



DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY MEDICAL CENTER OF EXCELLENCE
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ATMC-WBB-GB (350-1U2)

MEMORANDUM FOR RECORD

SUBJECT: Individual Student Assessment Plan (ISAP) for the 6H-70A67, Army Baylor MHA/MBA Program

1. References.

- a. Army Regulation (AR) 12-15 (Joint Security Cooperation Education and Training).
- b. AR 135-200 (Active Duty for Missions, Projects and Training for Reserve Component Soldiers).
- c. AR 350-1 (Army Training and Leader Development).
- d. AR-350-100 (Officer Active Duty Service Obligations).
- e. AR 600-9 (The Army Body Composition Program).
- f. AR 600-20 (Army Command Policy).
- g. AR 623-3 (Evaluation Reporting System).
- h. Department of the Army (DA) Form 1059 (Service School Academic Evaluation Report).
- i. DA Form 4856 (Developmental Counseling Form).
- j. National Guard Regulation 351-1 (Individual Military Education and Training).
- k. U.S. Army Training and Doctrine Command (TRADOC) Regulation (Reg) 350-70 (Army Learning Policy and Systems).
- l. TRADOC Reg. 350-6 (Enlisted Initial Entry Training Policies and Administration).
- m. TRADOC Pamphlet 350-70-14 (Training and Education Development in Support of the Institutional Domain).

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n. U.S. Army Medical Center and School, U.S. Army Health Readiness Center of Excellence (AMEDDC&S HRCoE) Memorandum 12-16, (International Military Students Administration).

o. U.S. Army Center of Excellence (MEDCoE) Reg 351-19 (Testing Procedures and Policies).

p. MEDCoE Reg 351-10 (Student Achievement Recognition).

q. MEDCoE Reg 351-12 (Enrollment, Relief, Recycle, Administrative Disposition, and Counseling of Student Personnel).

r. Operational Navy Instruction 1520.23C (Graduate Education).

s. Air Force Instruction (AFI) 36-2406 (Officer and Enlisted Evaluations Systems).

t. AFI 41-110 (Medical Healthcare Professions Scholarship Programs).

u. Bureau of Naval Personnel Instruction (BUPERSINST) 1610.10F (Navy Performance Evaluation System).

v. United States Coast Guard COMDTINST M1000.3 (Officer Accessions, Evaluations, and Promotions).

w. Army Directive 2019-05 (Army Military Parental Leave Policy).

x. Army Directive 2022-06 (Parenthood, Pregnancy, and Postpartum).

2. Overview.

a. This ISAP establishes the student's responsibilities for successful completion of the 6H-70A67 Army Baylor Master of Health Administration and Master of Business Administration (MHA/MBA) Program. It establishes policies, assigns responsibilities, sets the graduation (pass/fail) criteria, and prescribes procedures for the evaluation of students. It also guides faculty as well as course administrators in making decisions concerning the disposition of students.

b. This ISAP identifies the requirements for all course and program examinations, performance and behavioral standards, general standards, counseling, remedial training, remedial testing, relief/removal from the course, academic performance ratings, and process.

3. Student Responsibilities.

- a. Read and acknowledge your understanding of this ISAP by completing Appendix G – Student Acknowledgement of ISAP.
- b. Abide by the policies and procedures stated in this ISAP.
- c. Abide by the standards of conduct and academic requirements stated below.

Standards of Conduct	<p>Conform to the rules and standards of conduct established by the Uniform Code of Military Justice (UCMJ) and MEDCoE Reg 351-12.</p> <p>Comply with the Army standards of conduct, uniform standards, proper personal appearance, respectful behavior, and subordination to those in authority at all times. Obey Academic Honor Code (See Appendix A).</p> <p>Be at your place of duty at the times specified by your academic and administrative leadership.</p> <p>Demonstrate motivation and a positive attitude.</p> <p>Exhibit leadership competence, traits of character, and high moral standing befitting an officer.</p>
Academic Requirements	<p>Achieve an overall academic grade point average (GPA) of 3.0 or above as required by Long Term Health Education and Training or equivalent service contracts.</p> <p>Achieve a minimum score of 74% on all written assessments.</p> <p>Pass an oral comprehensive examination at the end of the didactic year.</p>
Non-Academic Requirements	<p>Students of all services must maintain standards of physical fitness and height/weight standards IAW service-specific standards and regulations.</p> <p>Attend classes and program-related examinations or functions.</p> <p>Comply by all non-academic standards described on Section 6, Non-Academic Standards of this ISAP.</p>

