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

Mission
The Mission of the Rutgers MHA program is to educate a diverse group of early and mid-level careerists throughout New Jersey and its neighboring regions for both entry-level positions and those of increasing responsibility and leadership in healthcare, and to contribute to healthy local, regional, and national communities.

Vision
The Vision of the Bloustein School’s Master of Health Administration is to foster an inclusive and accessible learning environment that prepares the next generation of innovative healthcare leaders and to contribute to healthy communities through teaching, research, and public service.

Values
• **Excellence**: Our MHA program shall provide our students with curricular and instructional excellence.

• **Integrity**: Instruction and mentoring throughout our MHA program shall demonstrate to, and instill in, our students a lifelong commitment to the highest ethical standards and conduct.

• **Diversity and Inclusion**: Our MHA program shall 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 perspectives will be freely and openly debated, amid a culture of acceptance and mutual respect.

• **Innovation and Forward Thinking**: The MHA program is committed to advancing knowledge and seeking solutions to emerging challenges and trends in the healthcare field.

• **Continuing Professional Development**: The MHA program shall instill in our students an understanding of, and commitment to, the need for lifelong continuing professional development. Our leadership and faculty shall regularly review the field for bases on which to update and refine our competencies, instructional methods, and assessment modalities.

• **Service**—The MHA program shall contribute to the health, economic, and social well-being of the diverse local, regional, and national communities it serves.

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 under which the 19 core competencies of the Rutgers MHA program fall. Every core course and approved elective in the program is linked to

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one or more of these competencies, and it is the student’s responsibility to understand the nature of each competency and how he/she is developing these competencies as he/she 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.
   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 lifelong learning**: Evaluate the foundation of ethical values and relate these values to ethical responsibilities and a commitment to lifelong 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 of 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.
LEARNING AND ASSESSMENT METHODS

The MHA-Master Assessment Plan lays out a comprehensive plan to offer ongoing program evaluation and assessment across teaching and learning. The MHA-MAP is an integrated approach for:

- Assessing student progress toward mastery of program competencies;
- Assessing the program’s effectiveness at facilitating student competency attainment;
- Assessing the currency and relevance of competencies and enabling the subsequent systematic curricular adjustment, as needed;
- Assuring continuous program improvement by “closing the loop” through data review of student- and program-level competency assessments; and
- Assessing metrics related to program goals and objectives.

For additional details and past assessment analysis: Download the MHA-MAP.
**Competency Assessment**

Each student’s attainment of the 19 MHA competencies is assessed on an ongoing basis and through multiple tools. The assessment takes two forms: (1) students assess their own progress developing competencies (self-assessment) during their first semester, at the mid-point of the curriculum, and during their last course in the program (Professional Practicum with Seminar, 501:595); and, (2) faculty members assess students on their competency development in every course.

Documentation of every student’s progress on the MHA competencies is maintained in a student-accessible folder. During advising sessions, advisors review students’ progress on their competency development, make recommendations to students to achieve mastery, establish improvement plans, and document these recommendations in the customized advising software, GradPortal.

**RESIDENTIAL TRACK STRUCTURE**

The MHA provides students with an interdisciplinary education focused on improving healthcare, health systems, and policy. Participants complete the 45-credit program at their own pace, full- or part-time; but, Bloustein graduate students can take no more than 12 credits during the fall or spring semesters and no more than 6 credits during the summer semester. Additionally, students must successfully complete 12 credits of core courses before registering for any elective credits.

Classes are conveniently scheduled on weekday evenings and occasionally on Saturdays. Core courses and electives are offered year-round (fall, spring, and summer sessions). The MHA offers an ideal learning environment for early and mid-level careerists and fosters opportunities for professional networking. The program is designed as a residential program, and the vast majority of classes are held in-person and on campus. However, to broaden students’ options and take advantage of the school’s state-of-the-art technology, selected courses are offered hybrid or online.

The 45-credit Residential MHA track curriculum includes 12 core courses and requires completion of an experiential professional practicum (6 credits) along with 6 credits of approved electives.

