Master of Health Administration (MHA) Student Handbook
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MISSION, VISION, AND VALUES

Mission:
The Mission of the Rutgers MHA program is to train entry level and early/mid-level careerists throughout New Jersey and its neighboring regions for positions of increasing responsibility and leadership in the healthcare field, and to contribute to the health, economic, and social well-being of New Jersey and nearby communities through research, policy, and planning in healthcare.

Our graduates will be prepared to recognize and adapt to the challenges of a rapidly changing healthcare environment. Our practitioner-instructors provide our students with insights based on their broad industry experience, as well as an understanding of the challenges today’s health professionals will face as the field evolves. Our faculty is committed to advancing their professional expertise in the field of health administration, to ongoing innovation in instructional approaches and method, as well as contributing to the field’s knowledge base through research and service.

Vision:
The Bloustein School’s Master of Health Administration programs strive to become top-tier nationally-ranked programs in preparing entry-level, early careerists, and mid-career level healthcare leaders in the rapidly evolving health administration profession. Our faculty, in conjunction with our Advisory Board, will energize our students to sustain their commitment to changes in approaches, processes, and strategies in the healthcare industry. In so doing, our students will become forward-thinking thought- and practice-leaders in healthcare, as the field faces future challenges and embraces future opportunities.

Values of the MHA program include:

- **Excellence**: Our MHA program will provide our students with curricular and instructional excellence.
- **Integrity**: Instruction and mentoring throughout our MHA program will demonstrate to, and instill in, our students a life-long commitment to the highest ethical standards and conduct.
- **Diversity and Inclusion**: Our MHA program will embrace diversity and support inclusion in recruitment and retention of students, faculty, staff, and stakeholders. Our faculty is committed to ensuring a learning environment where differing experiences and perspective will be freely and openly debated, amid a culture of acceptance and mutual respect.
- **Innovation and Forward Thinking**: The MHA program are a committed to currency, relevance, and improvement in healthcare. Our program’s leadership and faculty will continually adjust and update our programs through regular efforts to monitor and review rapidly emerging trends and services.
- **Continuing Professional Development**: The MHA program will instill in our students an understanding of, and commitment to, the need for life-long continuing professional development. Our leadership and faculty will regularly review the field for bases on which to update and refine our competencies, instructional methods, and assessment modalities.
MHA COMPETENCIES

Job analysis surveys conducted on a regular basis under the auspices of the American College of Healthcare Executives (ACHE) have identified well over 150 detailed competencies “needed to successfully perform as a healthcare manager regardless of the setting.”1 Within this larger context, MHA programs typically identify domains and competencies that are consistent with their mission and goals. The following graphic represents the five domains within which the 19 competencies core to the Rutgers MHA program are contained. Every core course in the program is linked to one or more of these competencies and it is the student’s responsibility to understand the nature of the competency and how he/she is developing such competencies as one progresses through the program toward graduation. Knowledge of these competencies should be considered essential.

1. The Healthcare Environment
   1.1 Healthcare Structure: Compare and contrast different types of health services organizations, insurance providers, and healthcare providers.
   1.2 Health policy, law, and ethics: Examine the health care policymaking process and be able to critique ethical and legal issues at the local, state, regional, and national level.
   1.3 Healthcare quality: Analyze the essential domains of healthcare quality assurance (Safe, Effective, Patient-centered, Timely, Efficient, Equitable) and apply efficient measures of improvement.

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1.4 **Disparity in clinical and population-level health outcomes:** Analyze the sources of existing disparity in health outcomes, both at an individual and community level, and predict appropriate measures needed to improve population health.

2. **Leadership and Professional Development**
   2.1 **Leadership theories, styles, and practices:** Compare and contrast different leadership theories, styles, and practices, and support concepts for change management in a variety of health care organizations.
   2.2. **Strategic planning:** Examine the importance of the strategic planning process in a healthcare organization and predict how this process will certify the organization’s mission, vision, and efficient allocation of resources in different situations.
   2.3 **Ethical leadership and commitment to life-long learning:** Evaluate the foundation of ethical values and relate these values to ethical responsibilities and a commitment to life-long learning.

3. **Management and Business**
   3.1 **Quality improvement and measurement:** Evaluate the importance of quality improvement tools (i.e.: LEAN, Six Sigma) and illustrate their functional use to improve clinical and operational outcomes.
   3.2 **Financial analysis and budgets:** Analyze and apply the fundamentals of financial management and budgeting principles and be able to differentiate between various financial reports and matrixes to measure organizational performance.
   3.3 **Operational management:** Compare and contrast a variety of different approaches for healthcare delivery and organizational management of services.
   3.4. **Human resource management:** Examine various principles of human resource management and regulatory requirements in healthcare to generate a plan for improvement in health care delivery.
3.5 Health Information systems: Appraise the role of health information systems for administrative and clinical purposes and support the necessity for HIS with emerging issues like cybersecurity, data privacy and security of healthcare information.

3.6 Ethics and compliance: Assess ethics and regulatory compliance issues in healthcare and create plans to improve compliance within healthcare systems.

3.7 Data Analytics: Compare and contrast various statistical analysis techniques and the use of data visualization software to support the use of healthcare data for benchmarking and business intelligence.

4. Communication and Relationship Management

4.1 Written Communication: Construct appropriate written reports, memos, and papers using effective written business communication skills.

4.2 Oral Communication: Compose narratives to produce effective verbal communication skills, in both individual and group settings.

4.3 Team Dynamics: Evaluate the importance of teamwork in a healthcare setting and design competencies to work effectively in different roles within a team.

5. Entrepreneurship and Innovation

5.1 Entrepreneurship and Innovation: Compare and contrast examples of disruptive technologies and apply it to the healthcare industry to promote innovation.

5.2 Emerging Technologies: Examine the role of emerging technologies on the healthcare delivery system and predict consumer behavior.
PROGRAM/COURSE STRUCTURE: TRADITIONAL TRACK

The Master of Health Administration (Traditional track) at the Bloustein School provides students with an interdisciplinary education focused on improving health care, health systems, and policy. Participants complete the 45-credit program at their own pace, full- or part-time. Classes are conveniently scheduled in the evenings on weekdays, Saturdays, hybrid, or online during each of the fall, spring, and summer semesters.

