

<https://cph.uky.edu/programs/master-health-administration>

*2024-2025*

**Welcome to the UK CPH MHA Family**

The UK MHA faculty and staff welcome you and look forward to learning alongside you during your graduate program journey. The MHA Program has been developed to support your success. Our curriculum, competencies, and embedded professional experiences will set you up to gain the skills needed to be a change leader if you take advantage of all that is offered to you. We know students are more successful when they fully engage in the courses, relationships, offerings, and opportunities shared with them. We have chosen to teach because we love teaching and helping students realize their potential.

**We are excited to have you in our UK MHA family!**

With excitement and sincerity,

MHA Leadership, Faculty, and Staff

**College of Public Health Mission and Vision**

**Mission Statement:**

To develop health champions, conduct multidisciplinary and applied research, and collaborate with partners to improve health in Kentucky and beyond.

**Vision Statement:**

To be a catalyst of positive change for population health.

## **Student Responsibility**

This handbook offers an overview of the policies and procedures of the Master of Health Administration (MHA) degree program. It is intended to serve as a guide for the MHA within the context of the University of Kentucky Regulations and Procedures. Questions regarding degree program policies and procedures should be directed to the Program Director, Graduate Advisor, Director of Graduate Studies, or the Associate Dean for Academic and Student Affairs.

It is the responsibility to be informed concerning all MHA program regulations and procedures. Students should also become familiar with the Graduate School Bulletin available at <http://gradschool.uky.edu/graduate-school-bulletin>.

The MHA Graduate Advisor and Program Director should be consulted concerning course requirements, any deficiencies, the planning of a program, and special regulations. Programs may have degree requirements that are not listed in the Bulletin. The Dean of the Graduate School interprets the Graduate School Bulletin. Only the Graduate Council may waive Bulletin requirements.

Students should contact the MHA Program Director before making any changes to the plan of study. Failure to seek advice might result in students falling out of the course sequencing, graduation delays, and more. Most courses are offered just once a year and not in the summer. Ultimately, students are responsible for completing the required courses and elements necessary for graduation. Students are responsible for checking their degree audit and degree requirements.

### **CONTACT AND RESOURCE INFORMATION**

#### **MHA Program:**

Master of Health Administration Program  
Leadership Director Dr. Julia Costich  
Email: [jfcost0@uky.edu](mailto:jfcost0@uky.edu)  
111 Washington Avenue, Suite 103; Lexington, KY 40536-0003

#### **Dr. Keith Knapp**

[krknap0@uky.edu](mailto:krknap0@uky.edu)  
111 Washington Avenue, Suite 107; Lexington, KY 40536-0003

#### **Office of Student Engagement and Academic Success (SEAS)**

651 Rose Street, Suite 614; Lexington, KY 40536-0003  
Phone: (859) 257-5678; Email: [ukcph@uky.edu](mailto:ukcph@uky.edu)

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Dear MHA Students,

In the College of Public Health, we train health champions. Champion has different meanings. It can mean someone who is a victor, the winner. It can also mean someone who fights for a cause or works on behalf of others. So, what does a health champion mean here? In the College of Public Health, we train people who fight, work, strive, struggle, persist for the health of others. For us, it is more than just being health-focused or treating people who are sick. At the University of Kentucky, our health champions fight for prevention – our work is needed to keep communities from harm, from disease, from injury.

Health Champions solve problems. Public health problems are complex. Our problems involve human perception, stigma, and behavior. They include a person’s history, what has happened to them in their lives. Public health problems need biology, chemistry, computing. It matters where a person lives, where they grew up, who influences them and how they first learned about health. The path to discovery in public health is not fast or simple. You may be surprised to hear stories from faculty and staff about times when they failed. Failure is expected. What defines a health champion is how you come back when you experience defeat.

As a member of our student body, there are many people here to support you. I encourage you to reach out early and often to the faculty, to staff, and to other students. Our staff in Student Engagement & Academic Success (SEAS) care about your academic progress, your well-being, your success and development as a student. Department chairs and program directors are available to you to talk about experiences in the program and classes. Your faculty are training you to be the next generation of public health scientists and to champion for the health of others – they want to talk to you, teach you, and learn with you. Take every opportunity to connect with the faculty, staff, and students of the College. Success in public health never occurs in isolation – this is a field where you cannot do it alone. Public health is team science. Our approach to solving problems is made better because we work together. Part of your education here will be the realization that working with others is the path to impact.