- 501:501 Principles of Health Administration (3)
- 501:510 Human Resources Policy and Practice in Health Care Management (3)
- 501:515 Financial Accounting for Managers (3)
- 501:520 Community Assessment for Healthcare Administration (3)
- 501:533 Lean 6 Sigma Green Belt (3)
- 501:554 Marketing for Health Care Organizations (3)
- 501:556 Health Care Ethics and Law (3)
- 501:563 Health Systems Operations (3)
- 501:565 Information Systems for Health Care (3)
- 501:571 Finance for Health Administration (3)
- 501:590 Leadership and Professional Development (3)
- 501:595 Professional Practicum with Seminar (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 Health Care (3)
- 501:534 Lean 6 Sigma Black Belt (3)
- 501:540 Intro to Pharma, Biotech, and the Medical Technology Industry (3)
- 501:542 Long Term Care Management (3)
- 501:557 Corporate Compliance in Healthcare (3)
- 501:570 Financing Long Term Care (3)
- 501:572 Managing People and Organizations (3)
- 501:575 Understanding Health Care Payer Systems (3)
- 501:590 Seminar in Health Administration: Healthcare Consulting (3)

**NOTE:** Pre-requisites for all electives are completion of 501:501 and 501:515

**TOTAL CREDITS = 45**

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### Recommended Course Sequencing

#### Early Level Courses
- Principles of Health Administration (501:501) (3)
- Financial Accounting for Managers (501:515) (3)
- Community Assessment for Healthcare Administration (501:520) (3)

#### Mid Level Courses
- **Group 1 (Pre-Req: 501, 515)**
  - Lean Six Sigma Green Belt (501:533) (3)
  - Marketing for Healthcare Organizations (501:554) (3)
  - Healthcare Ethics and Law (501:556) (3)
  - Information Systems for Healthcare (501:565) (3)
- **Group 2 (Pre-Req: 501, 515)**
  - Health Systems Operations (501:563) (3)
  - Financial Health Administration (501:571) (3)

#### Upper Level Courses
- Leadership and Professional Development (501:590) (3) Pre-Req: 18 Credits & 533 & either 563 or 571
- Professional Practicum (501:595) (6) Pre-Req: 563, 571, 590

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2 The first two courses must include 501 and 515. Additionally, Leadership (501:590) is a mandatory pre-requisite to the Internship or Practicum (501:595). Since entry into Leadership has multiple pre-requisites (533 AND 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).
RESIDENTIAL 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 Community Assessment for Healthcare Administration (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.

34:501:525 Artificial Intelligence Challenges in Healthcare Management (3) This course presents an overview of artificial intelligence challenges in healthcare management. It is a comprehensive and inclusive review of a wide array of health care management issues and opportunities in the evolving field of artificial intelligence.

34:501:530 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 (3) This course is designed to prepare students for the Lean Six Sigma Green Belt certifying exam under the Council for Six Sigma Certification requirements.

34:501:534 Lean 6 Sigma Black Belt (3) This course is designed to prepare students for the Lean Six Sigma Black Belt certifying exam under the Council for Six Sigma Certification requirements.

34:501:540 Intro to Pharma, Biotech, and the Medical Technology Industry (3) This course provides a framework for understanding the process of product development from conception to commercialization for students interested in health care administration, government/non-profit health agencies and health-related business.

34:501:542 Long Term Care Management (3) This course explores the different components of the long-term care delivery system to apply contemporary management theory, concepts and models to the entities that make up the long-term care delivery system.
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.

34:501:557 Corporate Compliance in Healthcare (3) This course provides an overview of healthcare compliance from conceptual, substantive, and operational perspectives. Students will learn the seven elements of an effective healthcare corporate compliance program. Students will explore the need for compliance programs within healthcare organizations.

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.

34:501:570 Financing Long Term Care (3) This course focuses on the long-term care financial decision in the changing long-term care landscape. The course involves case analyses, small group discussions and lectures, including presentations by practitioners with extensive real-life experience.

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.

34:501:572 Managing People and Organizations (3) Introduction to organizational theory and concepts of management. Explores approaches that promote and hinder effective management in public and nonprofit organizations.

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 Seminar in Health Administration: Healthcare Consulting (3) Allows students to work on real-world healthcare cases involving strategic, organizational, financial, and operational challenges. In this course, 3-4 students will be assigned as a part of the team to solve a healthcare case (clinical, financial, and growth strategy) and provide recommendations. Students will conduct environmental scans, market analysis, review regulatory policies, and conduct client interviews (if appropriate), final projections, and recommendations.
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.