Table 3-1, Student Conduct and Academic Requirements

4. Course Information.

a. The Army Baylor University Graduate Program in Health and Business Administration 6H-70A67 (hereafter referred to as “MHA/MBA program “or “the program”) is a federally-funded, Department of Defense (DoD) graduate degree program in MHA. It is also a dual MHA/MBA degree program. The program prepares early and mid-career military officers, DoD civilians and Department of Veterans Affairs (VA) civilians to play pivotal roles in healthcare administration in the 21st Century. The curriculum, centered on six core professional competencies, provides the breadth and depth of knowledge, skills, and abilities that set students up for success to address the spectrum of modern healthcare leadership challenges. The program emphasizes professional development and career planning to effectively transition early-careerists to entry-level management positions. It also offers mid-careerist opportunities for application and integration for positions of increasing responsibility and leadership upon graduation. Our competency model aligns with the five domains identified across the entire Joint Medical Executive Skills inventory assists alumni with continuing advancement throughout their careers.

b. Didactic Year: The master’s didactic portion of this course is 54 weeks in length and is offered at the Medical Center of Excellence (MEDCoE), Joint Base San Antonio-Fort Sam Houston, Texas. The coursework includes areas such as health management information systems, organizational behavior, human resources, marketing, healthcare jurisprudence, economics, health policy, population health, research methods, as well as leadership and management development in complex healthcare organizations. The curriculum provides concepts, methods, and principles designed to promote competency development. A one-year MHA and joint MHA/MBA Executive Clinical Leadership (ECL) track is also offered for senior clinicians with 10 years of clinical experience.

c. Administrative Residency Year: The administrative residency year follows the successful completion of the MHA/MBA didactic year. The residency is 52 weeks in length and is conducted at a healthcare organization approved by the MHA/MBA Program. Students enrolled in the ECL track complete all degree requirements in 54 weeks with no follow-on residency requirement.

d. The MHA single-degree track of the Program is accredited by the Commission on Accreditation of Healthcare Management Education. The MBA portion of the dual degree track is accredited by the Association to Advance Collegiate Schools of Business through Baylor University’s Hankamer School of Business. The Hankamer School of Business does not accept all transfer credits from Army Baylor University programs into its Online MBA program.

e. The Program is open to qualified, uniformed service members, civilian federal employees, VA employees, and eligible international military students. Continuation in this program is contingent upon federal service.

f. Course Administrative data:

Program Length	Didactic year: 54 weeks. Administrative residency year: 52 weeks.
Program Prerequisites	<p>Be a commissioned officer of the U.S. Uniformed Services, a Department of the Army (DA) Civilian in grades GS 11/12, other federal health sector employee, or an appropriately sponsored international military student.</p> <p>Hold a baccalaureate degree or first professional degree from an accredited educational institution.</p> <p>Have earned a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale from a degree-granting institution.</p> <p>Have successfully taken either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT) within the five years prior to application; Baylor University both entrance exams for admission. The minimum acceptable GRE or GMAT scores for the MHA track are 300 and 525, respectively. For the joint MHA/MBA degree track, the minimum acceptable GRE or GMAT scores are 310 or 575, respectively.</p> <p>All applicants must follow the required application procedures established by regulations of their respective service.</p>
Service Obligation	<p>All students who are accepted to and attend the program incur a required service obligation IAW their respective service-specific regulations and policies as listed below.</p> <p>United States Army personnel IAW AR 350-100 Officer Active Duty Service Obligations:</p> <p>Traditional MHA or MHA/MBA tracks: 4 years after the didactic year.</p> <p>ECL MHA/MBA track: 3 years after didactic year.</p>