While a learner in our college, you will encounter people from many different backgrounds, disciplines, and perspectives. Our college is comprised of four academic departments: Biostatistics, Epidemiology and Environmental Health, Health Behavior and Society, and Health Management in Policy. Within these four departments, the core areas of public health are represented. Many of us (myself included) come to public health from a variety of pathways – our training is often as diverse as our people. However, each one of us belongs here. We belong here because of a shared commitment to make a difference. We belong here because we believe that the health of others deserves a champion. We belong here because we know that prevention is possible. You belong here, too.

On behalf of the faculty and staff of the College, it is my pleasure to welcome you to the College and congratulate you on the important decision to pursue advanced training within public health.

Sincerely,

**Heather Bush**

Heather Bush  
Acting Dean for the College of Public Health

## **Program Information**

### **MHA Mission**

The mission of the University of Kentucky's Master of Health Administration program is to cultivate a supportive learning environment that prepares students for early-career leadership positions through a competency-based curriculum model.

### **Aim Statement**

We aim to achieve our mission by integrating expert faculty-practitioner instruction, experiential learning, and service; engaging alumni and other stakeholders in continuous program improvement; and supporting student connections with the healthcare leadership practice community.

### **MHA Vision**

The MHA program's vision is to achieve national recognition by attracting, educating, and preparing highly qualified students with diverse backgrounds to become the next generation of effective healthcare industry leaders in Kentucky and beyond.

**Target Audience:** Early healthcare careerists. Students entering the program often have non-administrative experience with limited leadership opportunities. Most students seek healthcare leadership positions after graduation.

**Placement Targets:** Any healthcare service organization across the country

**Geographic Mix:** The MHA program recruits and welcomes students from all states in the U.S. We seek diversity in our cohorts. The University of Kentucky is a public land grant university dedicated to improving people's lives through excellence in education, research and creative work, service, and health care. As Kentucky's flagship institution, the university plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being (<https://pres.uky.edu/strategic-plan>).

### **Values (Adapted from the University of Kentucky Values)**

- Integrity
- Excellence
- Mutual respect and human dignity
- Diversity and inclusion
- A sense of community
- Civic engagement
- Social responsibility

### **National Accreditation**

The MHA degree is offered through the College of Public Health and the Graduate School. The MHA program has been accredited continuously by the Commission on Accreditation of Healthcare Management Education (CAHME) and its predecessor organization since 1994. The MHA program was reaccredited for seven years - the maximum reaccreditation length attainable. The College of Public Health is accredited by the Council on Education in Public Health (CEPH).

### **Rankings**

Through a sustained commitment to continuous evaluation and improvement in graduate education, research, and public service, the Departmental faculty aspires to have the University of Kentucky MHA Program ranked among the top programs in the USA according to the U.S. News and World Reports.

The UK MHA Program is excited to be ranked #32 of 150 CAHME accredited Programs by U.S. News in 2023. Through a sustained commitment to ongoing evaluation and improvement and a comprehensive competency-based curriculum, the Program prepares students to be highly employable upon graduation

## The University of Kentucky MHA Program Competency Model

**Model Development:** The model was developed through a comprehensive stakeholder feedback process that included the UK MHA Faculty, Alumni, Students, Board of Advisors, Alumni Council, student preceptors, and industry experts. The goal is a model that leads to high employability and prepares students to be placed in early and mid-careerist healthcare leadership positions.

**Validation and Relevancy:** The model undergoes a comprehensive review every three years and each stakeholder group is engaged. Our commitment to ongoing improvement and value aligns with our mission. It is critical that we ensure the skills in our program match industry needs now and into the near future. Our administrative practicum program (APP), close ties to industry, our advisory groups, faculty-practitioner teaching model, and professional development program allow us to remain agile and relevant.

**Overview:** The competency model has four domains aligned with the CAHME standards and 17 competencies. Each competency is assessed throughout the curriculum via a proficiency scale.

