 3.0 GPA throughout their graduate studies.
2. Students with a cumulative GPA below 3.0 for two consecutive semesters are placed on probation by the Graduate School. Students must maintain a 3.0 GPA each semester after being placed on probation. They are dismissed if they fall below a 3.0 during their probationary period.
3. Should a student be placed on academic warning or probation, advisement forms must be completed and signed by the student's advisor and the Graduate Coordinator before permission to register is granted.
4. Students may be dismissed from the Graduate School and the MHA program if they have not made sufficient academic progress to continue in the program.
5. Students are not permitted to graduate if their GPA falls below 3.0 in the semester they intend to graduate.

All students must abide by the University's academic code of conduct found in "A Culture of Honesty" at https://honesty.uga.edu/wp-content/uploads/UGA_AH_Policy_2022.pdf. Any student accused of academic dishonesty has the right to appeal to the CPH Office of Academic Affairs. Students may be dismissed from the program if they are determined to violate this policy. Students may appeal any decision regarding their academic performance and standing by following the CPH Appeals Procedure found at <https://honesty.uga.edu/Student-Appeals/Process/>.

C. Financial Assistance for MHA

In addition to the Graduate School's financial aid and fellowship information, a limited number of research and teaching assistantships are available in the College of Public Health and the department. Faculty will also nominate outstanding applicants for highly competitive fellowships offered through the Graduate School and the College of Public Health. Assistantship opportunities are most often advertised to individual student groups by faculty of departments and, when advertised to the College, appear in the newsletter.

The University of Georgia Office of Student Financial Aid provides access to various grants and loans for students in the Graduate School. For further information and application forms for all types of financial aid, contact the office at 706-542-6147.

D. Advising & Registration

1. Advising
 - a. Students are assigned to the MHA Director as their advisor.

- b. The Advisor, in conjunction with the student, is responsible for:
 - Developing and updating the tentative program of study.
 - Monitoring problems related to the completion of the degree (e.g., deficiencies, probation, incompletes, etc.).
 - Approving overloads.
 - Filing forms in accordance with Graduate School and departmental regulations (e.g., transfer of credits, approval of a formal program of study, admission to candidacy).
 - Guiding research.
 - Approving elective courses and field placement site.
 - Assisting in student development of Capstone Project.
 - Signing off on the final program of study for graduation, to be submitted in the final semester.
- c. Students are responsible for monitoring their progress throughout the program. Students will initiate meetings with their advisor prior to registration and adhere to the deadlines for registration, filing forms with their degree program office, and filing forms with the Graduate School.

2. Registration

a. Registration Overview

Registration via computer is available at any time during the university's registration periods using ATHENA located on the *MyUGA* Portal. Computers are available across campus, and students may register at any location (on or off campus) where they can access the internet. For instructions visit: [Registration Basics](#) | [Registration](#) | [Enrollment & Registration](#) | [Office of the Registrar \(uga.edu\)](#).

b. Registration Terms

Registration for Fall classes occurs each spring semester, and registration for Spring and Summer classes occurs each Fall semester. Students receive their assigned registration tickets around early October for the Fall and early March for Spring. Student registration tickets can also be accessed via their ATHENA registration menu.

c. Registration Times

Students are assigned registration periods each semester and notified via email by the registrar's office a few weeks prior to the beginning of registration. The exact dates and times for these phases for the current term are noted in the Key Dates within the Schedule of Classes. Generally, pre-registration for Spring and summer semesters is mid-October, and pre-registration for Fall is early April. Please register at the earliest date possible to avoid classes reaching capacity and closing.

d. Preliminary Steps

Before registration, take these steps to make registration easier:

- Meet with your advisor to plan a schedule. Prior to the advising appointment, check if there are any special authorizations or prerequisites for courses.
- Check course authorizations. Check the Schedule of Classes for any special permission needed to register for a class (e.g., Permission of Department - POD) and see your advisor to obtain permission.
- Check course prerequisites. Departments may block registration for students who have not met prerequisites. The current Graduate Bulletin for course prerequisites may be found at: <http://www.bulletin.uga.edu/coursesHome.aspx>.
- Check for flags. Go to the ATHENA Registration Main Menu to check for flags. Students with flags on their record for a given term will not be permitted to register until the flags have been cleared. Students may have flags for unpaid parking tickets, unpaid University Health Center fees, library fees, tuition problems, etc.
- Clear to register. After the advisor has authorized the courses to take (via signing a registration form), ensure you have been cleared to register. You MUST be cleared for each semester (fall, spring, & summer) before you can access courses.