	<p>United States Navy (USN) personnel: 3 years after the Residency, IAW Operational Navy Instruction 1520.23C, Graduate Education.</p> <p>United States Air Force personnel: 3 years after the Residency, IAW Air Force Instruction 41-110, Medical Healthcare Professions Scholarship Programs.</p> <p>United States Coast Guard personnel: 3 months for each month of instruction for the first 12 months, and one month for each month thereafter IAW Active Duty Officer Postgraduate and Advanced Education Application Process Guide.</p> <p>Army National Guard personnel: 2 years after the Residency.</p> <p>Veterans Administration personnel: IAW signed service agreement.</p> <p>DA Civilians: 6 years after the Residency, includes an agreement to (relocate), and a fiscal repayment for their education should they default on the agreement, IAW the Long-Term Health Education and Training message.</p> <p>Service Obligation for non-Army students enrolled in the ECL MHA and MHA/MBA Program will be determined by their service organization.</p> <p>Other organizations not listed: determined by organizational policies and guidelines.</p>
<p>Course Structure</p>	<p>Didactic Year Credit Hour Requirements - MHA degree track for traditional and ECL students must successfully complete 66 credit hours in core and elective courses. Dual MHA/MBA track for traditional and ECL students must successfully complete 87 credit hours in core and elective. Students must pass a comprehensive oral examination at the end of the didactic year.</p> <p>Residency requirements - students are required to write and submit (on Canvas) a satisfactory Graduate Residency Portfolio (GRP) consisting of written summaries of three graduate residency projects they complete at their respective residency sites. Teams of program faculty members evaluate,</p>

	<p>provide feedback, and assign grades (PASS/FAIL) to the GRP. Residents complete and submit for review their Baylor Experience Assessment and Review (BEAR) tool that records a variety of assessments (both self- and objective) from across both academic years of the program. Upon completion of the residency year, residency preceptors submit a signed endorsement to the Program Director certifying that the resident(s) have satisfactorily completed all residency requirements.</p> <p>The program designs and delivers its curriculum and learning experiences targeting professional competencies outlined in the Army Baylor Competency Model, which is connected to the Joint Medical Executive Skills Model. Students must achieve the designated levels of competence (at least “Proficient”) as described within course syllabi, program expectations, and established residency requirements.</p>
<p>Examinations and Assessments</p>	<p>The program includes graded examinations and assessments used to monitor academic progress and determine student achievement of program requirements to receive the degree.</p> <p>The program uses examination and assessment results to support decisions for special recognition, counseling, probation, and relief/removal procedures.</p>
<p>Special Recognition and Programs</p>	<p>To be eligible for academic honors, students must meet all standards of performance specified in this ISAP.</p> <p>Students who receive unfavorable counseling due to disciplinary action(s) or received an initial failing grade on any crucial examination or evaluation cannot earn any special recognition while assigned to the U.S. Army Medical Center of Excellence (MEDCoE). Additionally, they must have passed the ACFT for record and met height/weight standards.</p> <p>Upsilon Phi Delta Honor Society – Students with GPAs in the top 20% of didactic year.</p> <p>Michael S. Franz Alumni Award – presented to one student whom the faculty deems has best demonstrated academic proficiency, leadership, and participation in class and community activities throughout the didactic year.</p>

	<p>Peter T. Shaul Peer Award – presented by the class to the class member who in the opinion of the class, has done the most to contribute to the overall welfare of the class during the didactic curriculum.</p> <p>J. Dewey Lutes Researcher Award – presented to the student whose research conducted during the residency year is voted as best by faculty and peers.</p> <p>Director’s Chair Award – presented to one student selected by the program director who demonstrated the highest aptitude and leadership potential during the didactic year.</p> <p>Boone Powell Award for Excellence in Student Research – presented to one student who in the opinion of the faculty, has compiled the most outstanding graduate management portfolio developed during the residency year.</p> <p>COL Richard Harder Award – presented to the student who, in the opinion of the faculty, submits the top best practice from the residency year.</p>
<p>Minimum Course Attendance Requirement</p>	<p>Students will be present and on time for all scheduled classes.</p> <p>Students must receive approval from each course instructor prior to any absence in any class; only the class instructor can approve absences. Students are responsible for all material and requirements that they miss in all classes.</p> <p>A student must obtain permission from the Program Director and coordinate with course instructors in advance if they will miss more than one day of class or will be out of the local area.</p> <p>Medical Restrictions Policy. If a student enters the program with a medical condition restricting them from full participation the Program Director may recommend to the Dean of the Graduate School that the student be relieved, recycled, or permitted to start the program again with a later cohort.</p> <p>A medical condition will not be a barrier to the continuation of education unless it is:</p>