**Communication to Students on Competency Attainment Progress:** Students receive feedback on competency attainment progression at several milestones in the program:

- Course-level Faculty Feedback: Assignments during and at the end of each course
- APP preceptors Feedback: Informally during the semester and a formal meeting at the end of each semester
- Student Self-reflection
- Professional development activities

The competency attainment process is student-driven and faculty supported. Students monitor their progress through an individual development plan (IDP) that includes the input above. Students meet with their career and professional advisors each semester to develop and refine goals. Students are encouraged to seek out resources to address gaps and identify stretch opportunities in their journey to competency attainment. Students may avail themselves of resources through the university, college, and department. Resources are communicated in classes, advising sessions, the MHA Student Handbook, the CPH Graduate Student Canvas shell, the University of Kentucky Graduate School website, and other university resources on the main UK website.

### Domain: Communications and Interpersonal Effectiveness

<b>Communication: Written and Oral</b>	Deliver effective written and oral business communication that accounts for audience, purpose, and outcomes and presents data that is factual, concise, clear, credible, persuasive, and understandable to the audience in four categories: instructional, informational, persuasive, and transactional
<b>Stakeholder Relationships</b>	Identify, assess, and develop communication plans for establishing and maintaining relationships with internal and external stakeholders. Develop plans to build shared decision-making models, facilitate constructive interactions with individuals and groups, and manage conflict through mediation, negotiation, and other dispute-resolution techniques.
<b>Teamwork and Collaboration</b>	Apply values, principles, and techniques of team dynamics for effective performance in team roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable; use process improvement to increase the effectiveness of interprofessional teamwork and team-based services, programs, and policies. Adapted from <a href="https://hsd.luc.edu/ipeh/interprofessionaleducationlearningmodules/teamworkcompetency/">https://hsd.luc.edu/ipeh/interprofessionaleducationlearningmodules/teamworkcompetency/</a>



<b>Domain: Critical Thinking, Analysis, and Problem-Solving</b>	
<b>Critical and Strategic Thinking</b>	Actively, creatively, and skillfully conceptualize, apply, analyze, synthesize, and evaluate information gathered to develop a decision or action.
<b>Analytical Reasoning</b>	Evaluate qualitative or quantitative information to discern, recognize fundamental elements of a situation, clarify the situation, evaluate problems, analyze them from multiple perspectives, identify trends, and find a solution(s) that works best in the given circumstances
<b>Change Management</b>	Propose and evaluate specific change management frameworks and tactics to address the organization's culture in order to achieve and sustain desired levels of operational performance and product/service quality.
<b>Data Literacy &amp; Decision Support Analytics</b>	Acquire, organize, retrieve, analyze, and present data in support of decision-making processes and apply statistical and financial metrics and methods to set goals and measure clinical, organizational, and other pertinent area performance (NCHL)
<b>Domain: Professionalism and Ethics</b>	
<b>Legal Issues</b>	Use knowledge of legal concepts, liability, and compliance regulation to mitigate risk, avoid professional and institutional liability, and address crisis management. (HLA)
<b>Ethics and Professionalism</b>	Align personal conduct with ethical and professional standards that include a responsibility to the patient(s), organization, community, service orientation, and commitment to lifelong learning and improvement.
<b>Management and Leadership</b>	
<b>Healthcare Finance</b>	Apply principles of effective planning, organizing, executing, and monitoring organizational resources to ensure optimal quality and cost controls through the effective use of managerial accounting principles and financial management tools, such as financial plans and measures of performance
<b>Healthcare Systems, Policy, and Economics</b>	Apply the health system's current business and operating frameworks as well as the dynamic context within which they operate, healthcare markets, payor and reimbursement models, health policy, and health equity to the operation of healthcare organizations and systems. (adapted from NCHL)
<b>Human Capital Management (people one at a time)</b>	Demonstrate techniques for managing human resource processes, appropriate productivity measures, workforce planning, staff development, and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, optimize performance management techniques, and the alignment of human resource practices and processes to meet the strategic goals of the organization.
<b>Information Systems and Data Governance</b>	Demonstrate the necessary skills for managerial and clinical efficiency and for improving health care delivery; effectively managing information resources, and planning for future needs. (Adapted from HLA)
<b>Organizational Dynamics and Governance (people in groups)</b>	Apply management and leadership concepts and principles to guide individual and group behavior and influence organizational culture and performance.
<b>Population Health Management &amp; Health Equity</b>	Use population data to establish goals and objectives; analyze health trends for improving health outcomes that incorporate an understanding of the social determinants of health and the socioeconomic environment in which the organization functions with the ultimate goal of improving care for a population.