E. Graduate School Requirements

The University of Georgia Graduate School has detailed requirements for graduation. The following is a summary of the main requirements. For additional information, please check their website. Any changes in University policies will override the requirements stated below.

1. Grade Point Average

The student must maintain a 3.0 (“B”) cumulative grade point average on the graduate transcript to be eligible for graduation. No grade below C will be accepted.

2. Timeline to Complete Courses

The student must complete all coursework credited toward the graduate degree within six (6) years of the first semester of registration of courses. Extension may be granted only for conditions beyond the control of the individual.

3. Transfer of Credits

With proper approval, master’s students may transfer up to six (6) semester hours of credit for graduate courses taken at other schools. The student must have taken these courses in the past six (6) years. No grade below “B” may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transferred grades are not used in calculating cumulative grade point averages. The advisor will need a copy of the syllabus from those courses to determine if there is a clear match in learning objectives from both institutions. Specific degree programs may have more stringent rules when accepting transfer credits. Please refer to your degree-specific handbook and speak with the department head

for additional information. Transfer credit instructions and forms can be found by visiting [Acceptance of Credit by Transfer « UGA Graduate School](#).

4. **Incomplete Grades**

The grade Incomplete (“I”) indicates that the student was doing satisfactory work but, for non-academic reasons beyond their control (usually medical), was unable to meet the full requirements of the course. The “Incomplete” must be resolved within three (3) semesters. The student must develop a timeline with the professor, as faculty members may not be available for certain semesters. When an Incomplete is not removed, the “I” automatically becomes an “F.” Once an “I” converts to an “F,” it cannot be changed. It is the student’s responsibility to monitor the conversion deadline. Students are not allowed to graduate with an Incomplete grade on their transcript. The form for filing an Incomplete with an instructor can be found by visiting www.publichealth.uga.edu. You may also send a request to cphadm@uga.edu.

F. Graduation Procedures

1. **Deadlines**

If a student hasn’t done so by graduation semester, s(he) MUST visit the Graduate School’s website to view all deadline dates for graduation documents (<http://grad.uga.edu/index.php/currentstudents/important-dates-deadlines/>). This must be done no later than the first week in the semester that a student intends on graduating.

2. **Program of Study**

Master’s students must submit a “Program of Study” form to the Graduate School in the semester they intend to graduate. This form is at: <https://grad-status.uga.edu/Forms/G138>. The advisor and the College’s Graduate Coordinator must sign this form. The “Program of Study” lists all courses used towards graduation. This form enables the graduate school to ensure the student has completed all the hours and courses needed for graduation. Please complete the “Non-doctoral Professional Degree Program of Study” form. Graduating students will receive updates on deadlines for submission of forms, graduation requirements, and all other pertinent information on the College’s listserv. The STUDENT’s responsibility is to read all emails from the UGA Graduate School or CPH Academic Affairs faculty/staff.

3. **Application for Graduation**

A student must apply for graduation no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date to permit the Graduate School to review the student’s file. This is also the due date for the “Program of Study” form. These deadlines are published on the Graduate School website for three semesters in advance. Students must be enrolled for a minimum of three (3) hours during the semester in which degree requirements are completed, and the student graduates.

4. Late Filing for Graduation

A graduate student who misses a graduation deadline by failing to file the necessary forms will have the option of paying a single fee of \$50 (check or money order in U.S. dollars) for late processing of all required forms. A completed “Late Filing for Graduation Form,” all required graduation forms, and the late fee payment must be submitted to the Graduate School Office of Enrolled Student Services within 45 calendar days of the original deadline. After the 45-day late period, no students will be added to the commencement roster for the current semester.

5. Change in Graduation Date

If a student cannot complete degree requirements in the semester for which a graduation application was submitted, the student should log into ATHENA and click to “View Graduation Term.” There is an option available to remove the existing graduation term on the ATHENA site. The student will likely need to wait until the beginning of the following term to apply for graduation for that subsequent term. The student may also notify the Graduate School of the student’s intent by e-mail to gradinfo@uga.edu. Should a student neglect to notify the Graduate School of a failure to complete degree requirements, the student’s name may be removed from graduation status. The student and graduate coordinator will be notified of this action. It will then be necessary for the student to reapply using ATHENA for graduation. The Graduate School’s website provides all deadline dates for each semester (see <http://grad.uga.edu/index.php/currentstudents/important-dates-deadlines/>). If a registered professional master's student is unable to complete degree requirements to meet graduation deadlines for the semester but can satisfy the requirements before Phase II registration of the next semester, no enrollment is required for the new term. If, however, all degree requirements have not been completed prior to the beginning of Phase II, a student will be required to register for a minimum of three hours of credit and pay the applicable tuition and fees.