22:799:580/22:799:586 Supply Chain Management-Operations Analysis (3) This course covers the fundamentals of operational analysis for various performance issues encountered in real life business processes. The major topics include demand forecasting and demand management strategies, sales and operations planning (S&OP), inventory planning models and deployment, uncertainty and safety stock management, supply chain collaborative planning, business capacity planning, and fundamentals of project management. Case studies on analyzing and designing cost-effective solutions for improving a company’s operational efficiency and profit margin are used.

PROGRAM POLICIES AND PROCEDURES

MHA Program Admission

Admission. Every application is reviewed by at least three, and no more than five full-time MHA faculty members. These faculty review applicants and assess their 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 (GPA) of 3.25 or better. Evidence of growth and maturation during a student’s undergraduate studies—as defined as improvement in academic performance and competence over time—is critical. An additional, highly recommended criterion is: employment in the healthcare management area or cognate professional area. No Graduate Record Examinations (GREs) are required. International students are required to submit TOEFL/IELTS/Duolingo scores.

Non-Matriculation Status. Any member of the Admission Committee can initiate and request of the Program Director a special review of an applicant in instances where special circumstances might call for admission consideration that may not be obvious during the review of that applicant’s materials. In special circumstances, an applicant may be considered for non-matriculation status, a special status during which time the potential candidate for admission may demonstrate his/her ability to
thrive in the MHA program. In such cases, non-matriculation status requires maintaining at least a 3.0 or better GPA, during completion of up to 12 credits, upon which the candidate may ask to be reconsidered for admission. Applicants completing courses (up to 12 credits) with a 3.0 GPA or better would normally be offered admission for matriculation. NOTE: Students must complete a new application for admission after they have successfully completed these allowable credits in Non-Matriculation status. Those credits must then be transferred into their degree program once they have been admitted.

**Credits Required for the MHA.** Successful completion of the MHA 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 MHA program must achieve a final Grade Point Average of 3.000 or better in order to be awarded the MHA degree.

**Limitation of Grades.** In all graduate programs, the Bloustein School requires that no more than 9 credits of C or C+ grades may be used in meeting the requirements for any degree. All students must also maintain an overall grade-point average of 3.0 or better at all times. In calculating the grade-point average, all courses taken while a matriculated student will be counted. Courses taken as a nonmatriculated student that are to be counted for the degree also will be included in the grade-point average.

Should any of the above conditions not be met, the school may notify the student with respect to the deficiency and provide levels of sanction which can include any or all of the following: warning letters, academic probation, notations on transcripts, and academic dismissal. Students may have the option to repair the record based upon a formal review and what conditions are expressed in the message from the school.

**Universal Review.** All students enrolled in the MHA program, both matriculating and non-matriculating, shall be evaluated each semester vis-à-vis satisfactory progress toward the MHA degree. Students having a deficiency shall be notified in writing by the faculty for the course in which the deficiency exists and have a remediation plan developed. The Student and Academic Services Office is notified about the deficiency and the 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. 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 (Fall and Spring) and shall not be unreasonably denied by the MHA Director. 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 per semester.

**Limited Single Course Waiver.** 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 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.

**Substitution of Credits.** MHA students who receive prior approval from the Program Director may apply to transfer graduate credits representing no more than 25% of the degree credit total for the program (45 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.

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 may apply to transfer those unused graduate credits toward their Master of Health Administration degree. The students can transfer up to 9 Credit Hours with grades of “B” or better with prior approval from the MHA Program Director. Students must complete the Application for Waiver Of course Requirement Form and collect all appropriate signatures for the substitution to occur. Approvals will be made on a case-by-case basis.

Prof. Jane C. Kaye, MBA, Assistant Teaching Professor
In all cases, students must submit syllabi for courses for which transfer credit is being requested 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.

POLICY FOR PROFESSIONAL PRACTICUM

Overview
A Professional Practicum 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. 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, 250 hour, supervised field experience that offers an opportunity for students to obtain hands on experience in an approved healthcare setting.

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

Practicum preceptor is the person in the approved healthcare setting directly supervising the student 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.