<b>Project Management</b>	Develop project strategy, define goals and objectives, define tangible and intangible business benefits of the project, cost benefits analysis, and return on investment.
<b>Quality &amp; Performance Improvement</b>	Apply quality assurance, satisfaction, and patient safety standards aligned with national initiatives on quality and patient safety that continually improve the quality of care, patient outcomes, patient safety, organizational performance, and the financial health of the organization. (Adapted from HLA)

## **Program Requirements**

The total program consists of 50 semester hours at the graduate level. Program completion normally requires two years for a full-time student and four years for part-time students. Students are also required to complete a final integrative master’s examination (see details in that section).

## **Program Curriculum**

The following curricular requirements are presented as a guide to your matriculation through the program, but depending on previous coursework, there may be changes and alternatives suggested by your MHA advisor and/or Program Director. Each course addresses competencies in the competency model. Competencies are built and layered over the course of the curriculum, each course is integral to the student’s development.

<b>Course Number</b>	<b>Credit Hour(s)</b>	<b>Course Title</b>
CPH 600	1	Health and Health Systems
CPH 651	3	Population Health Measurement, Management, & Improvement
CPH 658	3	Health Economics
CPH 663	1	Introduction to Public Health Practice and Administration
CPH 664	3	Healthcare Finance 1
CPH 668	3	Finance 2
CPH 675	3	Project Management & Change Leadership
CPH 678	1	Leader Development 1
CPH 681	3	Health Law
CPH 682	3	Decision-support Analytics for Healthcare Leaders
CPH 683	3	Operations, Quality, & Safety
CPH 684	2	Human Resources
CPH 687	3	Organization Theory and Behavior
CPH 692	2	Applications in Healthcare Leadership, Governance, and Ethics CPH 783
CPH 688	1	Leader Development 2: Internship
CPH 689	1	Leader Development 3
CPH 690	1	Leader Development 4
CPH 782	2	Information Systems in Healthcare
CPH 783	3	Applications in Finance & Operations
CPH 780	3	Strategic Planning
CPH 785	3	Health Policy

## **Internship Procedures**

### **Internship Rationale**

Managerial experience in a healthcare setting is an essential component of the health administration educational process. Administrative internships provide the student with the opportunity to apply the theories and techniques discussed in the classroom to operational healthcare situations under the guidance of an experienced healthcare professional with faculty oversight. This sharing of educational responsibility between the professional school and experienced healthcare administrators is necessary to assure the quality of professional education. This is particularly true when the goal is the continued development of competencies through real-life experiences in settings outside the classroom.

A positive administrative internship does not happen by chance but has to be carefully planned and implemented. It requires an active commitment to the concept of the internship on the part of the faculty, preceptors/sites, and students. Only in this manner can effective mechanisms for collaborative efforts by all concerned be maintained.

### **Procedure**

#### **Full-time Students**

##### **Timeline:**

Students without significant administrative experience typically complete a 400-hour administrative internship in the summer between the first and second years. Students begin to prepare for the internship application and interview process in the first semester during the leader development course one and continue in course 2. Students will practice interview skills, develop their network, build a professional resume, research internship options, and develop their personal ethical frameworks and career goals.

Students direct this process and receive guidance from the Program Director and the Internship Coordinator.

#### **Part-time Students**

Students completing the MHA degree following a part-time course sequence will work with the MHA Internship Coordinator to develop an internship experience which meets the course objectives and the student's employment schedule. Students with administrative experience

may develop an administrative internship within their own organization that requires activities beyond their existing job responsibilities. Credit for the internship includes participation in seminars that provide students with important information to prepare them for their internship experience.

Students should refer to the Administrative Internship Handbook for details on requirements and processes to complete a successful experiential learning experience. The Administrative Internship Handbook is distributed during CPH 678 and 688 and also is available from the Internship Coordinator.

### **Integrative Final Exam**

Students are required to complete a master's level final integrative examination as the culminating experience for the MHA program. This experience will incorporate elements of the overall curriculum and focus on the attainment of the defined MHA program competencies.

To be eligible to sit for the final examination, students must have completed or be enrolled in their last semester of coursework and have an overall GPA of 3.0 or better. Students with "I" or "S" grades in credit-bearing classes are not eligible for the final examination.

Additional information regarding the capstone project and the final integrative master's examination will be shared by the MHA Program Director

## Course Sequence for Full-time Students

### Course Offerings:

Courses listed on the template in fall are only offered in fall. Those listed in spring are only offered in spring. Courses are sequenced so that skills build over time and competency development is realized with each new opportunity to learn and apply the skills.