6. Graduation Clearance

When all degree requirements have been successfully completed, the student's file is cleared for graduation. Under ordinary circumstances, this process occurs when the grades for the final semester are received. The grade of “U” as a terminal grade is not acceptable for courses titled technical report, applied project, seminar, special problems, field placement, practicum, and research courses when these are degree requirements. Graduate students must have a cumulative graduate course average of at least 3.0 to graduate (this includes all graduate courses attempted, whether or not they are used in the program of study for the current degree). A student will not be allowed to graduate with an incomplete grade on the transcript if the conversion of the incomplete grade to “F” will drop the student's grade point average below 3.0.

7. Continuous Enrollment Policy

All enrolled students pursuing a graduate degree at the University of Georgia must maintain continuous enrollment until completion of all degree requirements (<https://grad.uga.edu/index.php/current-students/enrollment-policy/>). Continuous enrollment is defined as registering for a minimum of three (3) credits in at

least two semesters per year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

In certain circumstances, students may request a leave of absence (LOA) to obtain a temporary exemption from the continuous enrollment policy. The LOA must be approved by the MHA Program Director and the Dean of the Graduate School. The leave will only be granted for a good cause, such as serious medical or health-related issues, major financial and employment issues, and other significant personal circumstances that interfere with the ability to undertake graduate studies. Information and access to the forms required to request an LOA may be found at [Graduate Enrollment Policy < UGA Graduate School](#).

8. Calculation of Grade Point Average (GPA)

UGA assigns the following values to each letter grade (<http://bulletin.uga.edu/bulletin/PlusMinusGradingFAQ.html>):

A = 4.00	A- = 3.70	B+ = 3.30	B = 3.00	B- = 2.70
C+ = 2.30	C = 2.00	C- = 1.70	D = 1.00	F = 0.00

G. Professional Behavior

Students are expected to demonstrate professional behavior while enrolled in the graduate program and act in a manner that demonstrates integrity and respect for others and the campus environment. Instances of unprofessional behavior will receive a warning in writing, and repeat instances of unprofessional behavior may lead to an assignment of a grade of “F” or “U” in relevant courses or internships and/or dismissal from the program.

The American College of Healthcare Executives (ACHE) is a professional association focused on advancing leaders and the field of healthcare management. Students are expected to adhere to the ACHE Code of Ethics, which can be found at https://www.ache.org/-/media/ache/ethics/code_of_ethics_web.pdf?la=en&hash=F8D67234C06C333793BB58402D73741A4ACE3D9D

H. Work Ethic Expectations

Graduate study in healthcare administration requires high personal commitment, initiative, and accountability. MHA students are expected to uphold a strong work ethic throughout the program, characterized by the following:

- **Preparedness and Engagement:** Arrive to class, meetings, and program activities ready to engage with material, contribute to discussions, and support team efforts.
- **Accountability and Follow-Through:** Meet deadlines consistently and take responsibility for the quality and completeness of individual and team assignments.
- **Initiative and Resilience:** Proactively seek support when challenges arise, respond constructively to feedback, and demonstrate persistence in the face of academic or professional difficulty.
- **Time and Priority Management:** Balance competing demands by planning, managing time effectively, and setting priorities aligned with academic and professional goals.

- **Professional Standards:** Maintain the same level of effort and integrity expected in the workplace, including meeting obligations without prompting.

I. Harassment

UGA prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person's race, sex (including sexual harassment), ethnic or national origin, religion, age, disabled status, status as a disabled veteran or veteran of the Vietnam era, or sexual orientation. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University. The UGA Nondiscrimination and Anti-harassment Policy is found at <https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy>. Students who believe they are being harassed or discriminated against are encouraged to consult the Graduate Coordinator, Department Head, or the Office of Equal Opportunity.

Sexual harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature become sexual harassment when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program, or activity,
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from an educational program or activity. The UGA Non-discrimination and Anti-harassment Policy states: "When one party has a professional relationship towards the other, or stands in a position of authority over the other, even an apparently consensual sexual relationship may lead to sexual harassment or other breaches of professional obligations. The University prohibits all faculty and staff, including graduate teaching assistants, from pursuing sexual relationships with undergraduates whom they are currently supervising or teaching." "The University also strongly discourages sexual relationships between faculty or administrators and graduate, professional students and/or employees whose work they supervise. Anyone involved in a sexual relationship with someone over whom he or she has supervisory power must recuse himself or herself from decisions that affect the compensation, evaluation, employment conditions, instruction, and/or the academic status of the subordinate involved." For more information, visit <http://www.uga.edu/eoo/>.

