



MINNESOTA STATE UNIVERSITY  
MOORHEAD®

**MHA PROGRAM  
STUDENT HANDBOOK  
Fall 2023**

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**MASTER OF HEALTH ADMINISTRATION  
(MHA)**

<https://www.mnstate.edu/graduate/mha/>

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## Welcome

Welcome to the Minnesota State University Moorhead (MSUM) MHA Program. The MHA program provides students with the skills and experience to be competitive in a variety of professional settings. Building on students' existing leadership skills, management styles and current understanding of healthcare policy in the highly regulated healthcare industry, students will be able to dynamically contribute to the improvement of the delivery of services throughout the healthcare continuum. We are glad you chose MSUM to advance your leadership career and are excited to facilitate your journey toward progressive healthcare leadership/administrative roles.

The *MHA Handbook* contains guidance for your time in the Graduate Program. Please familiarize yourself with the content within. We encourage you to initiate contact with your advisor for guidance and to answer any questions you may have. This handbook should be used in conjunction with the MHA Student Policy Manual.

We look forward to facilitating and witnessing your growth both professionally and personally!

Respectfully,

MSUM MHA Faculty

## Disclaimer

The MSUM MHA program has made every effort to provide information in this Handbook that is accurate and timely for students. However, the program reserves the right to change rules, regulations, procedures, curricula, courses, programs, course content, prerequisites, calendars, and fees at any time. The most current information can be found on the program web site: <https://www.mnstate.edu/graduate/mha/>

Students must also consult the *MSUM Graduate Bulletin*, *MSUM Student Handbook*, and *MHA Student Policy Manual* for specific guidance.

## MHA Program Leadership

### **Brandi Sillerud, DNP, MSN, RN, NEA-BC**

Professor

Graduate Faculty

MHA Program Coordinator

Tel: (218) 205-6781

Email: [brandi.sillerud@mnstate.edu](mailto:brandi.sillerud@mnstate.edu)

### **Jitendra Singh, DHSC, MHA, BDS**

Professor, Health Services Administration Program Coordinator

Graduate Faculty

Co-Chair of School of Nursing and Healthcare Leadership

Tel: (218) 477-4698

Email: [jitendra.singh@mnstate.edu](mailto:jitendra.singh@mnstate.edu)

## SNHL Assistant/Program Experience Coordinator

### **Laurie McKeever**

SNHL Office Assistant

Tel: (218) 477-2693

Email: [nursing@mnstate.edu](mailto:nursing@mnstate.edu)

### **Kevin Bray**

Program Experiences & Assessment Coordinator

Tel: (218) 477-2693

Email: [kevin.bray@mnstate.edu](mailto:kevin.bray@mnstate.edu)

## Telephone Numbers

Bookstore	218-477-2111
Business Office	218-477-2221
Smarthinking (Writing Assistance)	888-430-7429
Computer Technical Assistance (Information Technology)	218-477-2603
Disability Services	218-477-4318
Financial Aid and Scholarships	218-477-2251
Graduate Studies Dept.	218-477-2134
Hendrix Health Center	218-477-2211
MSUM Information	218-477-4000
Library	218-477-2922
SNHL Department	218-477-2693 218-477-5990 – Fax
Records/Registrar	218-477-2565
Student Counseling	218-477-2211
Mailing Address	School of Nursing and Healthcare Leadership Hagen Hall 213 1104 7 <sup>th</sup> Ave S Moorhead, MN 56563

## Campus Map and Tours

Copies of the campus map may be obtained at the following web site:

<https://www.mnstate.edu/visitors/maps/> or Admissions 218-477-2161.

For campus tours, contact the Admissions office at 218-477-2161.

## **MSUM Mission, Purpose, and Core Values**

**Mission:** Minnesota State University Moorhead (MSUM) is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

**Purpose:** Our purpose, in its simplest and most idealistic form, is to transform the world by transforming lives.

**Core Values:** Grit, Humility, and Heart.

## **MSUM School of Nursing and Healthcare Leadership (SNHL) Mission**

The mission of the SNHL is to prepare undergraduate and graduate students for life-long learning, caring service, leadership, and global citizenship.

### **Goals:**

1. Provide School of Nursing and Healthcare Leadership students with curricula that reflect excellence.
2. Maximize potential for students to become interdisciplinary, ethical, and caring leaders with a global perspective.
3. Create an environment that embraces and promotes life-long learning.

## **MSUM's MHA Mission, Vision, and Values**

### **Mission:**

The Mission of the Minnesota State University Moorhead Master of Health Administration (MHA) program is to provide early to mid-careerists an exceptional, online, graduate-level educational experience focused on preparing a generalist leader with a solid administrative foundation encompassing organization, financing, delivery, and improvement of healthcare services. Students receive academic and experiential experiences to prepare them to assume progressive healthcare leadership/administrative positions in a variety of settings, such as: long term care, public healthcare, acute care, outpatient care, and community healthcare organizations. Students will achieve these skills through:

- Incorporating evidence throughout coursework; working on collaborative, interprofessional projects; as well as completing individual assignments within the online environment leading to a solid, general foundation and preparation for future healthcare leadership/administrative roles.
- Participate in a capstone experience in which students are exposed to real-world projects and relationships within healthcare organizations. This experience connects coursework/theory to organizational experiences to allow students to witness the confluence of theory and practice.
- Receive rigorous education from faculty that are actively engaged in scholarly work, practice and bring industry experience to life in the online classroom.

Students in the program are representative of the changing healthcare world with diverse backgrounds and experiences. Our students bring grit, humility, and heart to the MHA program as they prepare to transform the ever-changing healthcare landscape.

**Vision:**

The vision of the Master of Health Administration (MHA) program is to prepare innovative and transformative leaders that will enrich and advance the communities in which they serve with their knowledge and passion for quality, safe, just, and efficient healthcare that can help improve the health of a population.

**Values:**

1. Excellence—the program establishes the highest standards for qualifications, experience, and professionalism. This is expected of faculty, staff, and students to assure optimal learning experiences.
2. Academic Excellence – the curriculum and program are founded on academic integrity and rigor that lead to a strong educational base. Faculty focus on competency-based learning experiences to allow students to emerge prepared to lead in the ever-changing world of healthcare.
3. Professionalism and Ethics—professional behavior is expected of faculty and students. Honesty, integrity, and ethical behavior are the cornerstones of the MHA program. Faculty and students always practice professional and ethical behavior.
4. Diversity—faculty and students understand that each person comes to the program with unique perspectives and backgrounds leading to enhanced learning experiences. The program encourages diversity of thought to bring new ideas and foresight into healthcare delivery.
5. Lifelong Learning—students are given opportunities to engage in healthcare community activities, professional organizations, and ongoing educational opportunities creating lifelong learning practices.
6. Transformation/Innovation – students are prepared to utilize innovative thinking to transform healthcare organizations and their communities. Students are encouraged to envision new methods to lead and deliver healthcare.
7. Collaboration – students are exposed to interprofessional experiences by working with others from different professional and academic backgrounds. Students emerge from the program prepared to collaborate to find solutions to current and future healthcare challenges and opportunities.



## **MHA Program Overview**

The MHA program offers master's level preparation for early to mid-careerists in areas of organization, financing, delivery, and improvement of healthcare services. Students receive academic and experiential experiences to prepare them to assume progressive healthcare leadership/administrative positions in a variety of healthcare settings.

The curriculum includes 43 credits that focus on providing a rich leadership and administrative foundation. Students are exposed to other professions by taking MHA, MBA, and Economic coursework. Students collaborate with their advisors to select a capstone project that aligns with their topic or population of interest. The capstone project may take place in the student's home area, if appropriate. The capstone experience allows the student to witness of the confluence of theory and practice.

The MHA program is fully accredited by the Higher Learning Commission and regionally accredited by North Central Association of Colleges and Schools. The MHA program is fully accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). This accreditation reflects the commitment to and achievement of national standards for graduate healthcare administration education.

# **Master of Healthcare Administration**

## **Description**

(Updated 2017)

The Master of Healthcare Administration (MHA) program is designed for early to mid-careerists working in the healthcare field. The program provides students with the skills and experience to be competitive in a variety of professional settings. Building on students' existing leadership skills, management styles and current understanding of healthcare policy in the highly regulated healthcare industry, students will be able to dynamically contribute to the improvement of the delivery of services throughout the healthcare continuum. In this interdisciplinary program, students will develop strategic and analytical skills as an organizational leader to improve the delivery, organization, and management of services effectively and dynamically within a variety of diverse healthcare environments.

The MHA curriculum includes a combination of MHA, MBA and economic graduate courses that will build upon student's existing leadership skills, management styles, and current understanding of healthcare policy. The degree culminates with a two-part capstone experience designed to provide practical and professional training based on recently acquired knowledge of leadership and administrative theory. It includes working with a community health leader, implementation of a major project jointly determined for that organization, and a written and oral presentation on the project to peers and faculty.

The Masters in Healthcare Administration (MHA) program at Minnesota State University Moorhead (MSUM) is focused on a creating a broad-based knowledge platform to launch future healthcare leaders. Students will focus on gaining a greater understanding of elements related to healthcare leadership and administration. The program is guided by five domains with accompanying competencies. The major domains include: (a) leadership, (b) professionalism, (c) communication and relationship building, (d) knowledge of the healthcare environment, and (e) business skills. The curriculum and courses are built to reflect these key domains and associated competencies.

## Guiding Domains and Competencies for the MHA Program

The competency framework for the MSUM MHA program has been adapted from the Healthcare Leadership Alliance and American College of Healthcare Executives (ACHE) domains and competencies. The 26 program competencies are classified under five major domains: Leadership; Professionalism; Communication and Relationship Building; Knowledge of the Healthcare Environment; and Business Skills. These domains align with the mission, vision, and values of the MHA program in preparing mid to early careerists as generalist leaders that are prepared to lead in a variety of community settings. The program competencies provide the students with a solid administrative foundation in which to launch into various leadership roles.

The program competencies were developed and adapted from the HLA (2010) and ACHE (2021) competencies, as well as input from community partners, students, and pedagogical models to meet the needs of MSUM students under each of these five domains. Within each domain, specific competencies are associated with required courses throughout the curriculum. The expected level of competency progression in the MHA program was adapted from the Dreyfus Model of Skill Acquisition, as well as ACHE 2021 competency assessment (ACHE, 2021; Dreyfus, 2004). The mission of the MHA program is to prepare early to mid-careerists, due to this, we do not expect students to advance to an expert level in the program, but we aim for students to achieve a minimum of competent level, and in some areas at the proficient level in the program competencies. Some students may obtain an expert level due to professional experience, combined with increased knowledge obtained in the curriculum.

Courses are sequenced to work towards building a minimum of competent level with the goal of proficient competency level in the final, capstone courses. Students will emerge with competent to proficient in the five domains and associated competencies at the conclusion of the program. Individual course specific competencies are available on each course syllabi. The individual course specific competencies will align with achieving the program competencies under each domain.