Students do not take courses out of sequence but if a situation arises where that takes place students do so at their own risk and may delay their graduation.

### Change of Status:

- Students who intend to change their full-time or part-time status after program admission must notify the program director in writing via email and make an appointment to discuss the situation. Notification should occur at the earliest possible time.
- Early notification allows for appropriate planning and minimizes potential delays in completing graduation requirements.

### MHA Full-Time Student Curriculum Sequencing



Fall 1	Credits	Spring 1	Credits	Fall 2	Credits	Spring 2	Credits
CPH 600 Healthcare Systems	3	CPH 683 Operations, Quality, & Safety	3	CPH 780 Strategic Planning	3	CPH 651 Population Health Measurement, Management, & Improvement	3
CPH 682 Decision Support Analytics for Healthcare Leaders	3	CPH 782 Information Systems in Healthcare	2	CPH 658 Health Economics	3	CPH 684 Human Resources	2
CPH 664 Healthcare Finance 1	3	CPH 668 Healthcare Finance 2	3	CPH 785 Health Policy	3	CPH 783 Applications in Finance & Operations	3
CPH 692 Healthcare Governance, and Ethics	2	CPH 687 Organization Behavior and Theory	3	CPH 675 Project Management & Change Leadership	3	CPH 681 Health Law	3
CPH 690 Leadership Development 4	1	CPH 678 Leader Development 1	1	CPH 688 Leader Development 2:	1	CPH 689 Leader Development 3	1
Integrative Final Exam (IFE) in April of the final semester		CPH 663 Introduction to Public Health		1		CPH 688 – Summer session the first and second year includes a 400-hour internship.	
13		Total Semester Credits		14		12	

## Course Sequence for Part-Time Students

### Course Offerings:

Courses listed on the template in fall are only offered in fall. Those listed in spring are only offered in spring. Courses are sequenced so that skills build over time and competency development is realized with each new opportunity to learn and apply the skills.

Students do not take courses out of sequence but if a situation arises where that takes place students do so at their own risk and may delay their graduation.

### Change of Status:

- Students who intend to change their full-time or part-time status after program admission must notify the program director in writing via email and make an appointment to discuss the situation. Notification should occur at the earliest possible time.
- Early notification allows for appropriate planning and minimizes potential delays in completing graduation requirements



College of Public Health  
 Health Management and Policy  
 Master of Health Administration

### UK MHA Part-Time Curriculum Sequencing

Mapping	Fall 1	Credits	Spring 1	Credits	Summer 1	Credits
Competency Targets	CPH 682 Decision Support Analytics for Healthcare Leaders	3	CPH 668 Healthcare Finance 2	3	CPH 600 Healthcare Systems	3
	CPH 664 Healthcare Finance 1	3	CPH 683 Operations, Quality, & Safety	3		
	Totals	6		6		3
	Fall 2	Credits	Spring 2	Credits	Summer 2	Credits
	CPH 678 Leader Development 1		CPH 782 Information Systems in Healthcare		(SU 2 or SU 3) CPH 688 Leader Development 2: Internship	
	CPH 667 Organization Behavior and Theory		CPH 675 Project Management & Change Leadership			
	CPH 663 Intro to Public Health (no-comp)					
	Totals	5		5		
	Fall 3	Credits	Spring 3	Credits		
	CPH 785 Health Policy	3	CPH 651 Population Health Assessment, Management, & Improvement	2		
	CPH 658 Health Economics	3	CPH 684 Human Resources	2		
	Totals	6		6		
	Fall 4	Credits	Spring 4	Credits		
	CPH 780 Strategic Planning	3	CPH 783 Applications in Finance & Operations	3		
	CPH 681 Health Law	3	CPH 692 Applications in Healthcare Leadership, Governance, and Ethics	2		
	CPH 689 Leader Development 3	1	CPH 690 Leader Development 4	1		
	Totals	7		6		
	(EPP allows one semester of over 6 (up to 9) credits in the last year of your program)	23		23		

## **Student Services and Resources**

For a complete list of resources, please refer to the University website:  
<http://www.uky.edu/UKHome/>.