J. Academic Honesty and Codes of Conduct

Students at the University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. The UGA Student Handbook and the UGA culture of honesty policy contains specific regulations governing student academic conduct: <https://honesty.uga.edu>. The Office of Judicial Programs, located in Memorial Hall, maintains and publishes the Code of Conduct for the University of Georgia. They are responsible for processing violations of conduct regulations, including providing false information to a University Official or University office. The Code of Conduct can be found at [Code-of-Conduct.pdf \(uga.edu\)](#). No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. A student does not have to intend to violate the honesty policy to be found in violation. For example, whether intended or unintended, plagiarism is a violation of this policy.

K. Academic Dishonesty

The following acts by a student are examples of academically dishonest behavior:

1. **Plagiarism** – Submission for academic advancement the words, ideas, opinions, or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
 - a. Copying information directly from a website and using it as the student's own work without citation.
 - b. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline.
 - c. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work.
 - d. Presenting an idea, theory, or formula originated by another person as the original work of the person submitting that work.
 - e. Repeating information, such as statistics or demographics, which is not common knowledge, and which was originally compiled by another person.
 - f. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.
2. **Unauthorized assistance** – Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activities, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor. Examples of prohibited behavior include, but are not limited to, the following when not authorized:
 - a. Copying, or allowing another to copy, answers to an examination.

- b. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner).
 - c. Giving or receiving answers to an examination scheduled for a later time.
 - d. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation).
 - e. Submitting a group assignment or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation.
 - f. Unauthorized use of a programmable calculator or other electronic device.
3. Lying/Tampering – Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
- a. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or any University official for failure to attend an exam or to complete academic work.
 - b. Falsifying the results of any laboratory or experimental work or fabricating any data or information.
 - c. Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work).
 - d. Altering grade, lab, or attendance records. This includes, for example, the forgery of university forms for registration in or withdrawal from a course.
 - e. Damaging computer equipment (including removable media such as disks, CDs, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources.
 - f. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy.
 - g. Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.
5. Theft – Stealing, taking, or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment, and data, and laboratory materials and data).

6. Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another. Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

L. Artificial Intelligence Policy

As future healthcare leaders, MHA students are expected to become effective, ethical, and thoughtful users of technology, including emerging tools such as Artificial Intelligence (AI). The responsible integration of AI in health administration requires students to build digital literacy while maintaining academic and professional integrity.

The University of Georgia's policies on academic honesty and AI use apply to all MHA coursework. Students should refer to UGA's guidance on academic integrity and the use of generative AI tools, available at <https://honesty.uga.edu>, for university-wide expectations.

In addition to university policy, the MHA program supports the transparent and intentional use of AI tools as part of students' professional development. MHA faculty will provide specific instructions regarding when and how AI tools may be used in each course or assignment. Instructors may permit or encourage AI use to support learning, creativity, or productivity, but unauthorized or undisclosed use of AI tools may be treated as a violation of the university's academic honesty policy.

When AI use is permitted, students are expected to:

- Disclose the use of AI tools and the purpose they served in developing assignments or deliverables.
- Use AI to support, but not as a substitute for, critical thinking and analysis.
- Follow any formatting or citation guidance provided by the instructor (e.g., APA citation for AI-generated content).

The use of AI should reflect the same ethical and professional standards expected in real-world healthcare leadership settings. Students unsure about the appropriate use of AI tools should consult their instructor before using them.

M. Probation and Dismissal Graduate School Policy

1. Students may be dismissed from the Graduate School and the CPH degree programs if they have not made sufficient academic progress to continue in the program. The Graduate School requires that students maintain a minimum 3.0 GPA throughout their graduate studies.
2. Students with a cumulative graduate course average below 3.0 will receive a warning letter from the Graduate School explaining the probation procedure. If a student's graduate course average is below 3.0 for two consecutive terms, the student

will be placed on academic probation by the Graduate School. While on probation, students must have at least a 3.0 for the semester graduate course average each succeeding semester. Probation status ends when the student's cumulative graduate course average reaches at least 3.0. If a student makes less than a 3.0-semester graduate course average while on probation, s/he is dismissed from the Graduate School.