KEY - definitions adapted from Dreyfus (2004) and ACHE (2021):

- 1 = Novice – a beginner, with no experience. Individuals are understanding and gaining information to comprehend skills by using rules obtained in the classroom setting; expected to need help from an expert to understand and apply concepts.
- 2= Advanced Beginner – demonstrates acceptable performance, individuals are starting to equate situational and non-situational aspects of learning, along with rules; individuals can start to apply some concepts but are still analytic by following examples.
- 3 = Competent – as the individual gains more experience and knowledge, competence develops with solving problems and are involved in forming an outcome. Help from experts might still be required, but usually skills can be performed independently.
- 4 = Proficient- the individual can perceive and understand situations as whole parts. Individuals learn from experiences and knowledge and anticipate what to expect and will react by modifying plans. The individual may consult with an expert but will have a plan developed.
- 5 = Expert – intuitively, analyzing, recognizing problems with ideas and expertise. The individual relies on progressive experience and wisdom to provide guidance, troubleshoot, and answers questions. They are an expert in that area/field.

**Domain #1: Leadership** – the ability to inspire individual and organizational excellent, create and attain a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance.

SLO 1: Utilize a systems approach as an organizational leader to effectively plan resource use, guide ethical decision-making, role model critical reasoning, build relationships, promote evidence-based practice to improve systems, and assure safe, high quality patient care outcomes.

***Competencies:***

1. Leadership skills and behavior
  - a. Provide innovative thinking and critical reasoning on issues that affect health care organizations.
2. Organizational climate and culture
  - a. Facilitate an inclusive, just, and diverse climate.
  - b. Improve system outcomes by implementing evidence-based practice to organizational issues.
3. Communicating Vision
  - a. Build and facilitate relationships within the healthcare environment to inspire stakeholders toward a shared vision
  - b. Create a shared vision that strategically aligns with an organization
4. Managing change
  - a. Use change theory to implement change to assure safe, high quality patient outcomes

**Domain #2: Professionalism** – the ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.

***Competencies:***

1. Personal and Professional Accountability
  - a. Demonstrate professional norms and behaviors
2. Professional Development and Lifelong Learning
  - a. Engage in continued professional development and lifelong learning
3. Contributions to the Community and Profession
  - a. Advocate for optimal health care in communities and populations
4. Ethics and Compliance
  - a. Uphold ethical principles and corporate compliance standards

**Domain #3: Communication and Relationship Building** – the ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

SLO 5: Collaborate as leader/member of interprofessional teams to optimize care management, coordination, and administrative practices.

SLO 6: Develop clear and concise communication methods as an emerging healthcare leader

***Competencies:***

1. Relationship Management
  - a. Collaborate with stakeholders to practice shared decision making
2. Communication Skills
  - a. Develop clear and concise communication methods as an emerging healthcare leader (SLO 6)
3. Interprofessional Collaboration and Negotiation
  - a. Collaborate as leader/member of interprofessional teams to optimize care management, coordination, and administrative practices (SLO 5).

**Domain #4: Knowledge of the Healthcare Environment** – the understanding of the health care system and the environment in which health care managers and providers function.

SLO 4: Evaluate, advocate for, and support organizational/governmental policy to improve health care delivery and population health outcomes.

***Competencies:***

1. Healthcare Systems and Organizations
  - a. Utilize evidence for establishment of standards, practices, and innovative patient care models within an organization (SLO 1)
  - b. Evaluate, advocate for, and support organizational/governmental policy to improve health care delivery and population health outcomes (SLO 4)
2. Healthcare Personnel
  - a. Understand the needs of diverse workforce within the healthcare sector, including roles and cultural competency.
3. The Patient’s Perspective
  - a. Develop and lead patient-centered care.
4. The Community and the Environment
  - a. Develop and articulate organizational performance improvement programs and goals
  - b. Prepare projects that align with governmental, regulatory, professional and accreditation agency requirements
5. Legal Environment
  - a. Understand legal principles in the healthcare environment

**Domain #5: Business Skills-** the ability to apply business principles, including systems thinking, to the healthcare environment.

SLO 2: Apply safety and quality principles, methods, performance measures, and standards to improve health outcomes transparently and continually across the continuum of care.

SLO 3: Analyze, incorporate, promote, and evaluate current/emerging patient care, informatics, and communication technologies to deliver and enhance healthcare outcomes

SLO 7: Demonstrate strategic thinking through project management methods with the implementation of a scholarly capstone project.

***Competencies:***

1. Operation's Management
  - a. Utilize data and information management to drive business decisions
  - b. Demonstrate operations management through problem solving skills, leading to critical thinking and analysis that impact employees, the patient, the organization, and the environment
2. Financial Management
  - a. Employ basic financial management and analysis principles
3. Human Resources Management
  - a. Demonstrate human resource management for effective workforce planning
4. Organizational Dynamics and Governance
  - a. Construct and lead governance systems with stakeholders
5. Strategic Planning
  - a. Demonstrate strategic resource to effectively lead projects within an organization and/or community
  - b. Demonstrate strategic thinking through project management methods with the implementation of a scholarly capstone project (SLO 7)
6. Marketing
  - a. Analyze healthcare market demands of organizations, communities, and populations
7. Information Management
  - a. Analyze, incorporate, promote, and evaluate current/emerging patient care, informatics, and communication technologies to deliver and enhance healthcare outcomes. (SLO 3).
8. Risk Management
  - a. Employ risk management principles
9. Quality Improvement
  - a. Apply safety and quality principles, methods, performance measures, and standards to continually improve health outcomes across the continuum of care (SLO 2)
10. Patient Safety
  - a. Establish and sustain a safety culture

## MHA Program Course Descriptions – (43 credits)

**Course Sequencing:** Courses marked with \* should be taken in the first year of the program of study to establish basic competency knowledge to prepare for advanced courses later in the curriculum. Students are encouraged to follow the suggested typical course sequence to complete core courses, electives, and capstone requirements for the MHA degree. Alterations to this sequencing are sometimes possible but may result in extending the time needed to complete the MHA degree.

**ECON 610 Healthcare Economics (3)** - The healthcare sector of the U.S. economy offers a unique setting for considering the interactions of healthcare consumers, healthcare producers, insurers, and government in markets. The frequent and ongoing overlap between public and private sectors within healthcare markets highlights tradeoffs which exist in the presence of scarce resources. This course prompts students to recognize these tradeoffs and their associated impacts on efficiency and equity in the U.S. or in comparison to other global healthcare systems.

**MBA 611 Marketing Management (3)** - This course is designed to provide students with an understanding of marketing and its relationship to the successful management of organization(s). Marketing theory and methods are presented to demonstrate the impact that marketing has on the strategic direction of an organization. Analysis of the strategic marketing problems confronting managers in the evaluation of marketing opportunities and implementation and control of the marketing effort are examined.

**\*(OR) MHA 514 Healthcare Strategic Planning and Marketing (3)** - This course is designed to provide a comprehensive view of healthcare strategic planning and marketing processes and the application to healthcare services delivery in a variety of organizational and community-based settings.

**MBA 641 Human Resource Management (3)** - This course covers the environment and process of managing the human resource to achieve organizational goals. Topics include recruitment and selection, training and evaluation, compensation, and separation from the organization.

**\*(OR) MHA 540 Talent Management in Healthcare (3)** - This course is designed to study, understand, and apply basic skills essential to role of talent management within healthcare. The degree to which healthcare organizations understand and manage talent resources will have a significant impact on the success of the organization. This course serves as a comprehensive foundation for core aspects of talent planning, development, and administration vital to the talent manager, operational managers, and senior leaders. Additionally, the course will aim to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life, and to understand the ways in which they can exercise responsible and productive citizenship. Students will learn that responsible citizenship requires them to develop skills to understand their own and others' positions, the fundamental importance of talent management, be part of the free exchange of ideas, and function as public-minded citizens.

**MHA 605 Healthcare Quality & Regulatory Management (3)** - This course focuses on quality improvement, patient satisfaction, quality measurement, management of quality information/data, and process improvement. It is designed to develop leadership across the care continuum in diverse settings using quality and safety models, tools, and metrics. Quality and performance improvement programs and processes, root cause analysis, and risk management will be addressed. National patient safety goals, regulatory standards, survey processes, nurse sensitive indicators, and high-reliability organizational concepts will be covered. Additionally, data management tools used for analysis and trending will be viewed in relation to quality and risk management.

**\*MHA 615 Research and Evidence Based Practice (3)** - This course focuses on evidence-based practice and the foundational knowledge necessary to support such practice. The interrelationship between theory, ethics, research, and evidence-based clinical practice will be highlighted. The course builds upon understanding of research and evidence-based practice concepts, processes, and methodologies appropriate for diverse healthcare career paths (e.g., academic, leadership, practice). Knowledge acquisition, leveling of evidence, and literature synthesis will be addressed. Translational science strategies to improve practice change implementation will be analyzed. Throughout the course, students will critique research and evidence-based practice changes. The importance of participating in and/or leading collaborative teams to improve health outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning, as well as, evaluating knowledge implementation will be emphasized.

**MHA 618 Healthcare Law and Ethical Decision Making (3)** - This course focuses on the complex and ever-changing legal principles and issues facing healthcare providers. This includes ethical issues/dilemmas (e.g., patient rights and provider duties in complete situations) and the role of the healthcare leader in making decisions utilizing these principles. Specifically, this course is designed to provide an overview of the general legal rules and concepts governing many aspects of the healthcare industry. The primary focus of this course will be about the law as it relates to the delivery of healthcare in settings that include hospitals, long-term care facilities, and medical offices. Exposure to numerous areas of the law that impact healthcare will be discussed including modern tort laws, contracts, criminal law, employment law, and a review of the law governing business organizations.

**MHA 619 Applied Healthcare Financial Management (3)** – Understanding and applying financial management strategies is an important concept for healthcare leaders to develop. This course will prepare students to lead and apply financial management strategies by developing an understanding of the following topics: financial decision making and management, financial markets, balance sheet analysis, working capital management, capital structure, business valuation, and risk management.

**MHA 625 Health Program Planning and Evaluation (3)** - This course introduces the field of program evaluation to support population health management. Students will learn how to develop theoretically informed and evidence-based population health initiatives. Each student learns how to assess, plan, implement, and evaluate for population needs. Students will review the following elements of program evaluation: (a) community needs health assessments focusing on the needs of the population, (b) reviewing appropriate evidence to create a logical model for change, (c) creating budgets/identifying funding sources, (d) contracting, (e) engaging key stakeholders, and (f) methods to evaluate programs.

**\*MHA 628 Healthcare Delivery Systems, Policy & Reimbursement (3)** - This course is focused on the process of leadership in (a) healthcare delivery systems, (b) policy at organizational and governmental levels, (c) impact of national policy on US healthcare delivery systems, and (d) financing and reimbursement of healthcare. Students will analyze ethical decision-making and key stakeholder roles in policy development. Students will examine how policies impact healthcare outcomes of individuals, families, and populations. This may include (but not limited to): (a) political, economic, and social evolution, (b) access to medical services, (c) public and private insurance, and (d) current issues in organization and reimbursement. Fiscal, economic forces and quality impacts of policy decisions upon institutions and the healthcare system will be considered.