### **Disability Accommodations**

The University of Kentucky Disability Resource Center partners with qualified students with disabilities to assist them in gaining equal access to institutional programs and services consistent with their unique needs. The Center seeks to responsibly advocate the needs of students with disabilities to the campus community through consultation and outreach efforts with administration, faculty, students and University partners.

Disability Resource Center  
725 Rose Street, Suite 407  
Multidisciplinary Science Building  
Lexington, KY 40536-0082  
(859)257-2754

<https://www.uky.edu/DisabilityResourceCenter/>

Students who are denied accommodations authorized by the DRC or who feel they've been treated unfairly by an instructor because of the accommodations may contact Academic Ombud Services at <https://www.uky.edu/ombud/>.

### **E-Mail**

All UKCPH students must establish a University of Kentucky e-mail address. All emailed communication from the UK College of Public Health will be sent to students' UK email address. Students may establish a UK email address at <http://www.uky.edu/its/customer-support-student-it-enablement/customer-services/university-email-and-cloud-apps>.

### **Graduate Certificates**

The College of Public Health offers multiple Graduate Certificates that students can pursue. Please see the College of Public Health website for a complete listing - <http://cph.uky.edu/academic-programs/graduate-certificates>.

Find a complete list of University graduate certificates at the Graduate School's website - <http://gradschool.uky.edu/graduate-certificates>.



### **Information Technology Services**

If students experience any technical issues, please go to: <http://www.uky.edu/its/>.

### **Library Resources**

The University of Kentucky libraries house over two million volumes and rank among the largest in the south and Midwest. The Government Publications Department, a Federal Depository, contains documents relating to municipal, state, and national topics. The system also includes Special Collections, and individual libraries of Medicine, Business, Economics, and Law. The University has the W.T. Young Library, a multi-million-dollar, state-of-the-art central library.

Public Health students can access library resources at <http://libraries.uky.edu/>.

### **Student Organizations**

For a complete list of student organizations, visit <http://getinvolved.uky.edu/>.

#### **University of Kentucky Student Public Health Association (UKSPHA)**

The University of Kentucky Student Public Health Association (UKSPHA) was founded on September 21, 2000 as a student-run, student-governed nonprofit organization of the University of Kentucky College of Public Health. UKSPHA is a student affiliate of the Kentucky Public Health Association (KPHA) and is open to University of Kentucky College of Public Health students as well as other University students interested in public health.

UKSPHA serves to promote student involvement in the development of healthy communities.

#### **University of Kentucky MHA Student Association**

University of Kentucky MHA Student Association (MHA SA) membership is open to all MHA students – full and part-time. The MHA SA is a very active organization that supports student involvement in professional development, service, and social events. The MHA SA Executive Board serves for a minimum of one year and is elected in the spring of each year. The executive board has representatives on many of the Kentucky professional healthcare-related

organizations. This is an excellent opportunity for students to lead and serve others while building leadership competencies including teamwork & collaboration, stakeholder relationships, ethics & professionalism, critical and strategic thinking, project management, and analytical reasoning. The MHA SA is advised by the program director and is

an official UK student organization with bylaws and regular meetings. They provided ongoing feedback to the program through informal and formal avenues.

#### **Upsilon Phi Delta**

Updated: July 11, 2023

Upsilon Phi Delta (UPD) is the premier honor society for healthcare administration. The mission of the Upsilon Phi Delta Honor Society is to recognize, reward, and encourage academic excellence in the study of healthcare management and policy. Graduate members must have a minimum cumulative GPA of 3.7 based on at least 18 hours of graduate work at an AUPHA Member Program. UK MHA students who meet the criterion are invited for membership in the last semester of the program and are recognized at the Program and College award ceremonies and receive honor cords.

### **Student Presentation Resources**

The [Student MediaDepot@ TheHub](#) is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Information Technology Services (ITS) and UK Libraries and is in support of the [Quality Enhancement Plan](#).

Presentation U! is the University of Kentucky's centralized tutoring center for speaking, writing, visuals, and all other forms of communication. Presentation U! supports UK's efforts to graduate confident communicators by providing services to undergraduate students, graduate students, staff, and faculty. They help students succeed in the classroom and beyond through the development of self-directed learning, as well professional skills such as interpersonal communication, visual literacy, and excellence in writing. Learn more at <https://www.uky.edu/presentationU/>.