3. When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate average that is used for probation, dismissal, admission to candidacy, and graduation. Grades of “S,” “U,” and “I” will not be used in calculating the cumulative graduate average. However, when a grade of “I” converts to “F,” this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for that semester.
4. Students dismissed by the Graduate School may not apply for admission to another graduate program offered by the University. Students dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of the notice of dismissal. Information concerning the appeal process may be obtained on the Graduate School’s website.
5. After the “warning letter” and after being placed on probation, the student, the Graduate Coordinator, and the advisor will meet to develop a written plan of action, which must be forwarded to the Graduate School.
6. Students may be dismissed from the program due to academic dishonesty issues. Please read the Academic Honesty and Codes of Conduct section in this manual. Appeal Procedures for Graduate Students at the University of Georgia and the College of Public Health (CPH) have established a process for appealing decisions regarding academic matters in which a student disagrees with the decision rendered (e.g., grade disputes, termination from a program, and other grievances). Links to appeals policies can be found by visiting <https://www.publichealth.uga.edu/graduatelinks>. Additionally, please refer to the Graduate School’s policies, which can be found by visiting ([Appeals « UGA Graduate School](#)).

N. Appeals

1. Grade Appeals

The College of Public Health assures all students the right to due process in the appeal of any performance evaluation (e.g., course grade) or other academic decision. The Student Appeals Policy and Procedures outlined in this document apply to all students enrolled in classes or programs in the College of Public Health (CPH) at the University of Georgia. The appeals process provides for an impartial review of a grading or other academic decision that is alleged to be capricious, arbitrary, or discriminatory. This policy does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. All students may obtain assistance in the interpretation of appeals policies and procedures in the CPH Office of Academic Affairs and Student Services. For specific

steps, please read the CPH policy. Note that all grade appeals are done through the Department and College of the instructor's primary affiliation. Thus, courses taken in other colleges will be resolved following that college's policies.

2. Waiver of established policy or curriculum requirement

Students who would like to request a waiver of a required course or policy should follow the steps described in the CPH Waiver Policy. Students who have achieved the competencies of a required CPH course through previous studies can petition to take an advanced course in the same area of study. This will be a department-level decision according to where the requested course is housed.

3. Program Dismissal Appeals

A student who has not made sufficient progress towards completion of the degree may be dismissed by the department or by the College of Public Health at the end of any semester. Students may appeal the decision for dismissal from a program to the Dean of the College of Public Health within 30 days of being notified of this decision. The Dean will make a decision based on the advice of a CPH committee. If the student does not accept the decision of the Dean, the student may appeal to the Graduate School, following the appeals procedures stated on the website, located at <https://grad.uga.edu/index.php/current-students/policies-procedures/academics/appeals/>

CPH has documented policies and procedures for students to file formal complaints by utilizing the appeal and waiver policies regarding any decisions made by faculty or staff. The appeal and waiver policy can cover a multitude of grievances, including grades, disciplinary actions against a student by faculty or staff, admissions decisions, comprehensive exam or dissertation decisions, academic dishonesty/plagiarism penalties, and program of study or curriculum policies.

O. Grievances and Resolution

The University suggests that if you have a complaint related to a faculty member or academic department, students should contact the specific faculty member(s), academic department, and/or host School or College for resolution.

If a conflict between a student and a faculty member should arise, the student should adhere to the following CPH protocol:

1. Speak directly with the instructor or faculty member in an attempt to resolve the conflict.
2. If step one does not solve the problem, speak directly to the Graduate Coordinator (if it is a problem related to your degree program) or to the Department Head where the faculty member is housed.
3. If step two does not solve the problem, speak directly with the Associate Dean for Academic Affairs.

Prospective and current students can submit a complaint to the Office of Academic Affairs via “Submit a Student Complaint” on CPH’s website ([Submit a Student Complaint - College of Public Health UGA](#)), by email, or they can call and speak with the office’s administrator, who will document the complaint and submit it to the appropriate faculty or staff member within the office. Grievances from graduate students are directed to the graduate coordinators for each program.

Additionally, students may make complaints through the University ([Academic Complaints Information - UGA Student Affairs](#)). For complaints or reports involving discrimination, harassment, or sexual violence, please click [here](#).