**\*MHA 638 Health Information Systems (3)** - This course is designed to provide a broad perspective of the field of Health Informatics. Students will learn the history and basic definitions of elements related to health informatics. The course will look at benefits and barriers in adopting health

information technology within healthcare organizations. This course will also look at how data can be leveraged from informatics systems to drive process changes that promote patient safety and quality improvement. This course is appropriate for students in Nursing, Community Health, Social Work, Health Services Administration, Business Administration, and Health Ed. The course will focus on: (a) application of electronic information delivery systems and methodologies, (b) electronic health records, (c) information technologies to deliver/enhance/coordinate care, (d) information retrieval and data analysis, (e) data driven decision-making, (f) health information exchanges, (g) using technology to promote patient safety and quality improvement, and (h) healthcare ethics and data confidentiality, privacy, and security.

**\*MHA 650 Organizational Strategies & Systems Leadership (3)** - This course will provide participants with an understanding of organizational and systems leadership skills that are culturally sensitive, evidence-driven, and critical for improving healthcare systems and enhancing patient outcomes. The course focuses on transformational leadership, interprofessional collaboration, innovation, change theory, and strategic management of organizations. The business realities of leading within various healthcare settings will be explored. Students will gain an understanding of how strategic management and innovative leadership are interrelated within healthcare organizations. Strategic development, execution, and evaluation will be discussed.

**MHA 651 Healthcare Operations Management (3)** - This course examines the application of operations management in the framework of healthcare organizations. The course will examine how operational issues impact healthcare management and delivery of safe patient care. Students will assess healthcare operation issues and analyze how they may impact the organization and patient care delivery. Students will develop problem solving skills and critical thinking by engaging in the following topics: (a) operations, systems, and financial management; (b) risk analysis and patient safety; (c) quality, productivity, and project management; (d) logistics and supply chain management; and (e) operational best practices, decision-making and data management/evaluation.

**MHA 692A Capstone I (1)** - The purpose of the Capstone I course is to prepare the student to complete the Capstone Project at a healthcare organization. In this course, the student will look at how organizations and individuals can adapt to change, explore, and develop project management skills, develop professional behaviors/expectations to be conveyed during the Capstone II experience, and select a mutually agreeable site for the Capstone Project. Students must have a minimum of 36 credits completed prior to enrolling in this course.

**MHA 692B Capstone II (3)** - Capstone II is completed as one of the final courses in the MHA program. In this course, students participate in a capstone experience in which they are exposed to real-world projects and relationships within healthcare organizations. The experience connects coursework/theory to organizational experiences to allow students to witness the confluence of theory and practice. The student should be wholly responsible for a major project mutually determined by the leader/mentor and the student, under the guidance of faculty. The student develops an executive portfolio conceived, managed, and researched by the student, which requires employing a concept learned and matched to a provider need. At the conclusion of the project the student will present their project findings/portfolio to their mentor and faculty.

**OR MHA 692B Capstone II (1) and MHA 691 – Field Experience/Global Healthcare Experience for Leaders and Nursing – (2)** - This course exposes students to healthcare leadership, delivery, and reimbursement during a field experience. Students will become acquainted with public delivery of healthcare and compare to healthcare delivery in the United States. Students will discuss how providers, nurses, and ancillary health team members are utilized in delivering healthcare across the globe. The impact and comparison of patient outcomes will be analyzed between the United States and the country(s)/regions that students visit during their field experience.

**Elective (3credits) (students select one course from courses listed below):**

**MBA 621 Managerial Accounting (3)** - Emphasis is placed on using accounting information to make management decisions. Financial ratio, vertical, and horizontal analysis are studied as a means of understanding how the financial statements are used to make business decisions. In addition, cost behavior is analyzed as a means of understanding how to prepare budgets and allocate overhead, joint, and service department costs. Cost analysis for make or buy decisions and special-order situations is also covered.

**MBA 651- Organizational Behavior (3)** - Studies the interaction of individuals and groups in business organizations. The course focuses on providing insights into individual, group, and organizational processes.

**MBA 671 Healthcare Delivery Science (3)** - This course will provide a comprehensive understanding of healthcare ecosystem, focusing on developing a broader and deeper knowledge about clinical practices, delivery options and the engineering of healthcare system structure. Various topics covered will include understanding of healthcare processes, evidence-based practice, macro, and micro systems approaches, healthcare incentive systems, value in healthcare, etc.

**MBA 685 Project Management (3)** - This course will introduce students to the concepts, issues, and techniques for effectively managing projects. Topics include project selection, planning, budgeting, scheduling, resource allocation, control, risk management and other issues faced by project managers. Topics will be covered from both managerial and technical perspectives.

**MHA 500 Aging in US: Introduction to Gerontology and Senior Support Care (3)** - This course is designed to provide an overview of the field of gerontology with an emphasis on senior care and services/ resources available to meet the needs of elderly population. The course considers the continuum of care including home care, assisted living, skilled nursing facilities and hospice. The role of technology, including gero-technology, in improving quality of life is examined.

**MHA 501 Health Aspects of Aging (3)** – This course is designed to provide an understanding about adult development and aging. The purpose of the course is both to provide a general introduction to the field of gerontology and specific focus on some aspects of aging and behavior.

**MHA 521 Long Term Care Administration (3)** - Overview of how the elderly receive care and support in their home and a variety of institutional settings. Focus on the impact of federal and state law-regulations on the delivery of care; the organization of a nursing home and how the delivery of services are arranged; and integrated in the delivery of care and the techniques and processes for effective long term care management.

### **Emphasis in Long Term Care Emphasis (9 credits):**

Students wishing to declare a LTC emphasis would be required to complete 43 credits of the core curriculum, as well as complete 9 additional program credits of the emphasis as outlined below:

**MHA 500 Aging in US: Introduction to Gerontology and Senior Support Care (3)** - This course is designed to provide an overview of the field of gerontology with an emphasis on senior care and services/ resources available to meet the needs of elderly population. The course considers the continuum of care including home care, assisted living, skilled nursing facilities and hospice. The role of technology, including gero-technology, in improving quality of life is examined.

**MHA 501 Health Aspects of Aging (3)** – This course is designed to provide an understanding about adult development and aging. The purpose of the course is both to provide a general introduction to the field of gerontology and specific focus on some aspects of aging and behavior.

**MHA 521 Long Term Care Administration (3)** - Overview of how the elderly receive care and support in their home and a variety of institutional settings. Focus on the impact of federal and state law-regulations on the delivery of care; the organization of a nursing home and how the delivery of services are arranged; and integrated in the delivery of care and the techniques and processes for effective long term care management.

# Admissions

## Admissions Policy and Procedure:

Please refer to the MHA Student Policy Manual (section Admission Requirements).

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

## Admission Procedure: MHA Application Process

	Admission Requirement	Instructions
1.	Online graduate application	Complete the <a href="#">Graduate Online Application</a> .
2.	\$35 <b>Non-Refundable</b> application fee for <b>all</b> graduate applications	After you complete the Graduate Online Application: <ol style="list-style-type: none"> <li>1. Log in to eServices with your StarID</li> <li>2. Click on Bills and Payment, and you will be able to pay the application fee using a credit or debit card.</li> </ol>
3.	Official transcripts from colleges and universities attended that resulted in a conferred undergraduate degree and all graduate transcripts (if applicable).	Official transcripts from the institution that conferred the undergraduate degree and transcripts for graduate credits to be submitted for consideration as transferring to MSUM. The transcripts should be submitted to the MSUM Office of Graduate and Extended Learning.  <b>Graduate Studies Office</b> <b>MSU Moorhead, 1104 7<sup>th</sup> Ave. S.</b> <b>Moorhead, MN 56563</b>  You do not need to order transcripts from MSUM or other MinnState System institutions. See <a href="#">Transcript Policy</a> for more details.
4.	Baccalaureate, masters, and/or doctorate degree from an accredited institution; no specific major is required	The Graduate Studies Office and the MHA Department will check this item once we have received all your transcripts. Although no specific major is required, preference may be given to students with healthcare related undergraduate degrees.
5.	Undergraduate cumulative GPA of 3.0 or at least 3.25 for the last 30 semester credits; provisional admissions are provided on a case-by-case basis for those students that do not meet the minimum GPA.	Undergraduate cumulative GPA of 3.0 or a minimum of 3.25 for the last 30 semester credits. If the GPA is below the requirement, you can still apply. A provisional admission may be granted that requires a student to earn a B grade in all courses in the program for their first semester.

6.	Cover Letter/Reflection	<p>Prepare a cover letter with intent and reason for applying to the MHA program followed by a 350-word reflection on the future of healthcare. In this reflection, please describe what you believe will drive the future of healthcare (e.g., technology, access, costs, quality, etc.). Put your name on all pages.</p> <ol style="list-style-type: none"> <li>1. Log in to the Self-Service Center site (allow 24 hours after application submission before logging in).</li> <li>2. Select the “Applications” tab, where you will see your graduate application listed.</li> <li>3. Select “Summary” to see a list of all program requirements and corresponding statuses.</li> <li>4. Upload document by selecting the “Upload” link under the respective “Action” column</li> </ol>
7.	Professional Resume	<p>Prepare a resume that includes education, work experience, volunteer activities, etc. Put your name on all pages.</p> <ol style="list-style-type: none"> <li>1. Log in to the Self Service Center site (allow 24 hours after application submission before logging in).</li> <li>2. Select the “Applications” tab, where you will see your graduate application listed.</li> <li>3. Select “Summary” to see a list of all program requirements and corresponding statuses.</li> <li>4. Upload document by selecting the “Upload” link under the respective “Action” column.</li> </ol>
8.	Two recommendations	<ol style="list-style-type: none"> <li>1. Log in to the Self-Service Center site (allow 24 hours after application submission before logging in).</li> <li>2. Select the “Applications” tab, where you will see your graduate application listed.</li> <li>3. If you have not submitted contact information yet, select “Continue” to go into your application and complete program app and recommender information.</li> <li>4. After clicking “Submit Application” you will need to contact the Graduate Studies Office for any recommender information changes.</li> <li>5. Your recommenders will receive an e-mail from the Graduate Studies Office asking them to fill out the recommendation form.</li> <li>6. To check the status of your recommendations later, select “Summary” in the Applications tab.</li> </ol>
9.	Program Requirements – verified by Program	<p>For Students with no more than 1 year of healthcare experience, students must have evidence of an undergraduate healthcare internship experience and/or specific course work related to healthcare administration/leadership. If these requirements are missing, students will need to take the following courses prior to admission to the MHA program:</p> <p>HSAD 416- Healthcare Leadership &amp; Management  HSAD 419 – Healthcare Finance and Reimbursement Methods  HSAD 420 – Healthcare Policy&amp; Economics</p>

## Computer Requirements

This program makes extensive use of the online environment to most efficiently and effectively cover material and enhance student education. Therefore, it is important for students to utilize appropriate hardware and software to be successful. Below are the computer requirements for the MSUM MHA Program.

- Students should have a laptop and/or desktop computer that can support the following programs/functions:
- Speakers/microphones for online meetings/courses
- Microsoft Office – with associated programs
- Reliable Internet access

MSUM also has a link to a computer check at [http://www.mnstate.edu/IT\\_Index.aspx#C](http://www.mnstate.edu/IT_Index.aspx#C)

The Computer Check does a scan of the computer to make sure that the required and recommended tests done to ensure learning systems will work properly.