Traditional Track Curriculum

The 45-credit Traditional MHA track curriculum includes 11 core course and requires completion of an experiential professional practicum with seminar (6 credits), and 6 credits of approved electives.²

- 501:501 Principles of Health Administration (3)
- 501:510 Human Resources Policy and Practice in Healthcare Management (3)
- 501:515 Financial Accounting for Managers (3)
- 501:520 Population Health (3)
- 501:533 Lean 6 Sigma Green Belt (3)
[Note: 501:533 Lean Six Sigma Green beginning 7/1/2020]
- 501:554 Marketing for Health Care Organizations (3)
- 501:556 Health Care Ethics and Law (3)
- 501:563 Health Systems Operations (3)
- 501:590 Leadership and Professional Development (3)
- 501:571 Finance for Health Administration (3)
- 501:565 Information Systems for Health Care (3)
- 501:595 Professional Practicum with Seminar (6)
- Six Credits of Approved Electives (6)

Current “automatically approved” electives include:

- 501:512 Health Care Economics (3)
- 501:516 Directed Study (3)
- 501:525 Artificial Intelligence Challenges in Healthcare Management (3)
- 501:530 Data Analytics in Healthcare Management (3)
- 501:534 Lean 6 Sigma Black Belt (3)
- 501:540 Health Care and Life Sciences (3)
- 501:542 Long Term Care (3)
- 501:570 Financing Long Term Care (3)
- 501:572 Managing People and Organizations (3)

TOTAL CREDITS = 45

² Professional Practicum with Seminar may be portfolio-based or experiential, depending upon the student’s experience and accomplishments. 501:501 and 501:515 must be taken in the first semester in which students are enrolled in the program. The six credits of electives, chosen from a broad range of courses, allows the program to provide a degree of customization for each student’s interest and need while doing so within accreditation requirements.
Traditional Track Recommended Course Sequencing

**Early Level Courses**
- Principles of Health Administration (501:501) (3)
- Financial Accounting for Managers (501:515) (3)
- Population Health (501-520) (3)

**Mid Level Courses**
- LEAN Six Sigma Green Belt (501:533) (3)
- Marketing for Healthcare Organizations (501:554) (3) Pre-Req 501, 515
- Healthcare Ethics and Law (501:556) (3) Pre-Req 501, 515
- Information Systems for Healthcare (501:565) (3) Pre-Req 501, 515

**Upper Level Courses**
- Finance for Health Administration (501:571) (3) Pre-req 501, 515
- Leadership and Professional Development (501:590) (3) Pre-req 18 credits & either 563 or 571
- Professional Practicum with Seminar (501:595) (6) Pre-req 590

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**Traditional Track Course Descriptions**

**34:501:501 Principles of Health Administration (3)** The course introduces students to the historical development, structure, operation and current/future directions of the American health care delivery system with an emphasis on health care policy and management.

**34:501:510 Human Resource Policy and Practice in Health Care (3)** The course analyzes core human resource functions like recruitment and retention, diversity, performance management, compensation and workforce development in the healthcare environment, while aligning human resources strategy to the business strategy’s goals.

**34:501:512 Health Care Economics (3)** Students will analyze supply demand theory while examining profitability, cost analysis and the economic factors that influence healthcare delivery at the micro and macro level.

**34:501:515 Financial Accounting for Managers (3)** Students will apply major concepts in health care finance to align operational functions with the financial objectives within an organization.

**34:501:520 Population Health (3)** This course analyzes the complex economic, environmental, social, and behavioral causes affecting the health of populations. It explores how health care organizations plan and evaluate the impact of their participation in community health improvement programs.

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3 Of special note in course planning. Leadership and Professional Development (501:590) is a mandatory pre-requisite to the Professional Practicum with Seminar (501:595). Since entry into Leadership has multiple pre-requisites (either 563 or 571 AND a minimum of 18 completed credits prior to the start of Leadership), students should anticipate needing two semesters to complete this two-course sequence (Leadership followed by Practicum). Therefore, entry into Leadership must be met prior to this “upper course”, two-semester sequence.
34:501:530, Section, Data Analytics in Health Care (3) Students will analyze and interpret hospital and public data sets for use in strategic decisions-making, trend analysis and business presentations. Advanced excel and other tools will be used to mine data sets, identify patterns, and create data summaries.

34:501:533 Healthcare Six Sigma Green Belt This course is designed to prepare students for the Lean Six Sigma Green Belt certifying exam under the Council for Six Sigma Certification requirements.

34:501:554 Marketing for Health Care Organizations (3) This course provides a strong foundation in marketing principles, tools, and techniques to develop a strategically designed marketing plan for health care organizations.

34:501:556 Health Care Ethics and Law (3) A systematic analysis of contemporary ethical and legal issues in health care. The class is designed to engender a keener awareness and deeper understanding of the interrelationships of legal and ethical underpinnings of the practice and administration of modern medicine.

34:501:553 Healthcare Six Sigma Green Belt This course is designed to prepare students for the Lean Six Sigma Green Belt certifying exam under the Council for Six Sigma Certification requirements.

34:501:563 Health Systems Operations (3) This course provides a macro and micro view of health care operations with a focus on critical management theory, fundamental economic principles, employee management, and the art of negotiations.

34:501:565 Information Systems for Health Care (3) An exploration of the types and uses of information systems; their management and strategic application; related privacy policies and their transformative role in health care delivery.

34:501:571 Finance for Health Administration (3) A review of financial management tools for various health care delivery settings to allow students to interpret financial information, assess the processes performed by financial departments, and explore the financial management responsibilities of health leaders.

34:501:575 Understanding Health Care Payer Systems (3) To provide a fundamental understanding of the three predominant forms of health insurance coverage in the United States (Medicare, Medicaid, and commercial).

34:501:590 Leadership and Professional Development (3) An in-depth look at leadership styles, traits and strategies using critical thinking and complex analysis that addresses multifaceted healthcare case studies involving best practices and change management.

34:501:595 Professional Practicum with Seminar (6) A capstone field experience in an approved healthcare facility designed so students apply healthcare theory to practice in a real-world setting. Students complete an outcomes-driven project that is presented as a written business analysis and a formal presentation in a public forum.
PROGRAM/COURSE STRUCTURE: EXECUTIVE

The Master of Health Administration (Executive track) at the Bloustein School is tailored for the health professional with at least five years of experience. Our newly designed curriculum presents information in four sequential, 9-credit modules or clusters – courses grouped together in common themes and two experiential summers. At the start of each module, cohorts take on a complex health care problem and collaboratively create innovative solutions.

This small, cohort based option allows for convenient Saturday scheduling and team based competency development. The 45-credit Executive track is designed to be completed in two years.

Executive Track Recommended Sequence (with Traditional Track Equivalencies)

Executive Track Course Descriptions

Executive Theory Cluster 1 34:501:581 (9)
This cluster is for MHA Executive Track students and provides health care practitioners with a macro and micro view of the current health care environment. By assessing and interpreting critical management theory, fundamental economic principles and essential analytical skill for problem solving.
Management Practice Summer 1  34:501:585 (3)
MHA Executive Track students interact with members of the C-suite for a health care facility to apply and analyze critical management by focusing on the micro and macro healthcare environment.

Executive Practice Cluster 2  34:501:582 (9)
This course analyzes and evaluates key management functions at an advanced level including the role of value-based performance in health structures; strategies for growth and financial sustainability, an understanding of various cost-structures and their impact on an organization’s financial performance. Restricted to MHA Executive Track students only.

Executive Leadership Cluster 3  34:501:583 (9)
The course focuses on leadership, healthcare financing and strategic planning by examining the impact of the health reform upon hospital finances, the formation of health systems, strategic decision making, governance and the increased focus on quality of care and health information technology. Restricted to MHA Executive Track students only.

Professional Development Seminar Summer 2  34:501:586 (6)
This cluster course enables MHA Executive Track students to self-assess their skills by building a professional portfolio and examine the role of the information system within the U.S. health care system and to improve population health. Restricted to MHA Executive Track students only.