P. Resources

1. Parking Services

The campus is divided up into permit-required areas and short-term pay lots. Permits are distributed based on a unique priority system that considers factors such as cumulative hours for students and years of service for employees. Everyone must always display a parking permit on campus for their assigned lot. Information on registration for parking is sent via email to all students, and you are encouraged to check your email frequently. The Health Sciences Campus (HSC) contains permit lots and visitor parking. While most permit-parking on campus requires you to always display a parking permit, the HSC lots do not. Instead, they require you to provide your license plate number and car identification at registration. Plates are periodically scanned by campus police, and tickets are written for violations. Additionally, a campus bus route transports students between Main Campus and HSC every 20 minutes. For information on HSC and non-HSC parking, visit <http://www.parking.uga.edu/HSC.aspx> or <http://www.parking.uga.edu/> respectively.

2. Email

Official university email communications to students will be sent to the student's UGAMail account. A student must first have a UGA MyID number to create an email account. To create an account, please access this website: [Setting up your UGAMail Account - HelpDesk KB - EITS - Confluence](#). MyID can be used to log onto email, eLearning Commons (eLC), and some computer labs on campus.

3. UGA ID

All students need a UGA Card to withdraw books from the library, access HSC buildings after hours, and the Ramsey Center, purchase student tickets to university events, and enter dining halls and residence halls. To obtain a UGA Card, complete a Student Application Form at the Cashier’s Window in the Tate Student Center. Bring photo identification and proof of registration. The Cashier’s Window is open 9:30-4:00 Monday-Friday during regular academic semesters. For details, check [UGA OneCard - Tate Student Center](#). Students who need access to the Coverdell Building or HSC buildings after office hours will need to get a Proximity Card. Contact your program coordinator for details.

4. UGA ID Number

Although students will use their Social Security Number for class registration and University payroll, the UGACard will have a unique 16-digit identification number while at UGA.

- a. The first six digits on all cards are the UGA identifier (627541).
- b. The next nine digits are the ID number. It will begin with 810 or 811, followed by six unique numbers assigned to the student.
- c. The last digit is the issue number. This number will change each time the student replaces the card.
- d. For access to services that use a keypad instead, students MUST enter the 10-digit ID number (beginning with 810 or 811 and including the current issue number at the end).

5. Card Security and Hand Scanning:

After the UGACard Office produces a card, the staff will scan the student's hand to create access security for the card. This feature will prohibit another person from using the card to access University services.

6. University Health Center

The University Health Center is a state-of-the-art outpatient healthcare facility that provides many medical services to students. They have specialty care clinics and departments for a range of services, including:

- Allergy
- Dental
- Dermatology
- Massage Therapy
- Physical Therapy
- Radiology
- Sports Medicine
- Travel Clinic
- Urgent Care
- Vision
- Women's Services

Check their website at: <http://www.uhs.uga.edu>.

Q. Professional Dress

Business casual or higher is mandatory when guest speakers are present or when program-related activities take place off campus. Furthermore, when delivering in-class presentations, you are required to dress in business casual or business formal attire.

R. Campus Carry

Policy House Bill 280, commonly known as the “campus carry” legislation, took effect on July 1, 2017. While current law already allows license holders to keep weapons secured in motor vehicles, beginning on July 1, 2017, House Bill 280 allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions as explained below. It will not allow any other type of gun to be carried around campus, nor will it allow handguns to be carried openly. (House Bill 280 does not apply, however, to institution-sponsored events or excursions away from campus on property not owned or leased by a University System institution.). The statute defines concealed as “carried in such a fashion that does not actively solicit the attention of others and is not prominently, openly, and intentionally displayed except for purposes of defense of self or others.” A license-holder, therefore, may carry a handgun while it is substantially (“but not necessarily completely”) covered by an article of clothing he or she is wearing or contained within a bag (“of a nondescript nature”) he or she is carrying, or in another similar manner that generally keeps it out of the view of others. There are several exceptions to the new law that limit the places on campus where handguns may be carried. Even license-holders may not carry a handgun into the following locations on college/university-owned or leased property:

- Buildings and property used for athletic sporting events. This exception includes stadiums, gymnasiums, and similar facilities in which intercollegiate games are staged (but does not extend to so-called “tailgating” areas where fans may congregate outside the gates of the sports facility). It does not extend to student recreation centers and similar facilities that are not used for intercollegiate games.
- Student housing facilities including residence halls and similar buildings where students live such as fraternity and sorority houses. (Note that any housing that is not on property owned or leased by a University System institution is not covered by House Bill 280.)
- Spaces – including any room, continuous collection of rooms, or outdoor facility – that are used for preschool or childcare. To qualify, preschool and childcare spaces must have controlled access (meaning access via personnel stationed at the door or an electronic mechanism) limited to authorized people.
- Rooms and other spaces during the times when they are being used for classes in which high school students are enrolled, whether through dual enrollment and programs such as Move On When Ready or through college and career academies or other specialized programs such as Early College. License-holders who want to carry handguns to class will need to visit the institution’s registrar or other designated employee, who after verifying their enrollment status will tell them which of their classes, if any, have high school students enrolled. Institutions shall not, however, keep any listing of those who inquire. (Note also that the names of enrolled high school students may not be revealed in accordance with applicable privacy laws.) It is the responsibility of license-33 holders to seek out this information and make themselves aware of which classrooms fall within this exception.