### Computer Literacy Requirements

This is an online program. Students should enter the program with at least the following minimal skills:

1. Be able create a Microsoft Word document (not Microsoft Works)
2. Be able to save a document (and find it again!)
3. Be able to email and send attachments to others
4. Be able to upload documents
5. Be able to create PowerPoint presentations
6. Be able to create an Excel spreadsheet
7. Be able to browse the Internet and perform searches
8. Be able to utilize spell check and grammar check functions
9. Be able to save items to an external device (e.g., thumb drive/flash drive; external hard drive)
10. Be able to utilize Kaltura and/or other recording platforms

## **Advisor/Advising**

Each MHA student is assigned an academic advisor. This faculty member works directly with the student to help schedule courses, discuss career plans, and provide academic counseling where appropriate. The MHA Coordinator will also provide program advising via emails and program meetings that occur each semester. These meetings allow students to ask questions and provide guidance for progression in the program, preparing for the capstone, etc.

## **Course Registration**

A composite list of course offerings for each semester is found on E-Services and under myMSUM – Current Students – Course Schedule.

Regular electronic registration is available for courses offered at MSUM. Graduate students do not need ‘advisor access’ codes to register for classes. Students are encouraged to register in a timely manner prior to each semester they intend to enroll in coursework.

## **Career Planning**

Faculty and advisors work with students to define interests, evaluate options, and plan careers. MHA 692A allows students the ability to obtain guidance and feedback on resumes and cover letters, along with interview planning, and other professional development activities. To further help students with career decisions, the MSUM Career Development Center staff is available to advise students on career development, assist students and graduates in job search, and help students plan for further academic work following graduation.

## **Late Policies**

Individual course syllabi will outline late policies for each course.

## **Required Documentation/Immunizations**

**Policy:** Please refer to the MHA Student Policy Manual (Required Documentation and Immunization section). Students are required to verify, complete, and submit these immunizations via Castlebranch software program as applicable, in MHA 692A prior to moving to MHA 692B. Students that fail to verify, complete, and submit these immunizations will not be able to advance to MHA 692B.

# Graduate Dashboard

The Degree Completion Procedures are completed online using the Graduate Dashboard. All steps and approvals are sequential meaning that a step cannot be submitted until the prior step has been completed and approved by all necessary parties. All students must log on to the **Graduate Dashboard to follow the Degree Completion Procedures.**

## **Course Planning:**

Students are assigned a graduate advisor upon admission to the program. It is the student's responsibility to meet with the advisor to plan the appropriate courses to meet degree requirements. The plan should be recorded using the Course Planning tool.

Timeline for submission: end of first semester as an admitted graduate student. Completed online via the Graduate Dashboard.

## **Committee Selection:**

Capstone requirements require a committee for the oral exam. The student and advisor identify faculty to sit on the student's committee subject to approval by the Dean of Graduate and Extended Learning. The committee must include a minimum of two faculty with Graduate Faculty status.

Timeline for submission: prior to beginning capstone requirements. Completed online via the Graduate Dashboard.

## **Final Discourse Topic Approval:**

The topic for the Capstone project should be discussed with the student's capstone chair. If Human Subjects are involved in the research, students must submit their research on IRBNet and have approval before beginning research.

Timeline for submission: prior to beginning final discourse paper. Completed online via the Graduate Dashboard.

## **IRB Approval:**

Any research conducted at MSU Moorhead that involves human subjects must receive prior approval from the Institutional Review Board (IRB). Please refer to the IRB website for information on submitting research proposals. Be sure to allow time for the approval process before you begin your research. This is only required if your capstone project will contain human subjects.

Once you have received IRB approval, please upload the approval letter to the Graduate Dashboard.

Timeline for submission: prior to beginning research study. Completed online via the Graduate Dashboard.

**Written Comprehensive Examination:**

Completion of the Written Comprehensive Examination (Capstone Executive Portfolio) is verified by the graduate program coordinator. A student who fails the comprehensive examination may repeat it during a subsequent term with program approval. A second failure will result in termination of degree program enrollment.

Timeline for submission: after successfully completing Written Comprehensive Examination. Completed online via the Graduate Dashboard.

**Oral Defense:**

All graduate students must complete a final oral defense. Students who fail the final oral defense cannot receive a passing grade on the project and will not receive the degree. Students may repeat the oral defense during a subsequent term with program approval.

Timeline for submission: after successfully completing Oral Defense. Completed online via the Graduate Dashboard.

**Degree Completion:**

This is the final step in the graduate degree completion process. Before completing this step, make sure that:

- Your final portfolio has been submitted, all work is completed, and you have been given a passing grade for Capstone II.
- Official transcripts for any transfer credits have been submitted to the Office of the Registrar and are entered as a transfer course in the Course Planning tool.
- All required coursework has been completed.
- You have double checked your transcript for any past grades of I, IP, or Z and work with the instructor on submitting grade changes. Degrees will not be posted until ALL grades have been submitted and recorded.

Timeline for submission: one week before commencement. Completed online via the Graduate Dashboard.

**Commencement:**

In the Graduate Dashboard, you must indicate your anticipated Program Completion Term to be eligible for that term's commencement.

Degrees are posted to transcripts by the Registrar's Office three (3) times a year: at the end of the fall semester, spring semester, and summer session. There are two (2) commencement ceremonies during the year: at the end of fall semester in December and at the end of spring semester in May. Students completing all degree requirements during the summer are eligible to participate in either of the ceremonies and will select on Dashboard.

Academic garb should be ordered from the Bookstore no less than eight weeks prior to commencement. Students who plan on participating in commencement will need to submit their hood to the Office of Graduate and Extended Learning at least one week prior to commencement.

## **Teaching, Learning, & Assessment Methods**

### **Course Delivery – Teaching and Learning:**

Courses are offered in three semesters (fall, spring, summer) in a web-based, online delivery format. Teaching and learning occur via D2L Brightspace Learning Management System in which course content is developed and delivered by faculty. This may include readings, recorded lectures, online modules, etc. Computer applications are utilized throughout the curriculum; therefore, students are expected to have proficiency in word processing, spreadsheet, and internet applications. While most coursework can be completed according to your own schedule, some courses require synchronous elements to promote further student/faculty engagement. Some courses will require one to three hours of synchronous learning via Zoom or other online host platform. These meetings may include course overviews, lectures, faculty-student discussions, review of assigned case studies, guest speakers, student presentations, etc. For these synchronous meetings, students and faculty must log into the course at a predetermined time as specified in individual course syllabus and calendar. These meetings are generally recorded and shared with students that may not be able to attend. Students are strongly encouraged to attend the synchronous meetings that enhance teaching and learning methods.

### **Teaching, Learning, and Assessment Methods:**

Students can expect a variety of teaching, learning, and assessment methods. Students will receive rigorous education from faculty that are actively engaged in scholarly work, have professional, and/or academic experience to help bring industry experience to life in the online classroom. In some courses, students will be exposed to other graduate majors in which they will experience interprofessional projects with MBA, MS in Nursing, MAT, MSW, and/or Ed.D students. Students can expect to complete higher-level assessment activities such as case studies, strategic/simulation papers, reflective assignments, etc. Students can expect to complete lower-level assessment activities such as such as discussion questions, quizzes, online modules, readings, etc. Students also can expect to complete higher-level assessment activities via group projects, such as case studies, simulation/strategic projects, etc. In MHA courses, students can expect to complete a final competency-based exam in which they must score 80% or higher. These exams assess the primary competencies of the course. Students must achieve 80% or higher on these competency exams. If 80% is not achieved, students will retake until 80% or higher.

Faculty utilize different assessment methods in courses to evaluate and grade work. The most common evaluation method are rubrics that outline points associated with specific assignment criteria. Students are provided with information on grading and assessment methods on each course syllabus. This includes the grading scale that will be utilized in the course.

Students will take a standardized online competency exam at three points in the program: (1) Inbound- upon admission and submitted in their first course, (2) Midpoint - after completing 21 credits (this exam is also required for admission to MHA 692A), and (3) Outbound- in MHA 692B as their final comprehensive written exam. After each exam, students are provided with a competency report that will provide a comparison to previous exams as they progress through the program. These reports are used for elective planning and general student advising in helping students understand their competency progression. Students will have access to a competency dashboard in D2L Brightspace Learning Management System in which they can visualize their competency progression throughout the program.

In MHA 692A and MHA 692B, students complete their final capstone project. The final capstone experience exposes students to real-world projects and relationships within healthcare organizations. This experience connects coursework/theory to organizational experiences to allow students to witness the confluence of theory and practice. In MHA 692A, students prepare for their project that occurs in MHA 692B. In MHA 692A, students locate an organizational site and mentor, complete compliance activities, work on career development activities, complete a SBAR (Situation, Background, Assessment, Recommendation) activity around their final topic, and start their literature review/annotated bibliography. Students must score 80% or higher on their SBAR and literature review/annotated bibliography assignments and complete all their compliance activities in MHA 692A to progress into MHA 692B. Students would resubmit work until those requirements are met for MHA 692A.

The deliverable for MHA 692B is an Executive Portfolio that consists of a Capstone Project Summary Paper, Project Timeline Plan, Project Weekly Progress Report, Weekly Student Reflection Journal, Final Presentation PowerPoint, Annotated Bibliography of references, comprehensive competency exam report/results, and MHA Student Competency Assessment. Students can expect to have a graduate faculty committee (consisting of two MHA faculty) that coaches and mentors them through the process in MHA 692B. Students' final portfolio is evaluated by their graduate faculty committee via a defined rubric. Students must achieve 80% or higher to prove competency on their final project. Students would resubmit the project until that goal is achieved. More details about the capstone project are provided later in this handbook.

## Grading Policy/Scale

### For MHA theory courses:

The following scale will be utilized with plus/minus categories. Letter grades are determined by the percent of points earned in the course, based on the following:

### Grading Scale

Competency Level	PROFICIENT			COMPETENT			ADVANCED BEGINNER			NOVICE		
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
*Percentage	100-98%	97.9-93%	92.9-90%	89.9-88%	87.9-83%	82.9-80%	79.9-78%	77.9-73%	72.9-70%	69.9-68%	67.9-63%	62.9-60%

### For MHA Capstone Courses:

A pass/fail grade will be utilized. No rounding up will be applied to individual or final grades. Students must obtain a grade of 80% or higher to pass this course. Grades under 80% will result in a failing grade for the course. Due to scaffolding of competencies across the curriculum, students are expected to achieve a competent/proficient level in the final capstone courses, which aligns with 80% or higher grade in the final capstone courses. This also aligns with university/Graduate Studies requirement to obtain 3.0 or higher GPA to confer a graduate degree.

### Grading Scale

<b>Pass</b>	<b>Pass: 80-100%</b>
<b>Fail</b>	<b>Fail: 79% or below</b>

Any alterations to this grading policy/scale will be indicated on the individual course syllabus.