Executive Innovation Cluster 4  34:501:584 (9)
This course is designed to provide MHA Executive Track students with a systematic analysis of contemporary ethical and legal issues in health care, human resource management and patient quality improvement. Students will also become proficient in LEAN Six Sigma techniques at the Green Belt level.
MHA Program Admission

MHA Admission committee. The MHA program admissions committee consists of at least three, and no more than five full-time MHA faculty members. The members of the Admissions Committee review applicants and assess the likelihood of success in the program. A majority of faculty reviewers must recommend admission (2 of 3, 3 of 5) in order for a candidate to be admitted.

Admission criteria include:
- Completion of an undergraduate degree with a minimum grade point average of 3.000 or better. GREs are optional. Special focus is provided on growth and maturation during undergraduate studies as defined as improvement in academic performance and competence over time.
- Highly recommended criteria: Employment in the Healthcare Management area or cognate professional area.
- International students: TOEFL scores of 85 or better are expected.

Non-matriculation Status: Any member of the Admissions Committee can initiate and request of the Program Director a special review in instances where special circumstances might call for admission consideration but which may not be obvious during review of materials. In special circumstances, applicants may be considered for non-matriculation status, a special status during which time potential candidates for admission may demonstrate their/his/her ability to thrive in the MHA program. In such cases, non-matriculation status requires maintaining at least a 3.00 GPA, preferably a 3.25 or better GPA, during completion of the first 12 credits, upon which the candidate may ask to be reconsidered for admission. Applicants completing 12 credits with a 3.25 GPA or better would normally be offered admission for matriculation. NOTE: Students must compete a new application for admission after they have successfully completed 12 credits in Non-Matriculation status. Those 12 credits must then be transfer into their degree program once fully accepted.

Credits required for the MHA: Successful completion of the Master of Health Administration program requires satisfactory completion of 45 approved core and elective credits beyond the baccalaureate.

Minimum Grade Point Average required for degree completion: Students enrolled in the Rutgers Master of Health Administration program must achieve a final Grade Point Average of 3.000 or better in order to be awarded the MHA degree.

Limitation of grades: Students in the MHA program may use no more than six (6) credits of courses in which the grade of “C” is earned toward completion of the degree. Exception: elective course(s) taken at other graduate professional programs at Rutgers for which a “C” is regarded as an acceptable grade (e.g. the Law School) and in which the graduating GPA may be lower than a 3.000.
**Academic Review**: Students must achieve the following minimum performance to insure uninterrupted enrollment and registration:

<table>
<thead>
<tr>
<th>Credits Range</th>
<th>Minimum GPA</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 through 17 credits</td>
<td>2.75 or better</td>
<td>Mandatory review for academic performance below 2.75 with probable dismissal</td>
</tr>
<tr>
<td>18 through 26 credits</td>
<td>2.85 or better</td>
<td>Mandatory review for academic performance below 2.85 with probable dismissal</td>
</tr>
<tr>
<td>27 through 32 credits</td>
<td>2.925 or better</td>
<td>Mandatory review for academic performance below 2.925 with possible dismissal</td>
</tr>
<tr>
<td>33 through 41 credits</td>
<td>2.950 – 3.100</td>
<td>Mandatory review</td>
</tr>
<tr>
<td>45-credits &amp; degree eligibility</td>
<td>3.00 or better</td>
<td>Eligible for degree</td>
</tr>
</tbody>
</table>

Academic review is the responsibility of the MHA Program Director, who is authorized to delegate portions or all of this responsibility to full-time employment staff and/or participating MHA Core faculty.

Non-degree students allowed to register on a conditional basis must maintain a 3.250 or better grade point average after completing 12 credits, at which time they may apply for full matriculation status. Once admitted as matriculating, these students shall also be subject to the academic performance standards outlined above.

**Universal Review**: All students enrolled in the MHA program, both matriculating and non-degree, shall be evaluated each semester vis-à-vis satisfactory progress toward the MHA degree. Students having a qualitative deficiency shall be notified in writing and have developed a remediation plan.

**Matriculation Continued**: In order to ensure seamless re-entry in instances requiring a break in academic studies, MHA students in good academic standing may register for Matriculation Continued status. NOTE: International students cannot remain in the United States on matriculation continued, however they can apply for a reduced credit load, allowing them to take fewer than 9 credits a semester.

**Limited Single Course Waiver**
Master of Health Administration (MHA) students who have completed a Bachelor of Science in Health Administration from the Bloustein School, with an “A” in their Introduction to Health Administration (10:501:203) course, can substitute the undergraduate course for the required 34:501:501 Principles of Health Administration (34:501:501). NOTE: This is a waiver of the course requirement only, not advanced standing of the 3 credits. Students receiving the waiver must take an additional 3 credits to complete the 45-credit degree requirement.

- Master of Health Administration (MHA) students who have completed a Bachelor of Science in Health Administration from another accredited institution with an “A” in a course closely related to undergraduate Introduction to Health Administration class (10:502:201) can substitute the graduate Principles of Health Administration (34:501:501) course with a graduate elective course from the Bloustein School. Students must complete the Application for Waiver of Course Requirement form within the first semester and collect all appropriate signatures for the substitution to occur. No substitution shall be allowed after the student’s
first term is completed, and final grades have been submitted. Although the course waiver may be applied, the student must complete the required 45-credit program, with three credits replacing the 501:501 Principles of Health Administration.

- **Public Health graduates with the Health Administration certificate**: Master of Health Administration (MHA) students who have completed a certificate in health administration as part of their Bachelor of Science in Public Health between September 2012 and September 2016 only from the Bloustein School, with an “A” in their Introduction to Health Administration (10:501:203) course, can substitute the graduate Principles of Health Administration (34:501:501) course with a graduate elective course from the Bloustein School MHA curriculum.

**Execution of the course waiver**: Students must complete the Application for Waiver of a Course Requirement Form and collect all appropriate signatures during the first semester in which the MHA student is enrolled in the program in order to execute the substitution. No substitution shall be allowed after the student’s first term is completed, and final grades have been submitted.

**Substitution of credits**
Master of Health Administration (MHA) students who receive prior approval from the Program Director may apply to transfer up to 11 graduate credits that are related to health administration taken at another accredited institution or other school within Rutgers toward their Master of Health Administration (MHA) degree program. Credits must NOT have been used toward another degree. Typically, credits from a non-CAHME accredited program would be assigned as elective credit.

Master of Health Administration (MHA) students who completed their undergraduate degrees with over the required credit load (~120 credits), and have taken graduate level courses that are related to health administration beyond the credit total for their undergraduate degrees, may use those unused graduate credits to substitute into their graduate degree. The students can transfer up to 9 Credit Hours with Grade “B” or better with approval from the MHA Program Director and faculty advisor. Students must complete the Application for Waiver Of course Requirement Form and collect all appropriate signatures for the substitution to occur. Approval will be done case by case basis.

In all cases, students must submit syllabi for courses for which transfer credit is being request in order for the faculty to determine equivalence of subject matter and competencies.