### **University Academic Ombud**

At the University of Kentucky, Academic Ombud Services is responsible for resolving academic related problems and conflicts for which established procedures have not yielded a satisfactory solution or for which no established procedure exists. Academic Ombud Services is not intended to supplant the normal processes of resolution (contacting the course instructor, department chair, director of undergraduate/graduate studies, and/or associate dean). In cases where there is a clear need to achieve a solution more quickly than normal procedures provide,

the Ombud may seek to expedite the process.

The two major areas of activity for Academic Ombud Services involve student academic rights and violations of academic integrity. The primary task of Academic Ombud Services is to ensure fair policies, processes, and procedures, as related in the Senate Rules, are equitably implemented. Thus, Academic Ombud Services is a neutral office working as an advocate for fairness and equity.

Professional, Graduate, and Undergraduate students as well as faculty contact Academic Ombud Services with a variety of questions and concerns. Students often want to be pointed in the right direction while others want

to discuss complex situations. Faculty inquiries often involve how the University Senate Rules relate to an instructor's particular course; issues often involve attendance, Dead Week, and the procedures for violations of academic integrity.

All inquiries are held in confidence. Learn more at <https://www.uky.edu/ombud/>.

Academic Ombud Services  
109 Bradley Hall  
545 Rose Street Lexington, KY  
(859) 257-3737

### **University Health Services**

University Health Services provides medical treatment for full and part-time students:  
<https://ukhealthcare.uky.edu/university-health-service>

### **WildCard Student ID**

Students are required to have a WildCard Student ID, which is used for a variety of services on campus (copying services, athletic events, library use, etc.) as well as access in areas of the UK HealthCare - Chandler Hospital: <https://www.uky.edu/wildcard/>

## **Academic and University Policies**

### **Academic Calendar**

The College of Public Health follows the UK Academic Calendar:

<http://www.uky.edu/registrar/content/academic-calendar>. It is the responsibility of the student to ensure that all deadlines are met.

### **Academic Integrity, Cheating, and Plagiarism**

Students are expected to adhere to the highest standards of academic honesty. Cheating, plagiarism, and destruction of course materials violate the rules of the University. For more information on the University's policy on Students Rights and Responsibilities see the following website: <https://www.uky.edu/deanofstudents/student-rights-and-responsibilities>.

Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and suspension, dismissal, or expulsion from the University. Instances of academic dishonesty will be reported to appropriate University officials as required by University rules and procedures.

### **Class Attendance**

Class attendance is mandatory for all MHA Program courses. Every student is expected to attend all class sessions, other outside-the-classroom activities as deemed necessary by the course instructor, and to complete all examinations. Each instructor determines the policy for class attendance, completion of assigned work, absences at announced and unannounced examinations and excused absences. A student has the right to expect this policy to be in writing and given to them in the syllabus. Failure to comply with these rules may result in lowered earned grades.

In all cases, the student bears the responsibility for notifying the instructor in advance of missed classes and/or of any missed work and for making up any missed work. If feasible, the instructor may give the student an opportunity to make up the missed work or examination missed due to an extenuating circumstance caused an absence during the semester in which the absence occurred.

## **Class Cancellations**

Severe weather procedures can be found at <https://www.uky.edu/see/severe-weather-procedures>.

The announcements regarding the cancellation of classes, closure of offices or delay of classes and offices opening will normally be made by 6 a.m. through a UK Alert. Other sources of up-to-date and complete information include the local media, the UK Infoline at 859-257-5684, UK TV Cable Channel 184, the UK websites [www.uky.edu](http://www.uky.edu) and [www.uky.edu/alerts](http://www.uky.edu/alerts), and the UKNow news website at [www.uky.edu/uknow](http://www.uky.edu/uknow). UK Alert will be activated and provide limited information referring people to the UK Alerts website for more information. It is often difficult for the local media to present complete information, since the local media are handling hundreds of calls. Please refer to the UK websites, UK Infoline, Cable Channel 184 on campus to stay informed.

In addition to notifying the university community through UK Alerts and traditional forms of local media, the cancellation of classes, closure of offices, or delay of classes and offices opening due to severe weather will also be posted to UK's official social media accounts on [Facebook](#), and [Twitter UK](#) and [other Twitter accounts](#).

## **Confidentiality and Disclosure**

The Family Education Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that protects the privacy and confidentiality of personally identifiable information contained within student education records. The University of Kentucky complies with FERPA's confidentiality protections and adheres to procedures dealing with student education records and directory information recommended by the American Association of Collegiate Registrars and Admissions Officers. This law applies to K-12 as well as postsecondary education.