## Nametags

The Dragon card will be the official student ID for utilization for capstone requirements, etc. You can utilize this card for college libraries, logging into our library system, riding public transportation (FM area), and getting discounts from local retailers that offer discounts to college students.

Steps to obtain your nametag are:

1. Have a picture of yourself taken:
  - A. Info on the card: <http://www.mnstate.edu/dragoncard/>
  - B. Go to <http://www.mnstate.edu/dragoncard/faqs.aspx> and the bottom of the page has a FAQ labeled 'How do I obtain a card if I am a distance learning student?'
  - C. Login with StarID credentials (e-services credentials)
  - D. Upload the picture matching requirements and submit.
  - E. The card will be printed in within 3 business days and then mailed to the student at their address on file (make sure your address on file with the admissions office is correct).
  - F. By the time the card is received by the distance learner the card will be activated in their library account.
  - G. If you have any questions, please contact the Library Circulation Technician, Livingston Lord Library, 218-477-2354

## Library Use

Graduate students can check out books with their student ID. See the Library website or librarians at the reference desk for assistance. In addition, the student has access to multiple distance services including databases, InterLibrary Loans, and mailed books from the library's holdings. Consult the Library Distance site for more details and contact information. <http://www.mnstate.edu/library/>

## Writing Style Expectations

Scholarly writing ability will be enhanced during graduate study. The MHA program utilizes the most current version of American Psychological Association Manual (APA) guidelines. Faculty members may waive or modify these guidelines for specific assignments. Syllabi and assignments will clearly describe these expectations. Students may work with the MSUM writing resources or check with the OWL at Purdue (<https://owl.english.purdue.edu/owl/>) for additional assistance.

## Academic Scholarship, Rigor, Integrity, and Honesty

Policy: Please refer to the MHA Student Policy Manual (Academic Scholarship, Rigor, and Honesty section)

## **Accessibility & Accommodations Services**

Minnesota State University Moorhead is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 508, 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act. The University will make reasonable accommodations for students with documented disabilities. Accessibility Resources (AR) is the campus office that collaborates with students in need of accommodations and assists in arranging reasonable accommodations.

If you have or think you may have a disability or are currently registered and have questions/concerns, please contact the Director of Accessibility Resources at: [Charles.Eade@mnstate.edu](mailto:Charles.Eade@mnstate.edu). Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>. The ADA Coordinator for students and ADA compliance issues is Chuck Eade, Director of Accessibility Resources, [charles.eade@mnstate.edu](mailto:charles.eade@mnstate.edu).

# Master's Curricular Map

## **CORE MHA**

Elective – 3 cr  
ECON 610-3 cr  
MBA 611 or MHA 514 - 3 cr  
MBA 641 or MHA 540 - 3cr  
MHA 605- 3cr  
MHA 615- 3 cr  
MHA 618- 3 cr  
MHA 619- 3cr  
MHA 625– 3 cr  
MHA 638-3 cr  
MHA 628- 3cr  
MHA 650-3 cr  
MHA 651- 3 cr  
MHA 692A- 1cr  
MHA 692B- 3cr  
**43 credits**

## **LTC Emphasis (if selected)**

MHA 500- 3cr  
MHA 501- 3 cr  
MHA 521- 3 cr  
**9 credits**

# Master of Healthcare Administration Program Progression/Course Sequence

**Course Sequencing:** Courses marked with \* should be taken in the first year of the program of study to establish basic competency knowledge to prepare for advanced courses later in the curriculum. Students are encouraged to follow the suggested typical course sequence to complete core courses, electives, and capstone requirements for the MHA degree. Alterations to this sequencing are sometimes possible but may result in extending the time needed to complete the online MHA degree. Students can find progression plans by semester with one, two, or three courses per semesters via this link: <https://www.mnstate.edu/academics/graduate/mha/courses/>

**Modality:** Online with synchronous virtual class meetings

**Students should work with their advisor to design the best progression plan for them.**

**Part Time progression plan – Fall Start:** Approximately 7 semesters to complete (about 2.5 calendar years). **\*\*This is the most common progression plan selected by students!**

\*Indicates foundational MHA courses that need to be taken in the student’s first year. \*\*Represents Capstone courses that need to be taken in the student’s final semesters (majority of course work needs to be completed before enrolling). Students can fill courses into their schedules based on seats/enrollment; students work with their advisor to ensure appropriate academic progression.

<b>Pre-Requisite:</b> Graduation from an accredited undergraduate program/GPA requirements (see application), undergraduate statistics for MHA 615, at least one year of healthcare experience and/or healthcare specific coursework.	
<b>Possible/Typical Progression Plan:</b> Students can progress at their own pace (for example take one course per semester). Students must complete their graduate degree within 7 years of taking their first course. It is recommended that students do not take more than 3 courses per semester to be successful in obtaining their degrees.	
<b>Fall 1 (6 cr)</b>	<b>Spring 1 (6 cr)</b>
*MHA 628 Healthcare Delivery Systems, Policy, and Reimbursement (3 credits) MHA 605 Health Care Quality and Regulatory Management (3 credits)	* MHA 638 Health Information Systems (3 credits) *MHA 615 Research and Evidence Based Practice (3 credits)
<b>Summer 1 (6 cr)</b>	
*MHA 650 Organizational Strategy and Systems Leadership (3 credits) MHA 625 Health Program Planning and Evaluation (3 Credits)	
<b>Fall 2 (6 cr)</b>	<b>Spring 2 (7 Cr)</b>
MHA 618 Health Care Law and Ethical Decision-Making (3 credits) MBA 641 Human Resources Management (3 credits)	MHA 619 Applied Health Care Financial Management (3 credits) Elective (MBA 651, MBA 671) or Economic 610 (3 credits) **MHA 692A Capstone I (1 credit) **Capstone I must be taken prior to Capstone II (no more than 2 semesters prior)
<b>Summer 2 (6 cr)</b>	

MHA 651 Healthcare Operations Management (3 credits) ECON 610 Healthcare Economics (3 credits) or Elective (MHA 500, 501, 521, MBA 651, MBA 685) (3 credits)
<b>Fall 3 (6 cr)</b>
MBA 611 Marketing Management (3 credits) **MHA 692B Capstone II (3 Credits)
<b>Capstone I and II MUST be taken at the end of the program. Capstone I must be taken before the Capstone II is completed. Capstone needs to occur in the last or 2<sup>nd</sup> to last semester of the program.</b>
<b>Note: Capstone I and Capstone II are only offered Fall/Spring semesters. Students should form their plan based on their needs and capstone site/mentor.</b>
<b>TOTALS:</b> 9 Business and Economic credits 27 Degree Specific MHA Credits 3 Elective Credits 4 Capstone Credits
<hr/> <b>43 Total Credits</b>
<b>Accreditation Information:</b> HLC – Graduate Studies and the MHA program are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools CAHME - Fully Accredited 2021 <b>HIGHLIGHTS:</b> Meets the highest standards of quality in healthcare management education. Utilizes appropriate academic content for its field Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations <b>MEMBERSHIP INFORMATION:</b> ACHE – Higher Education Network

**Part Time progression plan – Spring Start:** Approximately 7 semesters to complete (about 2.5 calendar years). **\*\*This is the most common progression plan selected by students!**

\*Indicates foundational MHA courses that need to be taken in the student’s first year. \*\*Represents Capstone courses that need to be taken in the student’s final semesters (majority of course work needs to be completed before enrolling). Students can fill courses into their schedules based on seats/enrollment; students work with their advisor to ensure appropriate academic progression.

<b>Pre-Requisite:</b> Graduation from an accredited undergraduate program/GPA requirements (see application), undergraduate statistics for MHA 615, at least one year of healthcare experience and/or healthcare specific coursework.
<b>Possible/Typical Progression Plan:</b> Students can progress at their own pace (for example take one course per semester). Students must complete their graduate degree within 7 years of taking their first course. It is recommended that students do not take more than 3 courses per semester to be successful in obtaining their degrees.
<b>Spring 1 (6 cr)</b>
* MHA 638 Health Information Systems (3 credits) *MHA 615 Research and Evidence Based Practice (3 credits)

<b>Summer 1 (6 cr)</b>	
*MHA 650 Organizational Strategy and Systems Leadership (3 credits) MHA 625 Health Program Planning and Evaluation (3 Credits)	
<b>Fall 1 (6 cr)</b>	<b>Spring 2 (6 Cr)</b>
*MHA 628 Healthcare Delivery Systems, Policy, and Reimbursement (3 credits) MHA 605 Health Care Quality and Regulatory Management (3 credits)	MHA 619 Applied Health Care Financial Management (3 credits) Elective (MBA 651, MBA 671) or Economic 610
<b>Summer 2 (6 cr)</b>	
MHA 651 Healthcare Operations Management (3 credits) ECON 610 Healthcare Economics (3 credits) or Elective (MHA 500, 501, 521, MBA 651, MBA 685)	
<b>Fall 2 (7 cr)</b>	<b>Spring 3 (6 Cr)</b>
MHA 618 Health Care Law and Ethical Decision-Making (3 credits) MBA 611 Marketing Management (3 credits) **MHA 692A Capstone I (1 credit) **Capstone I must be taken prior to Capstone II (no more than 2 semesters prior)	MBA 641 Human Resources Management (3 credits) **MHA 692B Capstone II (3 Credits)
Capstone I and II MUST be taken at the end of the program. Capstone I must be taken before the Capstone II is completed. Capstone needs to occur in the last or 2 <sup>nd</sup> to last semester of the program.	
Note: Capstone I and Capstone II are only offered Fall/Spring semesters. Students should form their plan based on their needs and capstone site/mentor.	
<b>TOTALS:</b> 9 Business and Economic credits 27 Degree Specific MHA Credits 3 Elective Credits 4 Capstone Credits	
<hr/> <b>43 Total Credits</b>	
<b>Accreditation Information:</b> HLC – Graduate Studies and the MHA program are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools CAHME - Fully Accredited 2021	
<b>HIGHLIGHTS:</b> Meets the highest standards of quality in healthcare management education. Utilizes appropriate academic content for its field Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations	
<b>MEMBERSHIP INFORMATION:</b> ACHE – Higher Education Network	

**Part Time progression plan – Summer Start:** Approximately 7 semesters to complete (about 2.5 calendar years). **\*\*This is the most common progression plan selected by students!**

\*Indicates foundational MHA courses that need to be taken in the student’s first year. \*\*Represents Capstone courses that need to be taken in the student’s final semesters (majority of course work needs to be completed before enrolling). Students can fill courses into their schedules based on seats/enrollment; students work with their advisor to ensure appropriate academic progression.