Overall, all students must accrue 45-credits and meet all degree requirements to graduate with a Master of Health Administration (MHA) degree.

Executive in Residence Stephen Jones, LFACHE
POLICY FOR PROFESSIONAL PRACTICUM WITH SEMINAR

Overview
A Professional Practicum with Seminar is a planned, supervised learning experience that presents students with a practical approach to the field of healthcare administration. The challenges are plentiful, requiring students to synthesize and integrate knowledge gleaned from prior course work and apply it to real-world settings. Students are guided through the project management process by the instructor throughout the process. A required 6-credit component of the Master of Health Administration degree, the practicum experience is the culmination of the Master of Health Administration study.

Terminology
Internship is a planned, supervised field experience that offers an opportunity for students to obtain hands-on experience in a real-world setting.

Practicum is a project driven experience for students currently working in the healthcare field that demonstrates competency attainment.

Portfolio based practicum is offered to Executive Track students with 5 years of experience in a managerial position in healthcare and

Practicum preceptor is the person in the agency directly supervising the resident who completes the practicum. The practicum preceptor normally has earned a graduate degree in a related field and is experienced in his or her field.

The Leadership advisor is an Executive in Residence faculty member who guides and supports students in finding an appropriate internship. Approved sites are healthcare agencies, organizations or facilities that provide a safe and clean working environment for students with appropriate workspace, equipment, and supportive services as required for professional performance of job duties.

The Practicum faculty instructor works with Traditional Track students throughout the internship or practicum course (34:501:595) to assure that all the learning objectives are met, and the students have a successful experience. The Summer 2 Professional Development Cluster instructor services in this role for the Executive Track students.

Pre-requisites
To qualify for practicum, the student in the traditional track must have completed 34:501:590, Leadership, with a “B” or better. Students working full time in the healthcare field may be eligible to complete a project driven practicum under Plan B discussed below. Typically, site-based fieldwork and project-based practicums occur in the last semester of study toward the MHA degree.

Students in the Executive Track complete a portfolio-based practicum during the Summer 2 Professional Development Seminar Summer 2 (34:501:586)
**Learning Objectives**

To provide students with the opportunity to:

- Apply healthcare management theory and knowledge in finance, operations and quality improvement acquired in coursework to a specific situation/organization and to synthesize and integrate such knowledge.
- Analyze the healthcare environment and its influences on healthcare delivery.
- Demonstrate and uphold ethical and professional standards of professional practice.
- Ensure success of organizational goals through leadership, team building and interpersonal relationship.
- Use critical thinking, innovative problem solving and strategic decision-making techniques to address real world healthcare problems and concerns.

**Internship or Practicum Structure**

In all cases, Traditional Track students may not register for 34:501:595 Professional Practicum with Seminar until they have completed 34:501:590 Leadership and Professional Development. As specified in the Traditional Program Track, there is a recommended sequencing that students must complete for entry to Leadership, and subsequently Internship or Practicum.

**Plan A. Internship via Field Experience:**

All MHA students who are not currently working in the healthcare field must complete a professional Internship of 250 hours during a 3-month period in an approved healthcare setting. While in Leadership and Professional Development (34:501:590), students will be guided and supported in identifying potential internship placements. However, it is the student’s responsibility to find a placement which must then be accepted by the Leadership advisor. A contract signed by the student, preceptor and practicum faculty instructor is required. Once an Internship is approved, the appropriate practicum faculty instructor will work with preceptors and students to establish an individualized training program. The student will complete an outcomes-driven project that benefits the health facility and demonstrates competency attainment. The project will be presented as a report and in a formal presentation to faculty, peers, and preceptors.
Plan B. Worksite Professional Practicum:

Students who are employed in the health care field are eligible to complete a project driven practicum within their current worksite in lieu of an Internship. This practicum requires completion of a comprehensive outcomes driven project that demonstrates competency proficiencies across all course learning goals by working on a multidimensional management problem within the healthcare facility. The student will analyze, evaluate, and make evidence-based recommendations regarding the problem which will be presented as a project report at end of the term and in a formal presentation to faculty, peers, and preceptors.

A practicum preceptor will be approved by the practicum faculty instructor prior to the start of the experience and together, they will work in partnership, to assure that learning goals are met and competency attainment reached. A contract signed by the student, practicum preceptor and practicum instructor will be signed and submitted in the canvas course.

Plan C. Portfolio-Based Practicum

Students create a business portfolio that demonstrates their professional development and managerial achievements by highlighting individual and team-based projects accomplished during the course. Projects must apply theory to practice and address critical management problems or major health care delivery issues. Outcomes must showcase students’ critical thinking, communication, ethical decision making, creative problem solving, and leadership abilities. The final portfolio must demonstrate competency attainment as reflected in the MHA Competency Matrix.

Compensation:
The placement agency, company, or organization (hereto known as the agency) is not directly compensated for its contribution to the program nor the student’s learning. Its satisfaction is derived from the services that the student may perform during the placement and from the part played in the development of a professional for the field. Agency preceptors receive no monetary compensation. All EJB practicums are for credit and follow all the required United States Department of Labor regulations. However, paid practicums are permitted under the following circumstances:

- The purpose of the practicum is educational.
- A qualified preceptor appointed by the agency will train and supervise the student throughout the practicum period. A signed contract between student, preceptor and academic advisor including a description of learning objectives and a major project is
required prior to the start of the practicum.

- Reimbursement for travel and work-related expenses should be provided by the approved site and are not considered a paid practicum.

- The Edward J. Bloustein School of Policy and Planning at Rutgers University is not a party to, nor contributes any compensation provided during the practicum between the student and the agency. Because residents are being paid, they are in an employer/employee relationship with the agency, and said agency is solely responsible for any liability and workmen’s compensation insurance coverage for the student while at the practicum worksite.

- Contracts will be approved by EJB only if the described practicum meets the above listed objectives.

**Matriculation Continued:**
There are instances, particularly in the case of graduate students who may be employed full-time, where a short interruption of their progression toward the MHA degree may be required. This interruption may be due to illness, job responsibilities, changes in family or work status, or a myriad of appropriate reasons. In these circumstances MHA students may, rather than lapsing his/her enrollment, request enrollment under “Matriculation Continued” status. Enrollment in “Matriculation Continued” preserves the student(s) active status in the program and therefore does not require readmission. Students may request Matriculation Continued status by contacting the MHA Director or the Office of Student and Academic Services. Requests for Matriculation Continued may be for up to two consecutive regular semesters and shall not be unreasonably denied by the MHA Admission Committee. International students will need to work with RU Global to determine if matriculation continued or a reduce credit load is the best option.
STUDENT ADVISING POLICY

The Rutgers MHA Program has a multi-tiered advising system to insure appropriate and timely academic and career advising.

**Traditional track students:** All incoming students in the Rutgers MHA program are assigned within a two to three tier system.

- **ACADEMIC ADVISORS:** All first-year students (i.e. students who have completed between zero and 18 credits) are assigned to an ACADEMIC ADVISOR. The Academic Advisors are charged with insuring that all incoming students are provided with an overview of the anticipated progress toward the degree and are registered for the appropriate first year required courses. Students should meet with their Academic Advisors with whom they are assigned at least once each semester and prior to registering for any course or courses in subsequent semesters.