Practicum faculty instructor is a faculty member who guides and supports students during the Practicum course in conjunction with their field experience. The Practicum faculty instructor works with Residential Track students and preceptors throughout the practicum course (34:501:595) to assure that all the learning objectives are met and the students have a successful experience.

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.

Pre-Requisites
To qualify for practicum, the student must have completed (1) Leadership (34:501:590), (2) Health Systems Operations (34:401:563), and (3) Finance for Health Administration (34:501:571). Typically, site-based internships and project-based practicums occur in the last semester of study toward the MHA degree.
Learning Objectives
The practicum provides students with the opportunity to:

- Apply healthcare management theory and knowledge acquired in coursework to a specific situation/organization and to synthesize and integrate such knowledge.
- Demonstrate and uphold ethical and professional standards of professional practice.
- Ensure success of organizational goals through leadership, team building and interpersonal relationships.
- Use critical thinking, innovative problems solving and strategic decision-making techniques to address real world healthcare problems and concerns.
- Demonstrate written and verbal communication proficiencies.

Structure
In all cases, Residential Track students may not register for the Professional Practicum with Seminar (34:501:595) until they have completed the prerequisites. There is a recommended sequencing that students must complete for entry to Leadership, and subsequently Internship or Practicum.

Plan A. Internship. 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 (34:501:590), students will be guided and supported in identifying potential internship placements, but it is the student’s responsibility to find a placement. A contract signed by the student, practicum preceptor, and practicum instructor will be submitted during the Leadership course prior to registering for Practicum (501:595). Once an internship is approved, the Practicum faculty instructor will work with the preceptor and student to monitor successful progression of the student’s project. The student will complete an outcomes-driven project that benefits the approved healthcare setting and demonstrates competency attainment. The project will be presented as a project report at the end of the term and in a formal presentation to faculty, peers, and preceptors.

Plan B. Practicum. Students who are employed in the healthcare field are eligible to complete a project driven practicum within their current worksite in lieu of an internship. The student will complete an outcomes-driven project that benefits the approved healthcare setting and demonstrates competency attainment. The student will analyze, evaluate, and make evidence-based recommendations regarding the problem, which will be presented as a project report at the end of the term and in a formal presentation to faculty, peers, and preceptors.
A contract signed by the student, practicum preceptor, and practicum instructor will be submitted during the Leadership course prior to registering for Practicum (501:595). Once a Practicum is approved, the Practicum faculty instructor will work with the preceptor and student to monitor successful progression of the student’s project.

**STUDENT ADVISING POLICY**

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

After enrolling in the MHA program, students are assigned to an Academic Advisor. The student-academic advisor pairing is maintained throughout the student’s matriculation in the MHA program and through graduation. Advisors wear many hats including counseling students on career and professional development, monitoring academic and competency development, and supporting students with any concerns or issues they have about the MHA program. Academic advisors are also asked to review student-level assessments with their advisees and develop improvement plans for competency or academic development, when necessary. They are also asked to solicit student self-reporting on their time spent on fieldwork. The School utilizes customized software, GradPortal, which enables documentation of all advisor-advisee interactions and the need for and progress on any improvement plans. Students should meet with their Academic Advisors at least once each semester and prior to registering for any course or courses in subsequent semesters.

**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/](http://academicintegrity.rutgers.edu/).

For convenience we note that Principles of Academic Integrity require that every Rutgers University student to:
• Make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations.
• Properly acknowledge and cite all use of the ideas, results, images, or words of others.
• Properly acknowledge all contributors to a given piece of work.
• Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions.
• Treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
• Uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Adherence to these principles is necessary in order to insure that:
• Proper credit for ideas, words, images, results, and other scholarly work, no matter the form or media, is attributed to the appropriate individual(s).
• All student research and work are 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, ethics, scholarship, and professionalism 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, students have an enormous range of resources available to them 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 students’ academic and professional needs. The student services office typically receives and responds to inquiries from 8:30am to 6pm (M-F). High-peak time periods may have delays. Email is the suggested form of inquiry. The following individuals are able to help support MHA students on any issues that may arise during their academic program of study:

Steve Weston, Assistant Dean for Academic Administration, 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.
- Designing, implementing and leading career education programs, initiatives and events, including career panels, recruiting events, round table discussions, job talks, workshops and seminars.
- Cultivating, developing and executing strategic alliances with the employment community for internships and employment opportunities for students and alumni.
- Partnering 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 Associate Director for 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 course selection and options, 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’s responsibilities include:

- Providing primary academic advisement to graduate students, coordinating admission, registration, and pre-registration processes, and disseminating information to students regarding school policy.
- Serving as liaison for student life and activities, professional development, and support for special populations.
- Continuously assessing advisement operations, supervising graduate assistant workloads, providing oversight of graduate admissions processes and data management reporting.
- Organizing school-wide events, including annual convocation, open houses, and new student orientation sessions.
- Serving as staff advisor for Bloustein Graduate Student Association (BGSA).

Greg Marrero is the Coordinator for Graduate Student Services and a part of the student support team. His support of our students includes advising support, questions associated with course selection and options, enrollment status, progression to degree and other critical issues often faced by graduate students. Located in Room 184 in the Civic Square Building, Mr. Marrero may be reached at (848) 932-2983 or by e-mail at greg.marrero@rutgers.edu.

Among other areas, Mr. Marrero’s responsibilities include:

- Providing academic advisement to graduate students, supporting admission, registration, and pre-registration processes, and disseminating information to students regarding school policy.
- Serving as liaison for student life and activities, professional development, and support for special populations.
- Maintenance of student information and records for students, faculty and other staff.
- Supporting school-wide events, including annual convocation, open houses, and new student orientation sessions.
- Serving as staff advisor for student organizations.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)³

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 FERPA, please contact The Office of Enterprise Risk Management, Ethics and Compliance and the University Director of Privacy at 973-972-8093 or ferparu@rutgers.edu or visit https://uec.rutgers.edu/programs-2/ferpa-student-privacy/.

³ Extracted from http://compliance.rutgers.edu/ferpa/
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; and
- 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 their possession.
- Faculty or staff members may only access information that is needed for legitimate completion of their responsibilities as a university employee.

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 Academic Administration. 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 after 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 a grade with an 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**

The program costs vary from semester to semester and depending upon in-state versus out-of-state student status. Official rates are posted on the University website after approval by the Board of Governors: [https://finance.rutgers.edu/student-abc/tuition-fees](https://finance.rutgers.edu/student-abc/tuition-fees).

All charges are officially outlined on the Rutgers Student Accounting, Billing and Cashiering website.

**INFORMATION TECHNOLOGY**

MHA student information technology support is provided by the IT professional staff at the Bloustein School.

**Bloustein School Information Technology Services Office**

The Information Technology Services Office provides technical support and services to the faculty, staff, students, and the research centers affiliated with the Edward J. Bloustein School of Planning.
Students are encouraged to explore additional information related to the Bloustein School Information Technology Services Office on its web page: https://bloustein.rutgers.edu/its.

Students who require support are encouraged to contact the Bloustein School Information Technology Services office via email at help@ejb.rutgers.edu.

Students should familiarize themselves with the primary Rutgers University policy related to using computing resources at Rutgers. That policy is the Acceptable Use Policy for Information Technology Resources and can be found here: https://it.rutgers.edu/policies/.

A unique resource for the MHA program is the availability of Lecture-Capture classrooms. Lecture capture allows for the recording of classes as they occur, and their playback at later, convenient times. Highly regarded by current and past students alike, the Lecture-Capture rooms provide value to both faculty and students; the latter as a learning aid, the former as a tool in improving both instruction and competency assessment.

**Canvas**

Canvas is the Learning Management System used at Rutgers University. Students are automatically enrolled in Canvas course sites when registered for a course provided that the professor has made the course available for access. Canvas has an extensive amount of features built into the platform for delivering rich content and for performing detailed assessment. The platform also integrates with a large number of best of breed applications for even greater effectiveness. For more information about Canvas, please see this page: https://canvas.rutgers.edu/.
One of several instructional computer labs at the Bloustein School

**Bloustein Computer Labs**
The Bloustein School maintains state-of-the-art computer labs that are used for both instruction and research. The school's computing facilities include a main instructional computer lab with an adjoining general access lab, a smaller "information gateway" for student research, and three dedicated studio classrooms. Students also have access to a dedicated project room that is designed for group-based work. Students attending the school have access to 91 high-powered workstation class computers, over 8 TB of online storage, a printer/scanner facility that includes three scanners and two-color laser printers, four networked black-and-white laser printers, two Hewlett Packard Design Jet large-format printers, and one Contex Large Format Scanner.