Under FERPA provisions, students have the right to have their academic record kept separate and confidential unless they consent in writing to have it released. However, FERPA also provides that the College of Public Health may disclose (to University personnel) the student's academic record without the student's consent when the person requesting the information has a legitimate educational interest and the information is used under the following disclosure guidelines and for the purpose of:

1. Academic advising;
2. Writing a letter of recommendation requested by the student. (If the student is requesting a letter be sent to someone outside the University of Kentucky, the Release of Information Consent Form must be completed: [https://uky.az1.qualtrics.com/jfe/form/SV\\_0SS4IOC92X7UHG9](https://uky.az1.qualtrics.com/jfe/form/SV_0SS4IOC92X7UHG9));

3. Selecting students for honorary organizations;
4. Informing community-based faculty members serving as preceptors;
5. Responding to a directive pursuant to law or court order.

More information about FERPA and students' rights to privacy can be found at <https://www.uky.edu/registrar/FERPA-privacy>.

### **Diversity, Equal Educational and Employment Opportunities**

The College of Public Health and University of Kentucky strive to develop an environment where the value of diversity among students, faculty and staff is accepted, encouraged and embraced. Diversity encompasses differences in age, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic background and unique individual style. The individual characteristics, talents and contributions of all people are valued and recognized for the unique contribution they make to our College. The following statement, required on all official UK documents, guides all admissions and employment practices, and represents the best expression CPH's commitment to diversity.

The University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status, and will not discriminate on the basis of race, color, religion, sex, marital status, beliefs, age, national origin, sexual orientation, or physical or mental disability.

### **Drug Free Institution**

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 set a standard of behavior, which affects students who are on University of Kentucky property, on University business, or at University-sponsored events. The University policy, as well as the laws from which the policy is derived, define conduct related to the unlawful possession, use, dispensation, distribution or manufacture of alcohol or illicit drugs. Students found in violation are subject to disciplinary action up to and including suspension or termination. The Drug-Free Institution Policies can be found at: <http://www.uky.edu/hr/policies/drug-abuse>.

### **Health Care Colleges Code of Professional Student Conduct (HCC Code)**

The Health Care Colleges Code of Student Professional Conduct (HCC Code) provides the standards of professional conduct and procedures to be followed when questions arise about the professional, moral or ethical character of a student enrolled in courses or programs, including clinical programs, in the health care colleges, <http://www.uky.edu/regs/files/HCCcode.pdf>.

### **Procedure for Redress of Grievances**

The purpose of the student grievance procedure is to provide a process for resolving student complaints. This procedure applies to all student complaints, including but not limited to academic issues, student services or administrative concerns, or matters involving any form of discrimination or harassment. Grievances involving academic issues are limited to final course grades and satisfactory completion of instructional program requirements.

Submissions to this form are reviewed by the Associate Dean for Academic and Student Affairs. Students may file a grievance at [https://uky.az1.qualtrics.com/jfe/form/SV\\_3IAE6y9m19OF9nT](https://uky.az1.qualtrics.com/jfe/form/SV_3IAE6y9m19OF9nT).

### **Social Media Guidelines**

University of Kentucky social media policies and guidelines can be found at <https://www.uky.edu/regs/sites/www.uky.edu.regs/files/files/ar/AR10-4.pdf>.

UK HealthCare recognizes the impact of social media (Facebook, Twitter, Instagram, etc.) on our workforce. Our expectation is that faculty, trainees, students, and employees know what is expected in healthcare and observe policies on behavioral standards, patient privacy, use of personal electronic devices and hospital resources.

Patient privacy is vitally important and we train regularly on obligations related to privacy and security matters (HIPAA). Recent changes to HIPAA rules require that the federal government is notified when patient privacy has been violated.

Below are some expectations when using social media sites.

- Do not “friend” patients/clients
- Do not accept “friend requests” from patients/clients or their family members
- Never share any patient information via Facebook or other social media
- Never post pictures of patients or pose with patients/clients for pictures
- Never give medical advice via social media

### **Smoke-Free Environment**

On April 22, 2008, the UK Board of Trustees gave final approval to the revised version of the university policy that outlines the university’s smoke-free policy. Tobacco use is not allowed on University property.