- Faculty, staff, and administrative offices. This exception includes offices and office suites occupied by faculty, staff, and administrators, but does not include more general public common spaces outside of those areas.
- Rooms during the times when they are being used for disciplinary proceedings of any kind, including those regarding students, faculty, or staff. These would include any meetings or hearings that are part of the University System's or the institution's sexual misconduct, student conduct, dispute resolution, grievance, appeals, or similar processes. Under the new law, it is a misdemeanor crime for a license-holder to carry a handgun "in a manner or in a building, property, room, or space in violation of" these provisions. Doing so also may be a violation of the institution's student code of conduct and personnel rules. It will be the responsibility of those license holders who choose to carry handguns on campus to know the law and to understand where they can go while carrying. Institutions will not provide gun storage facilities or erect signs outside restricted areas. It is incumbent upon each of us to follow the law. Students, faculty, and staff should not attempt to monitor or to enforce compliance with the statute by those who do carry handguns. Only law enforcement personnel, including the University System's more than 800 POST-certified officers, will be responsible for enforcing the law. If others have concerns or questions, they should contact their campus law enforcement departments. The University System Office of Safety and Security provides training to campus law enforcement officers.

S. COVID-19 Policy and Procedures

University policy and procedures involving masks, testing, remote learning, and related matters may be announced occasionally, depending on national, state, and UGA Health Center requirements. Students are required to remain in conformance with current policies as they are announced.

V. Course Descriptions

Each course required by the program is listed below.

Course Number / Course Name / [# Credit Hours]
HPAM 7150 / U.S. Healthcare Delivery Systems / [3]
An overview of the systems of healthcare delivery and financing in the United States, including public and private payers and insurers, as well as public and private providers of health services. Current institutional structures and delivery systems are described, as are the evolving health needs of Americans. Emphasis is placed upon the basic concepts and issues that are associated with the management and regulation of healthcare providers and the delivery of services.
HPAM 7250 / Human Resources Management in Healthcare / [3]
An overview of how human resource management influences organizational success, how human resource strategy should align with the strategic goals of an organization, and the skills that managers need in order to successfully manage human resources. Students will engage in a variety of exercises which require application of course material.
HPAM 7350 / Introduction to Quantitative Analysis in Healthcare / [3]
Foundational understanding of quantitative techniques and methodologies used in health services management. Practical health facility and health sector examples and case studies will demonstrate the use of quantitative methods in the health services management area. Topics include using Excel in data analysis, decision modeling, testing of hypotheses, and regression/correlation analysis.
HPAM 7400 / Health Policy Analysis & Health Systems Performance / [3]
Policy analysis and systems performance in the US. Developing understanding of theoretical and practical bases for developing and analyzing policies to improve health using Social Determinants of Health framework. Overview of metrics used by decision makers. Concepts of accessibility, equity, efficiency, and quality measuring, influence, to enhance system performance.
HPAM 7410 / Health Informatics / [3]
Examination of informatics in the U.S. health environment, data security and privacy, informatics terminology and technology, data standards, and health data sets. Students receive hands-on experience analyzing de-identified data sets utilizing data visualization software and devising a management operation's plan from their results.

HPAM 7500 / Organizational Theory & Behavior in Healthcare / [3]

An introduction to organizational theory and behavior and its application to the management of healthcare organizations. Topics include organizational governance, design, structure, ethics, and the role of managers as professionals. Case studies and skill-building exercises are utilized to provide a deeper understanding of motivation, leadership, communication, conflict, and group dynamics.

HPAM 7510 / Management and Leadership in Ambulatory Care / [3]

This course explores the organization and management of ambulatory care settings. Course topics will include delivery and financing models, institutional affiliations, ambulatory care demand forecasting, organizational strategy, and leveraging medical group practices as part of comprehensive services delivery.

HPAM 7550 / Quality Improvement in Health / [3]

Introduction to quality improvement in public health and healthcare delivery from a multi-stakeholder perspective. Students will use proven quality improvement models to evaluate and improve current systems, structures, and processes. Using practical skills acquired through case analysis, students will evaluate performance improvement initiatives at the system, organization, and individual provider/patient levels. Students will assess risks associated with patient safety and evaluate opportunities for improving the patient experience.