**Rutgers OIT**
The Office of Information Technology (OIT) New Brunswick division provides information technology support and service to the entire Rutgers community. Students may be referred to OIT by the Bloustein School Information Technology Services Office for services that they support directly. Students can learn more about Rutgers OIT on its website: [https://it.rutgers.edu](https://it.rutgers.edu).

The OIT helpdesk can be contacted via email at [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu) or by phone at 848-445-HELP (4357).

**RECOMMENDED LAPTOP REQUIREMENTS**
The MHA Program strongly recommends that all students have a personal laptop computer powerful enough to meet the computational and video requirements necessary for their 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 Canvas for their courses, Microsoft Word, Microsoft Excel with LEAN six sigma Excel add-ons, Zoom for remote or hybrid classes, and some students will use Minitab statistical software. Students should ensure that their personal laptop is capable of running all the required software for their chosen course.

Laptops running at a minimum Microsoft Windows 10 or macOS Catalina are compatible with all of the software students are likely to use in the program. The following list provides the minimum recommendations for your laptop:

**Microsoft Windows**
- Intel Core i5 processor or greater
- Windows 10 x64
- 8GB of RAM (16 GB Highly recommended)
- 256 GB SSD hard drive (512 GB recommended)
- Webcam
- Three-year warranty recommended

**macOS**
- Intel Core i5 or M1 processor or greater
- MAC OS Catalina
- 8 GB Minimum (16 GB recommended)
- 256 GB Hard drive (512 GB recommended)
- Webcam
- Applecare recommended

Estimated cost depending upon system options is $1000 for a Windows based system and $1,700 for a Mac.

Optional Accessories
- USB thumb drive for transferring files
- USB storage hard drive for backing up school related files
- Secondary battery for extended mobile work sessions

Any questions related to these requirements should be directed to help@ejb.rutgers.edu.

**ATTENDANCE, DEADLINES, AND DRESS POLICY**

**Attendance**
All students are expected to attend classes regularly. Class attendance—whether physical presence in a residential, face-to-face course or 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 staff in the Office of Student Services, who will notify the appropriate faculty members.⁴

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⁴ The MHA interim Attendance Policy is Adapted from the Harvard School of Design policy at: [https://www.gsd.harvard.edu/resources/attendance/](https://www.gsd.harvard.edu/resources/attendance/)
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.

**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 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 enrollment. 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 IDENTIFICATION CARDS

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; it doubles as your meal card at the dining halls and 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 on campus 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. Students will receive their RU Connection card on the spot, after their photo is taken. The whole process takes mere minutes to complete.

CONFERENCE TRAVEL FUNDS

Students who are attending a professional conference can apply once a year for conference travel funds. There are limited funds available and no guarantee of funding. Students interested should reach out to Student Services for the application and approval process.

PARKING AND LOCKERS

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 on weekdays or on weekends. This is ideal for MHA students as all our courses are in the evenings or on Saturday mornings. Students must purchase appropriate permits and communicate with the Rutgers IPO office: https://ipo.rutgers.edu/dots/permits/students

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 at: marieo@rutgers.edu. Marie has office hours on Monday through Wednesday from 8am to 4pm. If keys are not returned at the end of the academic year, a charge of $95 will be assessed to students’ student account. Lockers are cleaned out annually in the month of June.

ACADEMIC CALENDAR

Rutgers’ academic calendar can be found at: https://scheduling.rutgers.edu/scheduling/academic-calendar
STUDENT, ALUMNI, AND PROFESSIONAL ORGANIZATIONS

All students are encouraged to participate in student, alumni, and/or professional organizations. In fact, a criterion for induction in the Upsilon Phi Delta (UPD) honor society is outstanding contributions to the profession. Because of its importance to a student’s development and professional networking, all students are asked to self-report the time they spend in the field, including contributions to the profession, on a standardized form. This form, the Student Self-Reporting of Fieldwork form, serves as evidence of time spent in the field and contributions to the profession as required for UPD. Additionally, faculty advisors review the form with students and make recommendations to them about fieldwork exposure during regular advising sessions.