	<p>Deemed to be an excessive constraint to the student or his or her colleague or;</p> <p>The student will miss 30% or more of the scheduled class meetings in a single course or 30% of the cumulative of the didactic year.</p> <p>If not relieved or recycled, the student must retake the incomplete course or courses as special studies and receive a qualifying grade(s). The student must complete these courses by the conclusion of the didactic or residency year as specified by the Program Director.</p> <p>Pregnancy is not usually a barrier to continuation of training unless (a) medically deemed as a barrier or (b) the student misses 30% or more of the scheduled class meetings in one or more courses.</p> <p>A student who enters the program while pregnant, or becomes pregnant during the course, will consult with her physician regarding any potential barriers for completing the program. The student must report her status to the Program Director if the pregnancy presents potential barriers to completion.</p> <p>If the physician or Program Director determines that the student's ability to successfully complete the course will be/is negatively impacted, the Program Director may initiate a recommendation for the student's relief/recycle/new start.</p> <p>Absences to accommodate for pregnancy and/or military parental leave policy will be considered IAW Army Directive 2019-05, Army Military Parental Leave Policy.</p>
<p>Academic Affiliation and College Credit</p>	<p>The Program is affiliated with the Baylor University Hankamer School of Business. Baylor University awards the MHA and joint MHA/MBA degrees.</p>

Table 4-1, Course Administrative Data

5. Academic Standards.

- a. All students must earn a grade of 74% or better in each course and maintain a minimum cumulative GPA of 3.0 across all graded courses (see Appendix D for a list of

MHA and MBA courses). Students must also achieve a minimum of 74% on any course deliverable worth 20% of a course grade or more.

b. At the end of each semester, students are required to complete an anonymous course evaluation for each course completed. The feedback provided by these evaluations is vital to the program's continuous improvement. A survey link for each course is built into Canvas by Baylor University who sends an email to students containing the survey instructions and hyperlink at least one week before the end of the semester.

6. Non-Academic Standards.

a. General Standards of Conduct. Students are required to conform to the general rules and standards of conduct established by the Uniform Code of Military Justice (UCMJ), AR 600-20, MEDCoE Reg 351-12 and assigned Battalion policies.

b. Maintain standards of physical fitness and height/weight standards in accordance with (IAW) AR 350-1 and AR 600-9.

c. Students must conduct themselves as military officers or as federal civilian leaders and managers. All students will maintain proper personal appearance, respectful behavior, and deference to those in authority while in the program.

d. Students should maintain professional, courteous decorum during class time, which includes lectures, presentations, guest lectures, examinations, and practical exercises.

e. Student actions that portray a military service or federal civilian service in an unfavorable light are considered unacceptable behavior. Students who engage in such behavior may be subject to relief from the program under the provisions of MEDCoE Reg 351-12 and may be subject to actions under the UCMJ.

f. Students must comply with all government regulations concerning the use of personal software and personal email accounts on government-issued laptops. Government-provided internet access in the classroom is for students' academic/professional use. Students should only access the internet during study hours or as directed by the appropriate faculty member.

g. Using the internet to cheat on examinations or other class-related work is academic dishonesty; using the internet inappropriately during class is considered non-academic misconduct. Misuse of the internet is grounds for formal counseling, possible relief from the program, and/or UCMJ action.

h. Under no circumstances will students use government computers to view, save, or forward pornography or other inappropriate material, such as websites that promote hatred.

i. Students (and instructors) must keep cell phones and other electronic devices silent during class. Recording or photography is not permitted without the permission of the instructor and the person being recorded/photographed.

j. Students are not to inappropriately use technology (e.g., texting, talking on a cell phone, playing games, surfing the internet, or using the printer) during a lecture.

k. Possible relief for academic dishonesty applies not only to the student guilty of such behavior but also to students who observe or tolerate such behavior without reporting it to a faculty member or the Program Director IAW MEDCoE Reg 351-12.