HPAM 7600 / Cases in Health Economics and Economic Evaluation / [3]

This course presents a series of case studies based on recent events and/or policy changes. Applying analytical tools used in economics and economic evaluation, students will analyze the case-study scenarios and derive their implications on healthcare market. Short-term and medium-term outcomes of the events or policy changes will be evaluated.

HPAM 7650E / Comparative Health Systems / [3]

A framework for students to analyze how health care is organized and delivered in settings around the world. The course will engage students in a comparative analysis of health indicators in different countries. Students will undertake a detailed analysis of health care delivery, financing, and workforce issues.

HPAM 7700 / Leadership & Management of Public Health Orgs and NGOs / [3]

Public health professionals assume leadership roles in organizations and are responsible for planning, organizing, staffing, coordinating, reporting, and budgeting activities. This course will expose students to concepts in modern public health administrative issues, analyze management techniques and perspectives using case-studies, and examine core competencies related to leadership, communication, and management.

HPAM 7740 / Fundamentals of Healthcare Accounting / [3]

Provides students with a foundation for understanding and applying financial accounting, budgeting, and reporting concepts in health care organizations. After mastering essential accounting terminology and principles of electronic spreadsheets, students will learn how to prepare, analyze, and interpret income statements, balance sheets, cash flow statements, and operating budgets.

HPAM 7750 / Finance for Health Administration / [3]

Introduction to financial management, financial analysis, and financial decision-making within the healthcare environment. Basic financial management concepts will be explored to answer questions such as which projects to finance, how to finance short-term operations, and how to finance long-term projects within the healthcare setting.

Note that HPAM 7740 or its equivalent, is a prerequisite to HPAM 7750.

HPAM 7760 / Healthcare Law and Ethics / [3]

This course strengthens students' and practitioners' knowledge on foundational and current issues in law and ethics that impact the policies and practice of various sectors in healthcare. It allows students to identify and appropriately assess legal, ethical, and human rights issues that underlie the healthcare industry.

HPAM 7810 / Emerging Topics in Healthcare and Leadership / [2]

This course leverages topics in current media, such as innovations in administration and care delivery, technology, regulations, and payer behavior, to identify emerging factors impacting healthcare organizations. The course is intended to support aspiring leaders identify credible information sources and recognize implications of forthcoming innovations on healthcare organizations.

HPAM 7900 / Internship in Health Administration / [3]

Practical experience in health administration through placement in appropriate field experiences. The internship is intended to provide MHA students with opportunities to apply theories and techniques learned in the classroom to actual situations, issues, or problems within the healthcare community, and administrative work experience in a healthcare facility for a concentrated ten-week (300-hour) period of time.

HPAM 7910 / Professional Development Seminar in Health Admin. I / [1]

The professional development seminar is designed to help students develop professional skills and knowledge essential in the field of health administration. Seminar will include presentations by speakers from health-related organizations and programs designed to improve career planning and professional skills. Topics will vary but may include the development of basic professional skills related to resume writing, interviewing, and professional presentations.

HPAM 7920 / Professional Development Seminar in Health Admin. II / [1]

The professional development seminar is designed to help students develop professional skills and knowledge essential in the field of health administration. Seminar will include presentations by speakers from health-related organizations and programs designed to improve career planning and professional skills. Topics will vary but may include the development of more intermediate skills related to leadership development such as professional ethics and professionalism in the workplace.

HPAM 7930 / Professional Development Seminar in Health Admin. III / [1]

The professional development seminar is designed to help students develop professional skills and knowledge essential in the field of health administration. The seminar will include presentations by speakers from health-related organizations and programs designed to improve career planning and professional skills. Topics will focus on career planning steps, such as job and administrative fellowship search and professional portfolio development.

HPAM 7940 / Professional Development Seminar in Health Admin. IV / [1]

Seminar IV will build upon skills learned in Seminars I, II, and III. This seminar is focused on preparing students to transition into careers in healthcare. Topics covered include job applications, strategic networking, and executive presence.

HPAM 7950 / Capstone Project in Health Administration / [3]

This course covers advanced strategic management in healthcare using a case-based approach. It addresses strategic assessment, formulation, evaluation, implementation, and control. The course culminates in a capstone project where students apply MHA competencies to analyze and develop recommendations to address a complex healthcare challenge.

Note: Some course numbers may have an E suffix indicating they are online.