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) is a professional student organization for graduate students who are currently working or are interested in the field of healthcare administration. Its mission is to provide the Rutgers University and Edward J. Bloustein graduate student body with educational programming and resources to foster professional development within varied healthcare administration and clinical fields. GSHL 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 a primary goal for the GSHL. Please feel free to reach out to GSHL with any questions or concerns at ejb.gshl@gmail.com or https://www.linkedin.com/in/rutgers-gshl-09b3691b4/.

Upsilon Phi Delta

The Rutgers MHA Upsilon Phi Delta (UPD) is the program’s honor society. Its purpose is:

1. To elevate the standards, ideals, competence and ethics of professionally educated students in healthcare management and policy and leadership.
2. To recognize and encourage scholarship in healthcare management and policy.
3. To recognize students who achieve distinction in healthcare management and policy studies in universities and colleges.
4. To provide financial assistance through scholarships to outstanding students pursuing graduate degrees or professional studies in healthcare management and policy.
5. To motivate academic excellence in students studying healthcare management and policy.
6. To recognize, by means of granting honorary induction to the UPD Chapter, individuals who have made outstanding contributions to the profession, such recognitions to be limited to one person per year.
Eligibility for application to the Rutgers’ UPD chapter is limited to current MHA students who will complete 45 credits by the end of the semester of their induction with a minimum grade point average of 3.75 (out of 4.0). Students must then finish all 45 credits with the 3.75 GPA to be inducted as members. Members are selected based upon their academic achievement; and, they must also demonstrate service and/or contributions to the healthcare management profession. Such service may include, but is not limited to, student membership and participation in professional organizations related to healthcare management, volunteer work for healthcare organizations that is related to professional development, and/or demonstrated leadership in the MHA program through involvement in student organizations or activities. A completed Student Self-Reporting of Fieldwork form serves as evidence of time spent in the field and contributions to the profession as required for UPD eligibility. For more information about UPD, contact Michael McDonough at mjm722@ejb.rutgers.edu.

Alumni Organization
Following graduation, students are welcome to join the Rutgers University Health Administration Alumni Association (RMHAAA). RMHAA aims to establish a community of Rutgers MHA Alumni that promotes excellence in healthcare management and supports the Rutgers MHA program in creating future healthcare leaders. Please feel free to reach out to RMHAAA at https://www.linkedin.com/in/rutgers-mha-alumni-association/.

Professional Organizations
There are a variety of professional organizations to which students can belong while they are enrolled at Bloustein or after their graduations. While certainly not an exhaustive list, ACHENJ, AUPHA, and NAHSE-NJ are three such organizations. The American College of Healthcare Executives of New Jersey (ACHENJ) is a professional organization for those who direct management services and programs within healthcare facilities, networks, and related organizations. ACHENJ has over 800 members. The Association of University Programs in Health Administration (AUPHA) is a global network of colleges, universities, faculty, individuals and organizations dedicated to the improvement of health and healthcare delivery through excellence in healthcare management and policy education. Its mission is to foster excellence and drive innovation in health management and policy education and promote the value of university-based management education for leadership roles in the health sector. The National Association of Health Services Executives (NAHSE) NJ Chapter focuses on "Empowering the Next Generation of Health Care Leaders Today." The organization’s focus is on
increasing the participation of minority groups in the healthcare industry while improving the quality of life for medically underserved communities.

**Post-Graduate Administrative Fellowships**
As students complete their course of study, they are encouraged to take advantage of healthcare management administrative fellowships. Fellowships enable early careerists to transition into key leadership roles within the field of healthcare administration. Offered primarily by large health care organizations and systems, fellowships advance recent graduates’ growth and professional development by exposing them to healthcare management experiences taking into account previous experience and areas of interest.

Rutgers MHA program supports students who wish to pursue post-graduate fellowships. The program’s Career Management Specialist promotes fellowship opportunities and works with interested students on their applications, their resumes, and their interviewing skills. Past students have successfully secured fellowships at Columbia University Irving Medical Center, Hackensack Meridian Health, University Hospital, Atlantic Health System, and Roper St. Francis Healthcare.
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.