<b>Pre-Requisite:</b> Graduation from an accredited undergraduate program/GPA requirements (see application), undergraduate statistics for MHA 615, at least one year of healthcare experience and/or healthcare specific coursework.	
<b>Possible/Typical Progression Plan:</b> Students can progress at their own pace (for example take one course per semester). Students must complete their graduate degree within 7 years of taking their first course. It is recommended that students do not take more than 3 courses per semester to be successful in obtaining their degrees.	
<b>Summer 1 (6 cr)</b>	
*MHA 650 Organizational Strategy and Systems Leadership (3 credits) MHA 625 Health Program Planning and Evaluation (3 Credits)	
<b>Fall 1 (6 cr)</b>	<b>Spring 1 (6 Cr)</b>
*MHA 628 Healthcare Delivery Systems, Policy, and Reimbursement (3 credits) MHA 605 Health Care Quality and Regulatory Management (3 credits)	* MHA 638 Health Information Systems (3 credits) *MHA 615 Research and Evidence Based Practice (3 credits)
<b>Summer 2 (6 cr)</b>	
MHA 651 Healthcare Operations Management (3 credits) ECON 610 Healthcare Economics (3 credits) or Elective (MHA 500, 501, 521, MBA 651, MBA 685) (3 credits)	
<b>Fall 2 (7 cr)</b>	<b>Spring 2 (6 Cr)</b>
MHA 618 Health Care Law and Ethical Decision-Making (3 credits) MBA 611 Marketing Management (3 credits) **MHA 692A Capstone I (1 credit) **Capstone I must be taken prior to Capstone II (no more than 2 semesters prior)	MHA 619 Applied Health Care Financial Management (3 credits) **MHA 692B Capstone II (3 Credits)
<b>Summer 3 (6 cr)</b>	
MBA 641 Human Resources Management (3 credits) Elective (MHA 500, 501, 521, MBA 651, MBA 685) (3 credits)	
<b>Capstone I and II MUST be taken at the end of the program. Capstone I must be taken before the Capstone II is completed. Capstone needs to occur in the last or 2<sup>nd</sup> to last semester of the program.</b>	
<b>Note: Capstone I and Capstone II are only offered Fall/Spring semesters. Students should form their plan based on their needs and capstone site/mentor.</b>	
<b>TOTALS:</b> 9 Business and Economic credits 27 Degree Specific MHA Credits 3 Elective Credits	

4 Capstone Credits
<b>43 Total Credits</b>
<p><b>Accreditation Information:</b>  HLC – Graduate Studies and the MHA program are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools  CAHME - Fully Accredited 2021</p> <p><b>HIGHLIGHTS:</b>  Meets the highest standards of quality in healthcare management education.  Utilizes appropriate academic content for its field  Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations</p> <p><b>MEMBERSHIP INFORMATION:</b>  ACHE – Higher Education Network</p>

**Full Time progression plan – Fall Start:** Approximately 5 semesters to complete (about 1.5 calendar years). **\*\*We only recommend this progression plan for students with minimal outside obligations!!**

\*Indicates foundational MHA courses that need to be taken in the student’s first year. \*\*Represents Capstone courses that need to be taken in the student’s final semesters (majority of course work needs to be completed before enrolling). Students can fill courses into their schedules based on seats/enrollment; students work with their advisor to ensure appropriate academic progression.

<p><b>Pre-Requisite:</b>  Graduation from an accredited undergraduate program/GPA requirements (see application), undergraduate statistics for MHA 615, at least one year of healthcare experience and/or healthcare specific coursework.</p> <p><b>Possible/Typical Progression Plan:</b> Students can progress at their own pace (for example take one course per semester). Students must complete their graduate degree within 7 years of taking their first course. It is recommended that students do not take more than 3 courses per semester to be successful in obtaining their degrees.</p>	
<b>Fall 1 (9 cr)</b>	<b>Spring 1 (9 cr)</b>
*MHA 628 Healthcare Delivery Systems, Policy, and Reimbursement (3 credits) MHA 605 Health Care Quality and Regulatory Management (3 credits) MHA 618 Health Care Law and Ethical Decision-Making (3 credits)	* MHA 638 Health Information Systems (3 credits) *MHA 615 Research and Evidence Based Practice (3 credits) MHA 619 Applied Health Care Financial Management (3 credits)
<b>Summer 1 (9 cr)</b>	
*MHA 650 Organizational Strategy and Systems Leadership (3 credits) MHA 625 Health Program Planning and Evaluation (3 Credits) MHA 651 Healthcare Operations Management (3 credits)	
<b>Fall 2 (10 cr)</b>	<b>Spring 2 (6 Cr)</b>
MBA 641 Human Resources Management (3 credits) MBA 611 Marketing Management (3 credits) Elective (MBA 621) (3 credits) **MHA 692A Capstone I (1 credit)	ECON 610 Healthcare Economics (3 credits) **MHA 692B Capstone II (3 Credits)

**Capstone I must be taken prior to Capstone II (no more than 2 semesters prior)	
Capstone I and II MUST be taken at the end of the program. Capstone I must be taken before the Capstone II is completed. Capstone needs to occur in the last or 2 <sup>nd</sup> to last semester of the program.	
Note: Capstone I and Capstone II are only offered Fall/Spring semesters. Students should form their plan based on their needs and capstone site/mentor.	
<b>TOTALS:</b> 9 Business and Economic credits 27 Degree Specific MHA Credits 3 Elective Credits 4 Capstone Credits <hr/> <b>43 Total Credits</b>	
<b>Accreditation Information:</b> HLC – Graduate Studies and the MHA program are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools CAHME - Fully Accredited 2021 <b>HIGHLIGHTS:</b> Meets the highest standards of quality in healthcare management education. Utilizes appropriate academic content for its field Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations <b>MEMBERSHIP INFORMATION:</b> ACHE – Higher Education Network	

**Full Time progression plan – Spring Start:** Approximately 5 semesters to complete (about 1.5 calendar years). **\*\*We only recommend this progression plan for students with minimal outside obligations!!**

\*Indicates foundational MHA courses that need to be taken in the student’s first year. \*\*Represents Capstone courses that need to be taken in the student’s final semesters (majority of course work needs to be completed before enrolling). Students can fill courses into their schedules based on seats/enrollment; students work with their advisor to ensure appropriate academic progression.

<b>Pre-Requisite:</b> Graduation from an accredited undergraduate program/GPA requirements (see application), undergraduate statistics for MHA 615, at least one year of healthcare experience and/or healthcare specific coursework.
<b>Possible/Typical Progression Plan:</b> Students can progress at their own pace (for example take one course per semester). Students must complete their graduate degree within 7 years of taking their first course. It is recommended that students do not take more than 3 courses per semester to be successful in obtaining their degrees.
<b>Spring 1 (9 cr)</b>
* MHA 638 Health Information Systems (3 credits) *MHA 615 Research and Evidence Based Practice (3 credits) MHA 619 Applied Health Care Financial Management (3 credits)
<b>Summer 1 (9 cr)</b>

*MHA 650 Organizational Strategy and Systems Leadership (3 credits) MHA 625 Health Program Planning and Evaluation (3 Credits) MHA 651 Healthcare Operations Management (3 credits)	
<b>Fall 1 (10 cr)</b>	<b>Spring 2 (9 Cr)</b>
*MHA 628 Healthcare Delivery Systems, Policy, and Reimbursement (3 credits) MHA 605 Health Care Quality and Regulatory Management (3 credits) MHA 618 Health Care Law and Ethical Decision-Making (3 credits) **MHA 692A Capstone I (1 credit) **Capstone I must be taken prior to Capstone II (no more than 2 semesters prior)	ECON 610 Healthcare Economics (3 credits) MBA 641 Human Resources Management (3 credits) **MHA 692B Capstone II (3 Credits)
<b>Summer 2 (6 cr)</b>	
MBA 611 Marketing Management (3 credits) Elective (MHA 500, 501, 521, MBA 651 or MBA 685) (3 credits)	
<b>Capstone I and II MUST be taken at the end of the program. Capstone I must be taken before the Capstone II is completed. Capstone needs to occur in the last or 2<sup>nd</sup> to last semester of the program.</b>	
<b>Note: Capstone I and Capstone II are only offered Fall/Spring semesters. Students should form their plan based on their needs and capstone site/mentor.</b>	
<b>TOTALS:</b> 9 Business and Economic credits 27 Degree Specific MHA Credits 3 Elective Credits 4 Capstone Credits	
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<b>MEMBERSHIP INFORMATION:</b> ACHE – Higher Education Network	

**Full Time progression plan – Summer Start:** Approximately 5 semesters to complete (about 1.5 calendar years). **\*\*We only recommend this progression plan for students with minimal outside obligations!!**

\*Indicates foundational MHA courses that need to be taken in the student’s first year. \*\*Represents Capstone courses that need to be taken in the student’s final semesters (majority of course work needs to be completed before enrolling). Students can fill courses into their schedules based on seats/enrollment; students work with their advisor to ensure appropriate academic progression.

<b>Pre-Requisite:</b> Graduation from an accredited undergraduate program/GPA requirements (see application), undergraduate statistics for MHA 615, at least one year of healthcare experience and/or healthcare specific coursework.	
<b>Possible/Typical Progression Plan:</b> Students can progress at their own pace (for example take one course per semester). Students must complete their graduate degree within 7 years of taking their first course. It is recommended that students do not take more than 3 courses per semester to be successful in obtaining their degrees.	
<b>Summer 1 (9 cr)</b>	
*MHA 650 Organizational Strategy and Systems Leadership (3 credits) MHA 625 Health Program Planning and Evaluation (3 Credits) MHA 651 Healthcare Operations Management (3 credits)	
<b>Fall 1 (10 cr)</b>	<b>Spring 1 (9 Cr)</b>
*MHA 628 Healthcare Delivery Systems, Policy, and Reimbursement (3 credits) MHA 605 Health Care Quality and Regulatory Management (3 credits) MHA 618 Health Care Law and Ethical Decision-Making (3 credits) **MHA 692A Capstone I (1 credit) **Capstone I must be taken prior to Capstone II (no more than 2 semesters prior)	* MHA 638 Health Information Systems (3 credits) *MHA 615 Research and Evidence Based Practice (3 credits) MHA 619 Applied Health Care Financial Management (3 credits)
<b>Summer 2 (9 cr)</b>	
Elective (MHA 500, 501, 521, MBA 651 or MBA 685) (3 credits) ECON 610 Healthcare Economics (3 credits) MBA 641 Human Resources Management (3 credits)	
<b>Fall 2 (6 cr)</b>	
MBA 611 Marketing Management (3 credits) **MHA 692B Capstone II (3 Credits)	
<b>Capstone I and II MUST be taken at the end of the program. Capstone I must be taken before the Capstone II is completed. Capstone needs to occur in the last or 2<sup>nd</sup> to last semester of the program.</b>	
<b>Note: Capstone I and Capstone II are only offered Fall/Spring semesters. Students should form their plan based on their needs and capstone site/mentor.</b>	
<b>TOTALS:</b> 9 Business and Economic credits 27 Degree Specific MHA Credits 3 Elective Credits 4 Capstone Credits	

### 43 Total Credits

**Accreditation Information:**

HLC – Graduate Studies and the MHA program are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools  
CAHME - Fully Accredited 2021

**HIGHLIGHTS:**

Meets the highest standards of quality in healthcare management education.

Utilizes appropriate academic content for its field

Includes membership in a network of professional colleagues that transcends boundaries of universities, colleges, and professional associations

**MEMBERSHIP INFORMATION:**

ACHE – Higher Education Network

\*\*Not all courses are offered every semester. It is important that students plan their schedules accordingly to align with course offerings. Below is a breakdown of courses by semester.