7. Student Counseling.

a. The Army Baylor MHA/MBA Program assigns a faculty academic advisor to all students within the first two weeks of the didactic year for the duration of the two-year program. During the administrative residency year, a Preceptor is assigned.

b. Students receive routine academic counseling throughout the course. The MEDCoE Form 123, Record of Student Counseling, IAW MEDCoE Reg 351-12 is used to document academic progress and development.

c. The initial counseling session occurs within the first two weeks of the didactic year. It covers the following: ISAP, academic calendar, professional goals, student/program expectations, competency development/BEAR, contact information and office hours, as well as other academic items such as honor code, plagiarism, etc.

d. Academic advisors meet with the students at a minimum of five times during the didactic year to include (but not limited to): Session 1 (beginning of the didactic year), Session 2 (end of 1st semester), Session 3 (end of 2nd semester), Session 4 (end of 3rd semester), Session 5 (end of the didactic year). During the residency year, academic advising sessions are conducted during: Session 1 (end of 1st quarter of residency), Session 2 (end of 2nd quarter of residency), Session 3 (end of 3rd quarter of residency), Session 4 (end of residency).

e. Students receive academic counseling any time there is a failure on an examination or do not complete a graded academic performance event to standard. Program personnel use the MEDCoE Form 123, Record of Student Counseling, IAW MEDCoE Reg 351-12 to document any counseling. If the noted academic deficiency

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requires a plan of action, faculty personnel use the DA Form 4856, Developmental Counseling Form, IAW MEDCoE Reg 351-12 to document the counseling.

f. Students receive non-academic counseling for any violations or performance issues related to non-academic requirements and standards of conduct, including non-academic issues outside of official program hours. This counseling will be documented on a DA Form 4856, Developmental-Counseling Form IAW MEDCoE Reg 351-12.

g. Students requesting accommodations for disabilities to include mental health conditions, chronic health diagnoses, learning disabilities, sensory/physical disabilities and temporary injuries or illnesses that impact major life activity must apply to the Office of Access and Learning Accommodation (OALA) at Baylor University. Students must apply and appropriate medical documentation to OALA, One Bear Place #97204, Waco TX 76798-7204. Additional information can be found at baylor.edu/oala.

8. Probation.

a. Probation serves to help identify performance problems and the potential consequences should improvement not occur. Any personal behaviors interfering with the conduct of class, failure to meet the prescribed standards of conduct, or a habitual disciplinary as defined in this ISAP are grounds for probation. The purpose of probation is to:

(1) Identify performance problems and their potential consequences.

(2) Advice and/or a plan of action to improve performance.

(3) Provide metrics to measure improvement.

b. Academic probation is automatic any time student is at risk of failing during the course.

c. Failure to meet non-academic course requirements automatically means student is on probation.

d. The course faculty may place student on academic probation for lack of participation in class activities, lack of achieving minimum course standards or the failure to meet any other requirements.

e. Student records will reflect the monitoring, evaluation, and documentation of student progress. While on probation, a student will receive counseling in writing IAW MEDCoE Reg 351-12.

f. The course faculty determines when to remove student from academic probation when they are making satisfactory progress.

9. Remedial Training.

a. Students will receive remedial training and retesting if they fail to achieve the minimum standard for a written or performance assessment on the first attempt. Failure to achieve the minimum standard after two attempts results in a recommendation for recycle into another class or relief/removal from the course.

b. An instructor will conduct remedial training outside of scheduled Program of Instruction (POI) time to ensure student does not fall behind in other classes. It is the student's responsibility to come prepared to discuss the missed material with the instructor.