- **PRACTITIONER ADVISORS AND LEADERSHIP ADVISORS:** Upon successful completion of 18 credits, MHA students are assigned to a Practitioner Advisor. The role of the practitioner Advisor is to facilitate continuation in the program with increasing focus and concern related to professional and career development. At that time, students may begin to be referred to the Office of Career Counseling and Placement for additional support and guidance.

Commencing with and during the period of enrollment in 34:501:590, all students shall be assigned to the faculty with whom they are enrolled in Leadership. A significant goal of the Leadership course is to prepare students for their practicum/internship placements and the assignment for additional advising by/with their Leadership instructor makes efficacious use of both time and effort.

**Executive track students:** Faculty responsible for instruction in each of the four main Executive Clusters assume responsibility for advising Executive track MHA students as they progress toward completion of the degree.

Program Director Dr. Caprio addressing questions at an MHA Town Hall meeting
ACADEMIC INTEGRITY POLICY OVERVIEW AND REFERENCE

Academic Integrity is essential within the University and especially so in a professional program such as the MHA. All MHA students are referred to the University’s Academic Integrity Policies and Procedures found at:  http://academicintegrity.rutgers.edu/

For convenience we note that Principles of Academic Integrity require that every Rutgers University student to:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- All student work is fairly evaluated and no student has an inappropriate advantage over others.
- The academic and ethical development of all students is fostered.
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

All students are required to review these policies in their entirety and to note that violations, including plagiarism, are serious, will be pursued, and may result in course failure, suspension, or dismissal from the program.
STUDENT AND ACADEMIC SUPPORT STAFF

The Office of Student and Academic Services is part of the Office of the Dean and is responsible for providing essential infrastructure support to the academic community. The office works with students, faculty and staff in pursuing the Bloustein School’s mission and strives to empower students on their own unique journeys, preparing them to fulfill their academic and professional goals and reach their potential as leaders in their field. To that end, the staff provide support on policies and resources regarding academic and student life programs and events, curriculum planning, financial aid, admissions, academic advisement, career development, outreach and recruitment.

As a student at Rutgers’ Edward J. Bloustein School of Planning and Public Policy, you have an enormous range of resources available to you from a university library system of more than three million volumes to great recreational facilities, and a full-time student support staff. The school has a recently expanded student support staff to serve your academic and professional needs. The student services office now can support students from 8:30am to 6pm (M-F) in order to accommodate our MHA students as well as rapidly growing evening and part-time students in all programs. The following individuals are able to help support you and other MHA students on any issues that may arise during your academic program of study:

Steve Weston, Assistant Dean for Student and Academic Services, is responsible for operations of the Student and Academic Services Office. He is located in Room 190 of the Civic Square Building, and may be reached at either (848) 932-2728 or (email) at sdweston@rutgers.edu. His office hours are: 8:30am to 5:30pm (M-F). Dean Weston oversees staff responsible for:

- Executing and managing student recruitment, admissions, enrollment, financial aid support, advising, and career development efforts for the school and its programs;
- Certifying academic records for graduation for all Bloustein School academic majors and degrees including the MHA;
- Benchmarking and enrollment management for academic programs;
- Serves as Dean of Students with responsibilities for all students including psychological and health issues, disabilities, grade challenges, and issues of academic integrity;
- Assisting with external relations with accrediting associations, membership organizations, required surveys, and so on.

Cheryl Egan is the Career Management Specialist primarily responsible for the MHA program. Located in Room 184 of the Civic Square building, she may be contacted either by phone (848) 932-2724, or email cheryl.egan@rutgers.edu.
Ms. Egan conducts individual and group career counseling and coaching to graduate MHA students and alumni to support them in preparing for an effective job search; to guide them in making informed career decisions, and to support them in obtaining professional employment upon graduation and beyond. Other services, which in part includes collaboration with the New Brunswick central career services, include:

- Providing resume, cover letter, and LinkedIn profile critiquing, interview skills training, networking, and career research support.
- Designs, implements and leads career education programs, initiatives and events, including career panels, recruiting events, round table discussions, job talks, workshops and seminars.
- Cultivates, develops and executes strategic alliances with the employment community for internships and employment opportunities for students and alumni.
- Partners with alumni to serve as mentors and/or as potential employers and to create engaging career events to facilitate industry insights and enhance relations and connections for Bloustein, its students and alumni.

Courtney Culler is the Assistant Director for MHA Graduate Student Services. Although Ms. Culler supports all graduate programs at the Bloustein School, she is typically the first “Go To” person associated with advising support, questions associated with enrollment status, progression to degree and other critical issues often faced by graduate students. Located in Room 183 in the Civic Square Building, Ms. Culler may be reached at (848) 932-2727 or by e-mail at courtney.culler@rutgers.edu.

Among other areas, Ms. Culler:

- Provides primary academic advisement to graduate students, coordinates admission, registration and pre-registration processes, and disseminates information to students regarding school policy
- Liaison for student life and activities, professional development, and/or support for special populations
- Continuous assessment of advisement operations, supervising graduate assistant workloads, providing oversight of graduate admissions processes and data management reporting
- Organization of school-wide events, including annual Applied Field Experience presentations, convocation, open houses, and new student orientation sessions
- Staff advisor for Bloustein Graduate Student Association (BGSA)
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is the federal law that governs the rights of students and institutional responsibilities with respect to student records. If you have any questions regarding any of the information contained herein, please contact The Office of Enterprise Risk Management, Ethics and Compliance and University Director of Privacy at 973-972-8093 or ferparu@rutgers.edu or visit their website.

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, commonly referred to as FERPA or the Buckley amendment, is a federal law designed to protect the privacy of a student’s educational record. FERPA applies to all educational agencies or institutions that receive federal funding for any program administered by the Secretary of Education. FERPA also applies to private entities that contract to perform services for the University that it would otherwise undertake to perform on its own; in such cases, the private entity must observe the same FERPA protections applicable to the University. FERPA grants adult students (18 and older) the following rights:

- The right to inspect and review their educational records;
- The right to seek the amendment of their educational records;
- The right to consent to the disclosure of their educational records;
- The right to obtain a copy of their school’s Student Records Policy;
- The right to file a complaint with the FERPA Office in Washington, D.C.

FERPA Basics

- With only a few exceptions, student educational records are considered confidential and may not be released without the written consent of the student.
- Faculty or staff members have a responsibility to protect educational records in your possession.
- Faculty or staff members may only access information that is needed for legitimate completion of your responsibilities as a university employee.

4 Extracted from http://compliance.rutgers.edu/ferpa/
GRADE APPEAL PROCESS

Student complaints about grades in any course(s) offered by the school are treated by the process outlined in the Academic Policies and Procedures section of the Bloustein School Catalog. It reads as follows:

Students wishing to file a complaint about a course grade, or a grade received for a particular piece of work in a course, should first attempt to resolve the matter through discussion or writing with the instructor of that course (her/his preference) no later than two weeks after notification of the grade. If the issue cannot be satisfactorily resolved between student and instructor, the student may specify in writing the basis for the complaint and request a review by the appropriate program director.