<b>Courses Offered by Semester: (subject to change)</b>	
Fall	MHA 618 – Health Care Law and Ethical Decision Making MHA 628 – Healthcare Delivery Systems, Policy, and Reimbursement MHA 605 – Health Care Quality & Regulatory Management MBA 611 – Marketing Management MBA 641 – Human Resource Management MBA 621 – Managerial Accounting (Elective Course Option) MHA 692A - Capstone I MHA 692B - Capstone II
Spring	MHA 615 – Research and Evidence-Based Practice MHA 619 – Applied Health Care Financial Management MHA 638 – Health Information Systems MBA 641 – Human Resource Management MHA 540 – Talent Management in Healthcare MHA 514- Healthcare Strategic Planning and Marketing MBA 651 – Organizational Behavior (Elective Course Option) MBA 671 – Health Care Delivery Sciences (Elective Course Option) ECON 610 – Healthcare Economics (variable offerings in spring) MHA 692A - Capstone I MHA 692B - Capstone II
Summer	MHA 650 – Organizational Strategy and Systems Leadership ECON 610 – Healthcare Economics MHA 625 – Health Program Planning and Evaluation MHA 651 – Healthcare Operations Management

	<p>MBA 611 – Marketing Management (variable offerings in summer)</p> <p>MBA 641 – Human Resource Management (variable offerings in summer)</p> <p>MBA 651- Organizational Behavior (Elective Course Option)</p> <p>MBA 685 – Project Management (Elective Course Option)</p> <p>MHA 500 – Aging in the US: Intro to Gerontology &amp; Senior Support Care (Elective course option; required for LTC emphasis)</p> <p>MHA 501 – Health Aspects of Aging (Elective course option; required for LTC emphasis)</p> <p>MHA 521 – Long Term Care Administration (Elective course option; required for LTC emphasis)</p>
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## Enrollment Guidelines for the MHA Capstone Project

### Project (Plan B):

1. MHA students will complete a Scholarly Project (Plan B) by completing an Executive Portfolio in the final Capstone courses.
2. Capstone completion starts in MHA 692A. Students may not enroll in MHA 692A until the majority of course work is completed in the program. MHA 692A is completed in the last semesters of the program. Students contact the MHA Graduate Coordinator or MHA Faculty teaching MHA 692A to gain permission and register for 1 credit of MHA 692A. MHA 692A needs to be taken no more than 1-2 semesters prior to MHA 692B.
3. During MHA 692A these major activities are completed:
  - Complete CastleBranch activities (immunizations, privacy training, background checks, demographic data) – as applicable
  - Determine Capstone topic
  - Obtain mentor and project site
  - CITI Online Training (IRB)
  - Capstone Information Sheet Completion
  - Verify/complete agency contract with MSUM and agency via MHA Coordinator
  - SBAR/Capstone Summary
  - Start Literature Review/Annotated Bibliography
4. Students contact the MHA Coordinator or MHA Faculty teaching MHA 692B to gain permission and registers for 3-6 credits (depending on curriculum plan/admission date) of MHA 692B after completing all requirements in MHA 692A.
5. In MHA 692B these graduate dashboard activities are completed:
  - Complete Committee Selection
  - Complete Final Discourse Topic
  - Complete Written Comprehensive Exam
  - Complete Oral Defense
  - Complete Commencement
  - Complete Degree Completion
6. MHA 692B should be completed during the last two semesters of the program. Students can elect to participate in Global Healthcare/Field Experience – MHA 691 (2 credits) at any point in the program. If students elect to participate in this option, they will utilize 2 credits from MHA 691 and combine with 1 credit of MHA 692B. Students would do a smaller project in MHA 692B as they complete their portfolio. Students would also submit all work from MHA 691 in their Executive Portfolio.
7. Additional details of Capstone process/checklist are presented below.
8. Additional details of Executive Portfolio are presented and reviewed in MHA 692A and MHA 692B.

## MHA Student Checklist

The purpose of the final oral presentation/defense is to give the MHA degree candidate the opportunity to: a) present the findings of the capstone project, b) demonstrate his/her ability to explain and define the capstone process and its contribution to the discipline, c) demonstrate mastery of the competencies of his/her plan of study and readiness for specialty role in health care administration, and d) elicit final approval of the capstone project.

1. The student schedules the final presentation with the Capstone Committee Chair and 2<sup>nd</sup> Faculty member via Google Doc link provided by Capstone Faculty.
2. The presentation, approximately 60 minutes in length, proceeds as follows:
  - a. The presentation begins promptly at the designated time with introductions as appropriate.
  - b. The chair invites the candidate to present his/her project.
  - c. The beginning of the examination focuses on the culminating scholarly project of the candidate. The candidate is expected to be prepared to defend all elements of the culminating scholarly project.
  - d. Following questions focusing on the culminating scholarly project, the committee will ask questions related to the presentation and course work leading to the project. This may also include questions related to the literature review and implementation plan. The student's mentor must be present.
  - e. Mentor can be excused. Peregrine Competency Outbound Exam results reviewed/discussed. The faculty will also ask the student questions about their MHA program domains/competencies reflection document.
  - f. The student submits the entire executive portfolio for consideration. This is reviewed with the oral presentation to determine final decision on capstone project.
3. The committee then decides if the student's written work is accepted with or without revision and if the student passes or fails the final oral presentation.
  - a. If the committee members agree that the culminating scholarly project and oral presentation are acceptable, the student passes and the final paperwork is completed.

- b. If the committee members agree that the final oral examination was successful, but the written project requires revision, the student must make and submit the revisions prior to the paperwork indicating pass on oral presentation and project is completed. The committee determines whether the needed revisions are minor or major. If minor, the major advisor (chair) reads and approves the revisions as specified. If major, the entire committee must read and approve for degree candidacy to proceed.
4. The committee completes the paper work necessary for the student to proceed in the degree candidacy process or notifies the appropriate office of the student's failure.

## Capstone II Checklist

**Purpose:** This checklist will prepare the student progressing through the Capstone II course. The checklist contains activities/documents that need to be submitted with approximate timelines to keep you organized. This is meant to be a working checklist for the student and does not need to be submitted to the committee chair.

**Table 1**

### *Capstone Overview and Responsibilities*

<b>Student Responsibilities</b>	<b>Mentor Responsibilities</b>	<b>Faculty Responsibilities</b>	<b>When Occurs</b>
Identifies project plan/idea and mentor/organizational site.	Agrees to mentor student	Verifies- sends organizational contracts	MHA 692A
Completes Capstone Information Sheet; Ensures organizational contract is signed/completed prior to project start.	Facilitates signing of contract/organizational approval.	Verifies	Contracts should be signed/verified in MHA 692A. <b>Cannot start MHA 692B without verified contract!</b>
CastleBranch Completion – verify/enter immunizations, background checks (Federal - all and MN – if capstone organization is in MN), HIPAA privacy Training	NA	Verifies	MHA 692A - <b>Cannot start MHA 692B without completed Castlebranch activities!</b>
Completes Collaborative Institutional Training Initiative (CITI) – Institutional Review Board (IRB) training	NA	Verifies	MHA 692A
Starts Literature Review/Annotated Bibliography	NA	NA	MHA 692A
Enters committee selection via Graduate Dashboard.	NA	Committee Chair –MHA 692B Faculty Committee Member – chair makes suggestion to student. MHA Coordinator Approves	MHA 692B
Enters Final Discourse (Topic Approval) via Graduate Dashboard.	NA	MHA Coordinator Approves	MHA 692B
Participates in student/mentor/faculty call	Participates in	Participates in	First weeks of MHA 692B

<b>Student Responsibilities</b>	<b>Mentor Responsibilities</b>	<b>Faculty Responsibilities</b>	<b>When Occurs</b>
	student/mentor/faculty call	student/mentor/faculty call	
Creates a plan for the project including a detailed timeline with identified tasks and desired operational and/or strategic goals. Plan developed with mentor. Submitted to faculty in first weeks of semester for feedback.	Helps develop timeline with student.	Reviews timeline at start of semester; provides feedback/suggestion to student. Reviews project timeline in Executive Portfolio.	First Weeks of MHA 692B
Weekly progress report completion – aligns with project timeline. Discusses progress report with mentor. Submits progress report to faculty mid-semester for review/feedback.	Review progress report, provides feedback/direction on project to student.	Review mid-semester submission of progress report – feedback provided. Reviews final progress report in Executive Portfolio.	MHA 692B
Regular contact (at least weekly) with mentor regarding the project including any concerns or issues. Checks into classroom (completes discussion posts) and faculty with any issues/concerns throughout MHA 692B.	Regular contact with student (at least weekly)/faculty (as needed) regarding the project including any concerns or issues.	Act on any concerns or issues.	MHA 692B
Weekly entry into reflective journal.	NA	Final evaluation of journal in Executive Portfolio submission.	MHA 692B
Development of final presentation, (see executive portfolio requirements). Select a date/time to present via Google Docs link that faculty lists (verify with mentor – he/she must be present). Delivery presentation on agreed upon date/time.	Review final presentation and attend final presentation.	Sends Google Docs with dates/times. Send invite for presentation with virtual meeting link. Chair and committee member attend	MHA 692B

<b>Student Responsibilities</b>	<b>Mentor Responsibilities</b>	<b>Faculty Responsibilities</b>	<b>When Occurs</b>
		presentation.	
Peregrine Competency Outbound Exam – completes 250 question comprehensive exam to provide data on competency level under program domains and competencies.	NA	Reviews results with student at final presentation.	MHA 692B
Submits Executive Portfolio at the completion of the project after presentation. See requirements of Executive Portfolio in MHA 692B.	NA	Grades portfolio for final grade.	MHA 692B
Completes Student Capstone Survey.	NA	Verifies	MHA 692B
NA	Completes Mentor Survey sent by MHA Coordinator	Verifies	MHA 692B
Enters Written Comprehensive Examination in Graduate Dashboard. This is your portfolio and comprehensive exam.	NA	MHA Coordinator Approves	MHA 692B - end
Enters Oral Defense in Graduate Dashboard.	NA	MHA Coordinator Approves	MHA 692B - end
Enters Commencement information in Graduate Dashboard.	NA	MHA Coordinator Approves	MHA 692B - end
Enters Degree Completion Graduate Dashboard.	NA	MHA Coordinator Approves	MHA 692B - end

## MSUM MHA Program Report of Final Oral Presentation/Defense

Student: \_\_\_\_\_

Committee Members (chair/member): \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Location: \_\_\_\_\_ Mentor: \_\_\_\_\_

**Proficient** = all elements of the presentation items are met at a high level – worth 3 points each category

**Competent** = most elements of the presentation items are met at a moderate level - worth 2 points each category

**Advanced Beginner** = few elements are met at a low level - worth 1 point each category

**Novice** = element is missing – worth 0 points each category

Total categories/points: 23 categories with total points possible of 69 points – must achieve at least 80% in proficient/competent categories in the final portfolio, and no more than 20% novice