A written complaint about a grade for work completed while the course is in progress must be submitted to the program director no later than two weeks after final determination by the instructor. A student must submit a written complaint about a final course grade to the program director no later than two weeks after final determination by the instructor.

A student who wishes to appeal the decision of the program director should appeal once again in writing to the office of the dean, through the Assistant Dean for Student and Academic Services. Students should be directed to address that written appeal to Stephen Weston, Assistant Dean for Student and Academic Services, Bloustein School Deans Office, 33 Livingston Avenue, New Brunswick, NJ, CAC. Email is preferred to sdweston@rutgers.edu.

Written notification of the action taken by either the program director or by the assistant dean will be sent to the student no later than four weeks of the filing of the appeal, excluding those weeks in which classes are not in regular session. With reference to the actions above, the program director or assistant dean may consult with other faculty, directors, etc., that may be relevant to a student’s complaint.

Students who contact the Dean’s office without following the above procedure will be referred back to the instructor or program, in order to preserve the integrity of the process and an independent student appeal review.
Some things to keep in mind when appealing your grade with the instructor, director or dean include:

- Watch grade appeal timeframes; being busy is not a legitimate excuse.
- Raise issues when they happen, not at the end of the term.
- Stick to the facts of the situation; discuss formally your appeal and keep it professional.
- Avoid emotional language and personal attacks.
- When asking for a second chance, admit where you have been culpable.
- Mentioning your grades in your other classes is not relevant.
- Be leery of end of semester/year grade appeals as they impact graduation deadlines.

For questions about the grade appeal process, students, faculty and/or others are encouraged to speak to their instructor, program director or the assistant dean of the school for clarification.

**PROGRAM COST STRUCTURE ACADEMIC YEAR 2020-2021**

The program costs vary from semester to semester and depending upon in-state versus out of state student status. Outlined below is the ESTIMATED FALL 2020 through Summer 2021 semester charges. The following rates should be used as approximate only and for planning purposes. Official 2020-2021 rates are posted on the University website after approval by the Board of Governors.

<table>
<thead>
<tr>
<th>Tuition/Fee Category</th>
<th>Instate by Semester</th>
<th>Out of State by Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time 12 credits (four, 3-credit courses)</td>
<td>Fall and Spring $9,600.00</td>
<td>Fall and Spring $16,248.00</td>
</tr>
<tr>
<td>Full-time (9 credits)</td>
<td>Fall and Spring $7,200.00</td>
<td>Fall and Spring $12,186.00</td>
</tr>
<tr>
<td>Per Credit Tuition (Part-time)</td>
<td>$800.00</td>
<td>$1,354.00</td>
</tr>
<tr>
<td>Campus Fee</td>
<td>$864.50</td>
<td>$864.50</td>
</tr>
<tr>
<td>FY Campus Fee REBATE</td>
<td>($126.67)</td>
<td>($126.67)</td>
</tr>
<tr>
<td>Net Campus Fee for FY2020-2021</td>
<td>$734.83</td>
<td>$734.83</td>
</tr>
<tr>
<td>School Fee</td>
<td>$188.50</td>
<td>$188.50</td>
</tr>
<tr>
<td>Computer Fee</td>
<td>$171.00</td>
<td>$171.00</td>
</tr>
<tr>
<td>Differential Part-time Student Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Campus Fee for FY202-2021 (Part-time)</td>
<td>$217.18</td>
<td>$217.18</td>
</tr>
<tr>
<td>School Fee (Part-time)</td>
<td>$97.00</td>
<td>$97.00</td>
</tr>
<tr>
<td>Matriculation continued fee (no tuition charge)</td>
<td>$20.00</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

Computer Fee is a sliding scale from $88.50 to $171.00. See 2020-2021 Tuition and Fees by Semester, Graduate Schools – New Brunswick

All charges are officially outlined on the Rutgers Student Accounting, Billing and Cashiering website
Immediate information technology support is provided locally by the IT professional staff at the Bloustein School.

**Civic Square IT/Instructional Technology**
The Information Technology Services Office provides technical support and services to the faculty, staff, students, and the centers affiliated with the Edward J. Bloustein School of Planning and Public Policy. The Information Technology Services Office also manages the computing facilities and provides support for the audio-visual technology within the Bloustein portion of the Civic Square Building.

**Services Provided**

- Classroom Audio Visual Support
- Computer Configuration & Deployment
- Computer Lab Management
- Email Support for Faculty and Staff
- Information Security
- Loaner Equipment
- Network Administration
- Project Management
- Server Administration
- Technology Procurement
- Training and Documentation
- Troubleshooting and Repair
- Videoconferencing Support
- Web Development and Design
- Wi-Fi Support

Students are encouraged to explore Acceptable Use Policies and other Policies and Procedures by accessing [https://it.rutgers.edu/policies/](https://it.rutgers.edu/policies/).

A unique resource at the MHA program is the availability of Lecture-Capture classrooms. Currently three classrooms are equipped with lecture capture technology, allowing for the recording of classes as they occur, and the playback at later, convenient times. Highly regarded by current and past students, the Lecture-Capture rooms produce highly valued support to both faculty and students; the latter as a learning aid, the former as a tool in improving both instruction and competency assessment.

CANVAS: is the Course Management System used on the Rutgers-New Brunswick campus. As a student, you will automatically be joined to course sites if the professor has chosen to use Canvas.
One of several instructional computer labs at the Bloustein School

New Brunswick Campus-Wide IT Support

The Office of Information Technology's New Brunswick division provides excellence in information technology support and service. The group supports Rutgers faculty, staff and students who live, work, study and conduct research on the New Brunswick and Piscataway campuses. Support is also provided on a limited basis to Rutgers Alumni for related services.

On the New Brunswick IT webpages pages, you will find information related to the support and services provided. Students should feel free to use our search facility (in the upper right hand corner of the page). Or, if you can't locate what you need, just contact our help desk at 848-445-HELP (4357) or help@oit.rutgers.edu. IT’s friendly and knowledgeable staff is responsive to student problems and challenges and is committed to assist you with any of your IT questions.

A wide array of services and IT facilities are provided on the New Brunswick campus. Additionally, a software portal and other support services are provided to the broader university community by OIT - New Brunswick. All of these services and IT facilities are outlined on the site’s menus.
RECOMMENDED MHA STUDENT LAPTOP REQUIREMENTS

For the 2020–21 academic year, the MHA Program strongly recommends that all students have a personal laptop computer powerful enough to support the computational and video requirements necessary for coursework and instruction. An equivalent desktop system may also be considered sufficient but note that it will not provide students with the flexibility they may need when engaging in group project activities. All students will use spreadsheets (Microsoft Excel), word processing, email software and LEAN six sigma Excel add-ons. Given the uncertainty regarding access to Campus facilities during the current COVID-19 pandemic, we advise students to ensure that their personal laptop is capable of running all software required for their chosen course of study. Laptops running the Microsoft Windows 10 or OS Catalina operating systems are compatible with all of the software students are likely to use in the program. Any questions related to these hardware or software requirements should be sent to help@ejb.rutgers.edu or to caprio@rutgers.edu.

Minimum Windows or Mac OS Laptop Specifications
Intel Core i5 processor (i7 recommended) for either system

<table>
<thead>
<tr>
<th>Windows 10 x64</th>
<th>MAC OS Catalina</th>
</tr>
</thead>
<tbody>
<tr>
<td>8GB of RAM (16 GB recommended)</td>
<td>8 GB Minimum, 16 GB Recommended</td>
</tr>
<tr>
<td>256 GB SSD hard drive</td>
<td>256 GB Hard drive, 512 GB SSD recommended</td>
</tr>
<tr>
<td>(512 GB SSD hard drive recommended)</td>
<td>50 GB free for bootcamp</td>
</tr>
<tr>
<td>Integrated graphics</td>
<td>Integrated graphics/Retina display</td>
</tr>
<tr>
<td>(discrete/dedicated graphics card recommended)</td>
<td></td>
</tr>
<tr>
<td>Screen Resolution 1080p</td>
<td>Default included</td>
</tr>
<tr>
<td>Webcam</td>
<td>Default included</td>
</tr>
<tr>
<td>Three-year warranty recommended</td>
<td>Applecare recommended</td>
</tr>
</tbody>
</table>

Total estimated cost range depending upon system/OS: $700 (Win) to $1,600 (Mac) if new

Accessories (either operating system)
- USB thumb drive (32 GB)
- USB storage hard drive (500 GB)
- Backup battery for extended mobile work sessions

Use of a Win10 desktop may require purchase of a WebCam
MHA PROGRAM ATTENDANCE, DEADLINE AND DRESS POLICY

Attendance
All students are expected to attend classes regularly. Class attendance; whether physical presence in a traditional face-to-face course, a hybrid course, or virtual presence and performance in an online course is a prerequisite for successful class performance and competency development.

Absence for whatever reason, including participation in a site visit or other school related activity, does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. If a student will be absent for more than a few days due to medical reasons, he/she must inform the MHA program director or advisor in the Office of Student Services, who will notify the appropriate faculty members.  

Use of lecture capture, when available to students, is strongly recommended as is communication with faculty/instructors of the course contemporaneously to any absence. It is entirely, and solely, the student’s responsibility to remain current in all requirements and the student must, in all cases, arrange to make up examinations or any other work missed because of absence, according to terms and a schedule agreeable to the instructor. It is especially important to note that certain course assignments may not have comparable “make up options” and absence and/or non-performance may result in a lower final grade.

Deadline Policies
Course assignment and project deadline policies are contained within the appropriate course syllabus. Faculty are under no obligation to provide extensions to course assignments. Conflicts, to the extent possible, should be resolved prior to deadlines, or immediately thereafter in the case of unforeseen serious medical emergencies (immediately, in the previous phrase, should be interpreted as no more than one week).

Dress Policies
Given that the Rutgers MHA program is designed to prepare professionals in the healthcare management arena, attire and demeanor should reflect participation in a professional environment. Casual business attire would best describe expectations. When engaged in exercises/assignments involving presenting a project or a class presentation (individual or group), attire should simulate what one might wear when presenting results to a range of superiors within the organization.

5 The MHA interim Attendance Policy is Adapted from the Harvard School of Design policy at: https://www.gsd.harvard.edu/resources/attendance/
REQUIRED HEALTH INSURANCE (FULL TIME STUDENTS)

New Jersey law (N.J.S.A. 18A:62-15) requires that every person enrolled as a full-time student in a public or private institution of higher education maintain adequate health insurance coverage. Full-time Rutgers students are required to show proof of insurance coverage. Students must either waive (show proof of private health insurance) or will be enrolled in the University-sponsored Student Health Insurance Plan. Hard waiver details and online forms can be found on-line. The link will also be available on the student’s tuition bill. Full-time students who do not show proof of adequate health insurance will be automatically enrolled in the University-sponsored Student Health Insurance Plan and the premium will be added to the student’s bill. Students with private health insurance and part-time students may voluntarily enroll in a University-sponsored Student Health Insurance Plan. Please visit the University Health Plans website for details on plans and how to enroll. For all health insurance questions call 848-932-8285 for Rutgers Student Insurance Office.

Health insurance, student or private, is separate from Health Services on campus. For Health Services on campus using one of Rutgers medical or care offices, please visit the Rutgers Health Services website for more information. To schedule an appointment call: 848-932-7402.

REQUIRED RUTGERS ID CARD

There is no charge to obtain your first Rutgers student ID card, also known as the RU Connection card. However, you are required to be registered for at least one course at all times in order to receive your RU Connection card or keep it active. Aside from serving as your student ID, the RU Connection card is used to take out books from the library, doubles as your meal card at the dining halls, serves as your 24/7 access key card to gain access to the Bloustein School, computer labs and the Civic Square building parking deck after hours and on weekends. If you are a new student, you may wait until your arrival here in the fall to obtain your ID card, or you can also stop by any of the RU Connection offices on campus to obtain one. A listing of all RU Connection offices, their locations and hours of operation can be found on their website. You will receive your RU Connection card on the spot, after your photo is taken. The whole process takes mere minutes to complete.

Parking: The RUID card also allows students who purchase a night/commuter parking pass access to the parking deck located directly below the Civic Square Building starting after 4:30PM or weekends. This is ideal for MHA students as all our courses are in the evenings or on Saturday mornings.
CONFERENCE TRAVEL FUNDS

Students who are attending a professional conference can apply once a year for conference travel funds. Students interested should reach out to student services for the application and approval process.

LOCKERS AND MAILBOXES

**Lockers:**

For graduate students at the Bloustein School, lockers are available on a first-come, first-serve basis in the student lounge on the second floor of our facility. In order to obtain access, an assignment form will need to be filled out and submitted to Marie O’Brien. Marie has office hours on Monday through Friday from 8am to 4pm. If keys are not returned at the end of your academic year, a charge of $95 will be assessed to your student account. Lockers are cleaned out annually in the month of June.