Course Outcome	Sample Oral Presentation Item	Level of Performance
Utilize research skills to support the project with current evidence  <b>Competencies Assessed:</b> <ul style="list-style-type: none"> <li>• Professional Development and Lifelong Learning</li> </ul>	Evidence of research with summary of literature present. Clearly integrates scholarly resources in the development and completion of the portfolio.	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> Comments:
Demonstrate development of a project plan that outlines goals, deadlines, and stakeholders  <b>Competencies Assessed:</b> <ul style="list-style-type: none"> <li>• Leadership skills and behavior</li> <li>• General (Operations) Management</li> <li>• Organizational Dynamics and Governance</li> </ul>	Review of project timeline, project progress report, along with overview of major tasks/goals. Clearly states what goals were achieved and what not achieved in the project.	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> Comments:

<p>Implement a plan that puts learned strategies from previous graduate coursework into practice through an acquired community project working with a local healthcare leader</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Competencies vary based on project, all competencies from program</b></li> <li>• <b>Professional Development and Lifelong Learning</b></li> </ul>	<p>Summary of previous coursework with application to the capstone project. This includes a discussion on program competencies- did the student see the progression of competencies in completing this project? Clearly ties back to courses and program competencies.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Utilize written and verbal communication skills with a professional environment</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Development and Lifelong Learning</b></li> <li>• <b>Communication Skills</b></li> </ul>	<p>Presents project in a professional manner. Clear, non-rushed tone when presenting findings.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Utilize written and verbal communication skills to report project plan and results to key stakeholders</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Relationship Management</b></li> <li>• <b>Communication Skills</b></li> <li>• <b>Marketing</b></li> </ul>	<p>Overall project- presents project with summary of hand over and/or next steps of project.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p><b>Presentation Elements</b></p>	<p><b>Sample Oral Presentation Item</b></p>	<p><b>Level of Performance</b></p>
<p>Summary of organization</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Planning</b></li> <li>• <b>Communicating a Vision</b></li> </ul>	<p>Name and location of organization, along with mission, vision, values (if applicable). Describe where project took place (unit/department/entire organization, etc.). Summary of organizational/department visits,</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul>

<ul style="list-style-type: none"> <li>• <b>The Community and the Environment</b></li> </ul>	department/organizational structure, staffing, etc.	Comments:
Summary of needs assessment – reason for the problem  <b>Competencies Assessed:</b> <ul style="list-style-type: none"> <li>• <b>Managing Change</b></li> <li>• <b>Relationship Management</b></li> <li>• <b>General (Operations) Management</b></li> </ul>	What is the reason for the problem? Or why is this a problem that this project needs to address? Be clear how this determined, e.g., interviews, data from mentor/organization, health assessments, baseline data, benchmarking data, direct observations, etc.	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> Comments:
Review of literature  <b>Competencies Assessed:</b> <ul style="list-style-type: none"> <li>• <b>Healthcare Systems and Organizations</b></li> <li>• <b>The Community and the Environment</b></li> <li>• <b>General (Operations) Management</b></li> <li>• <b>Patient Safety</b></li> </ul>	Summary of evidence related to the problem. This should be clear and represent more than one article – clearly summarize how you consulted the literature in developing and informing this project. You might consider organizing literature in themes. There must be clear application of literature. Example: list themes with small description/bullets under each theme. With those description/bullets- have citations from which reference/source you developed that theme/information on the slide(s).	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> Comments:
Gap analysis  <b>Competencies Assessed:</b> <ul style="list-style-type: none"> <li>• <b>Managing Change</b></li> <li>• <b>Communication Skills</b></li> <li>• <b>General (Operations) Management</b></li> <li>• <b>Information Management</b></li> <li>• <b>Quality Improvement</b></li> </ul>	What is current state vs. potential future state? This could be diagrams of flow – present and future (proposed). It can be data related to finances, processes, patient satisfaction (and other quality scores), etc. Benchmarking data. Link gap analysis back to your overall project goals.  Also – make sure you have a statement on gaps in literature. State what is present and what is missing in the literature related to the problem and potential solution.	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> Comments:
Key Stakeholders impacted and/or assisting in completion of project. <b>Competencies Assessed:</b> <ul style="list-style-type: none"> <li>• <b>Personal and Professional</b></li> </ul>	Please list as internal and external stakeholders. These are individuals that either worked on the project and/or impacted by the project.	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul>

<p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>• <b>Contributions to the Community and Profession</b></li> <li>• <b>Relationship Management</b></li> <li>• <b>Healthcare Personnel</b></li> </ul>		<p>Comments:</p>
<p>Diversity, equity, and inclusion of stakeholders</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Personal and Professional Accountability</b></li> <li>• <b>Contributions to the Community and Profession</b></li> <li>• <b>Relationship Management</b></li> <li>• <b>Healthcare Personnel</b></li> <li>• <b>The Patient’s Perspective</b></li> </ul>	<p>Discuss diversity, equity, and inclusion of the stakeholders/project group. How did you ensure you had a diverse, equitable, and inclusive stakeholder group?</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Discuss Ethical Implications of the project</p> <p><b>Competencies Assessed</b></p> <ul style="list-style-type: none"> <li>• <b>Ethics &amp; Compliance</b></li> <li>• <b>Personal and Professional Accountability</b></li> <li>• <b>Contributions to the Community and Profession</b></li> </ul>	<p>Please discuss ethical principles related to the project (each needs to be addressed):</p> <ul style="list-style-type: none"> <li>○ Autonomy</li> <li>○ Nonmaleficence</li> <li>○ Beneficence</li> <li>○ Justice</li> </ul>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Summary of project/implementation plan</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication Skills</b></li> <li>• <b>General (Operations) Management</b></li> <li>• <b>Quality Improvement</b></li> </ul>	<p>Scope, background, metrics. Clearly outlines major goals that the project is intending to address (outlines project goals and key objectives).</p> <p>You should include your project goals. List your starting goals/objectives. Clearly tell us what you intend to accomplish in the project.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>

<p>Summary of the timeline/outcome of the project goals (goals achieved/in progress) – operational and/or strategic</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Development and Lifelong Learning</b></li> <li>• <b>Communication Skills</b></li> <li>• <b>Healthcare Systems and Organizations</b></li> <li>• <b>The Patient’s Perspective</b></li> </ul>	<p>Overall project outline – overview of steps <u>that you accomplished</u> throughout the entire project (ex: research organization, literature review, collect data, data analyzed, current states vs. future (gap analysis), key problems identified, action plan, timeline, evaluation, etc.</p> <p>You must clearly articulate what you accomplished during this project. What did you implement and what were the results? Please be sure to include anything that you developed – educational materials, data collected, etc. You should review the timeline and clearly state: what was accomplished and what remains on that timeline? Clearly discusses what goals were met. What is the status of your project goals? Did you accomplish all the goals/objectives that you set out to complete? List your goals/objectives and status at the end of the project.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Financial impact (savings and/or expenses for the organization)</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Financial Management</b></li> </ul>	<p>Summary of any financial impacts. Return on investment, actual expenses, projected savings, etc. These can also be taken from the literature, e.g., this project could result in x savings due to patient safety as outlined in the literature.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Evaluation/Next steps/Recommendations</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Personal and Professional Accountability</b></li> <li>• <b>Communication Skills</b></li> <li>• <b>Human Resources Management</b></li> <li>• <b>Organizational Dynamics and</b></li> </ul>	<p>Clearly indicate how the project will be evaluated. This section should clearly describe ongoing evaluation needs – data, metrics, and processes are presented/discussed for ongoing evaluation. For ex. if your goal was to increase patient satisfaction, how/what is the process for ongoing evaluation after implementation. Even if you did not implement the project fully, your</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>

<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• <b>Information Management</b></li> <li>• <b>Quality Improvement</b></li> </ul>	<p>evaluation methods/plan for post implementation needs to be present. Make sure you include pre-implementation or baseline metrics to compare to post-implementation metrics.</p> <p>Include timeline and handoff plan to stakeholders. How will this project be turned over if not completed? What are the next steps and recommendations for this project?</p>	
<p>Identified barriers/obstacles that were encountered during the project.</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Managing Change</b></li> <li>• <b>Facilitation (Interprofessional Collaboration) and Negotiation</b></li> <li>• <b>Risk Management</b></li> </ul>	<p>Document barriers/obstacles that occurred during the project.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Outline of how these barriers/obstacles were addressed during or in the future of the project</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Managing Change</b></li> <li>• <b>Facilitation (Interprofessional Collaboration) and Negotiation</b></li> <li>• <b>Risk Management</b></li> </ul>	<p>Document how barriers/obstacles were addressed and by whom during the project.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Leadership Reflection/Lessons Learned</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Leadership Skills &amp; Behaviors</b></li> <li>• <b>Professional Development &amp; Lifelong Learning</b></li> </ul>	<p>Provide overall leadership reflection/lessons learned by completing this project. Include at least three key points.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Learned strategies from previous coursework that were applied during the</p>	<p>Slides related to previous theory course work and how it relates to current project. Example:</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> </ul>

<p>project; discuss/share how MHA program competencies informed your capstone completion.</p> <p><b>Competencies Assessed:</b>  <b>Competencies vary based on project; all competencies from program</b></p>	<p>elements from technology/informatics MHA 638 that you used in the project; elements from leadership/strategy MHA 650, etc.</p> <p>Clearly lists program competencies (provides examples) that relate/assisted in completing the capstone project.</p> <p>Discusses level of competency in these program competencies as you finish the MHA program.</p>	<ul style="list-style-type: none"> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Additional information: tables, appendices, etc.</p> <p><b>Competencies Assessed:</b></p> <ul style="list-style-type: none"> <li>● <b>Personal and Professional Accountability</b></li> <li>● <b>General (Operations) Management</b></li> <li>● <b>Information Management</b></li> </ul>	<p>Any tables, appendices, etc. that were utilized in completing the project.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>References</p>	<p>Listing of references utilized to complete the project. Any reference utilized must be cited in the presentation/paper.</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>
<p>Overall Style of presentation, APA, Spelling, Mechanics</p>	<p>Graduate level writing expectations</p>	<ul style="list-style-type: none"> <li>○ Proficient - 3</li> <li>○ Competent - 2</li> <li>○ Advanced Beginner - 1</li> <li>○ Novice- 0</li> </ul> <p>Comments:</p>

## Executive Portfolio Rubric

Required Element of Portfolio	Total Points Possible	Points Received/Feedback
Submitted Electronically in Word and PDF versions	5	
MSUM Graduate Approved Title Page; table of content; and abstract present	5	
Capstone Project Summary Paper Present with key elements discussed: (a) introduction, (b) background/short description of problem, (c) assessment of need at determining the problem (d) literature review, (e) gap analysis, (f) implementation plan/methods, (g) results, (h) evaluation/discussion, (i) conclusion (j) reference list	30	
Project Timeline present	10	
Weekly Progress Report Present	10	
Student Reflective Journal Present	10	
Final PowerPoint present – rubric from PPT utilized	10	
Comprehensive Competency Exam completed. MHA Student Reflection Competency Assessment is present and reviewed during oral presentation.	10	
Annotated Bibliography present– at least 15 scholarly references, APA format followed.	10	
<b>Total Points:</b>	<b>100</b>	