**Mailboxes:**

Graduate student mailboxes are located on the second floor in the student lounge and are used only for school-related correspondence. You are encouraged to check your mailbox regularly for incoming mail, announcements about graduation, your program requirements, etc. All personal mail must be sent to your home address. In addition, the email address you provide to the school will be used to circulate important announcements in a timely fashion through the school student listservs.
### ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>Tuesday, September 3</td>
<td>Tuesday, September 1</td>
<td>Wednesday, September 1</td>
</tr>
<tr>
<td>Regular Saturday Classes Start</td>
<td>Saturday, September 7</td>
<td>Saturday, September 5</td>
<td>Saturday, September 4</td>
</tr>
<tr>
<td>Changes in Designation of Class Days</td>
<td>Tuesday, November 26 (Thursday Classes)</td>
<td>Tuesday, September 8 (Monday Classes)</td>
<td>Wednesday, September 8 (Monday Classes)</td>
</tr>
<tr>
<td></td>
<td>Wednesday, Nov 27 (Wednesday Classes)</td>
<td>Monday, November 25 (Monday Classes)</td>
<td>Monday, November 29 (Wednesday Classes)</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Thursday, November 28 to Sunday, December 1</td>
<td>Thursday, November 26 to Sunday, November 29</td>
<td>Wednesday, November 24 to Sunday, November 28</td>
</tr>
<tr>
<td>Regular Classes End</td>
<td>Wednesday, Dec 11</td>
<td>Thursday, December 10</td>
<td>Monday, December 13</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Thursday, December 12</td>
<td>Friday, December 11</td>
<td>Tuesday, December 14</td>
</tr>
<tr>
<td></td>
<td>Friday, December 13</td>
<td>Monday, December 14</td>
<td>Wednesday, December 15</td>
</tr>
<tr>
<td>Fall Exams Begin</td>
<td>Monday, December 16</td>
<td>Tuesday, December 15</td>
<td>Thursday, December 16</td>
</tr>
<tr>
<td>Fall Exams End</td>
<td>Monday, December 23</td>
<td>Tuesday, December 22</td>
<td>Thursday, December 23</td>
</tr>
<tr>
<td>Winter Session Begins</td>
<td>Monday, December 23</td>
<td>Tuesday, December 22</td>
<td>Thursday, December 23</td>
</tr>
<tr>
<td>Winter Session Ends</td>
<td>Friday, January 17</td>
<td>Friday, January 15</td>
<td>Friday, January 14</td>
</tr>
<tr>
<td>Spring Semester Begins</td>
<td>Tuesday, January 21</td>
<td>Tuesday, January 19</td>
<td>Tuesday, January 18</td>
</tr>
<tr>
<td>Spring Recess Begins</td>
<td>Saturday, March 14</td>
<td>Saturday, March 13</td>
<td>Saturday, March 12</td>
</tr>
<tr>
<td>Spring Recess Ends</td>
<td>Sunday, March 22</td>
<td>Sunday, March 21</td>
<td>Saturday, March 20</td>
</tr>
<tr>
<td>Regular Classes End</td>
<td>Monday, May 4</td>
<td>Monday, May 3</td>
<td>Monday, May 2</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Tuesday, May 5</td>
<td>Tuesday, May 4</td>
<td>Tue May 3</td>
</tr>
<tr>
<td></td>
<td>Wed May 6</td>
<td>Wed May 5</td>
<td>Wed May 4</td>
</tr>
<tr>
<td>Spring Exams Begin</td>
<td>Thursday, May 7</td>
<td>Thursday, May 6</td>
<td>Thursday, May 5</td>
</tr>
<tr>
<td>Spring Exams End</td>
<td>Wednesday, May 13</td>
<td>Wednesday, May 12</td>
<td>Wednesday, May 11</td>
</tr>
<tr>
<td>University Commencement</td>
<td>Sunday, May 17</td>
<td>Sunday, May 16</td>
<td>Sunday, May 15</td>
</tr>
<tr>
<td>Summer Session Begins</td>
<td>Tuesday, May 26</td>
<td>Tuesday, June 1</td>
<td>Tuesday, May 31</td>
</tr>
<tr>
<td>Summer Session Ends</td>
<td>Wednesday, August 12</td>
<td>Wednesday, August 18</td>
<td>Wednesday, August 17</td>
</tr>
</tbody>
</table>
STUDENT ORGANIZATIONS

The Bloustein Graduate Student Association (BGSA) seeks to encourage and facilitate open communication among students, faculty, staff and administration, to represent and advocate for the interests of planning, policy, and health administration graduate students, and to promote and enact necessary improvements, so as to enhance the overall educational experience.

The Rutgers Graduate Society of Healthcare Leaders (GSHL:RU) is a professional student organization for graduate students who are currently working or are interested in the field of healthcare administration. It focuses on helping turn students into future healthcare leaders through academic and social events at Rutgers. It seeks to bring together like-minded students to help them achieve their goals of being future leaders in the healthcare industry, through networking, academics, and community outreach.

The GSHL works to collaborate with Rutgers Faculty and Staff on behalf of the Rutgers students. Implementing strategic programs that will further the growth of the Rutgers Community remains as a primary goal for the GSHL.

Please feel free to reach out to any of our GSHL Officers below with any questions or concerns.

GSGL Fall 2020 Officers

President: Thomas J. Kayal II  
Vice President: Rakel Barrientos  
Secretary: Manali Shah  
Treasurer: Karina Bahshiyants  
Marketing Chair: Abdel Hasba  
Community Outreach: Nicole Shehady  
Professional Development: Allison Mosier  
Academic Co-Chairs: Yasir Shakoor & Alexandra Zeng  
Social Chair: Michael Colley  
Recruiting Co-Chairs: Oge Erechukwu & Danica Cordon

Contact Information: ejb.gshl@gmail.com
About:

The Bloustein School seeks to improve our increasingly urbanized and interconnected world by exploring planning approaches and public policy solutions that are healthier, greener, fairer, and generate greater prosperity than do current practices. It pursues equitable and efficient solutions to public problems at multiple levels from the global to the local and emphasizes the professional perspectives of urban planning, public policy, and public health. Within each of these domains, the school advances its aspiration to be a global leader in teaching, research, and service by engaging society’s challenges with focused programs that align current strengths with emerging needs. Its mission includes:

- Solving public problems through constructive engagement of governmental, private, and non-profit actors;
- Addressing the challenge of urbanization in its various global manifestations;
- Serving New Jersey’s need for a rigorous and engaging public policy forum; and
- Preparing students for rewarding professional careers in public service.

Education

The School supports a wide variety of educational activities, from undergraduate and master’s and doctoral degree programs to continuing education courses and conferences for professionals and alumni. The School also hosts international fellows’ programs, which provide education and professional development opportunities for individuals from nations around the world. The core purpose of all our educational programs is to enhance students’ understanding of the theories, methods, and practice of planning and public policy. The School’s educational programs encourage open discussion of all viewpoints, the application of quantitative methods for analysis, the careful study of history, and a thorough consideration of economic and demographic trends and political institutions and processes. Full- and part-time students examine theories and methods in a wide variety of concentrations, including community and economic development, public health, workforce development, land use, housing, transportation, urban design, education, social policy, science and technology policy, and environmental policy.

Research

The School serves as an intellectual focal point at Rutgers University for the examination of societal problems and solutions. Research undertakings are governed by a strong commitment to quality through the use of sound social science theory and methods and to full dissemination of results and peer review of findings. Research is carried out on a wide variety of challenging topics. Specialized centers, established by the University’s Board of Governors, carry out large-scale projects and are supported by external funding. The centers support the educational and public-service mission by focusing research in the substantive areas of the School’s strength and by supporting students, faculty, and staff in those areas.
Service

The School is committed to addressing community, regional, state, national, and international needs. Faculty, staff, and students fulfill this commitment in a variety of ways, by preparing students for careers in public service; through continuing education courses and seminars; by serving as advisors to public officials and community organizations; by working to strengthen the capacity of governmental and nonprofit organizations through education and training; and by undertaking research projects that address the pressing needs and concerns of our society.