10. Retesting.

a. Students receive remedial training and retesting if they fail to achieve the minimum standard for a written or performance assessment on the first attempt. Failure to achieve the minimum standard after two attempts results in a recommendation for recycle into another class or relief/removal from the course.

b. An instructor will schedule remedial training after POI time. An instructor will schedule a retest. Student must acknowledge they are prepared to take the retest on the MEDCoE Form 123.

c. Students who do not pass their oral comprehensive examination at the end of the didactic year will be given one opportunity to retest. Students will be provided at least 3 duty days for remedial training and study time before retesting IAW MEDCoE Regulation 351-12.

11. Relief/Removal from Course.

a. Relief/Removal consists of releasing a student from the class/course. A student may be considered for relief/removal from this course for any of the reasons specified below:

(1) Personal conduct is unprofessional and continued presence in the course is not appropriate (for example, violation of regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court or by a commander under Article 15 of the UCMJ is necessary to support relief/removal.

(2) Negative attitude or lack of motivation is prejudicial to good order and discipline.

(3) Failure to meet course standards stated in course POI.

(4) Illness or injury (as determined by a physician) or added physical profile limitation preventing student from achieving minimum course standards.

(5) Compassionate reasons.

(6) Failure to demonstrate academic progress based on a consistent pattern of requiring remediation after 25% or more of the assessments in this course.

(7) Any unapproved absences.

(8) Extended absences such as emergency leave, hospitalization, incarceration, or illness/injury preventing student from accomplishing the goals and objectives stated in the course POI.

(9) Serious breaches of academic ethics such as plagiarism, cheating, or unauthorized collaboration in any form IAW MEDCoE Reg 351-12.

b. To ensure student accountability DA Form 1059 will reflect reasons for student relief/removal.

c. When initiating both academic and non-academic relief/removal actions, non-academic relief/removal actions have first priority.

Students have the right to appeal a relief/removal action IAW MEDCoE Reg 351-12

12. Appeal Process.

a. Students may appeal a decision for relief/removal from a course IAW MEDCoE Reg 351-12. See Appendix F, Relief Process Map.

b. Students must acknowledge written receipt of a relief/removal action within two duty days of receipt.

c. Students must submit their appeal within seven duty days of written receipt of the relief/removal action IAW MEDCoE 351-12.

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d. Unless students are a disruption or hazard to themselves or others, or considered at risk of being absent without leave, students will continue to take part in all class activities until the completion of the appeal process.

e. Due to program contract, Army Baylor MHA/MBA students appeal through MEDCoE processes and not through Baylor University for grades.

13. Academic Evaluation Report.

a. Army – IAW AR 623-2, Evaluation Reporting System, Army students receive a DA Form 1059, Service School Academic Evaluation Report submitted through the Evaluation Entry System at U.S. Army Human Resources Command at the conclusion of the didactic year.

b. Navy – Navy students receive a periodic fitness report IAW Bureau of Naval Personnel (BUPERS) Instruction 1610.10E Navy Performance Evaluation System at the conclusion of the didactic year.

c. Air Force – Air Force students receive a Training Report, AF Form 475, reviewed by the USAF faculty representative and signed by the Air Force Institute of Technology IAW Air Force Instruction 36-2406, Officer and Enlisted Evaluation System at the conclusion of the didactic year.

d. U.S. Coast Guard – Coast Guard students receive a Duty Under Instruction (DUINS) OER IAW CG COMDTINST M1000.3 at the conclusion of the didactic year.

e. DA Civilian Students will be rated by their faculty advisor and senior rated by the Program Director, respectively as the Defense Performance Management and Appraisal Program (DPMAP) using current standards.

f. Veteran's Administration – The program supports the administrative processes employed by the VA to provide feedback/assessments about their personnel as it relates to their academic success in the program. This includes a letter indicating completion of the program, if requested.

g. Specific guidance for evaluations and ratings at the end of the residency phase are contained in the Residency Manual.

14. The point of contact for this ISAP is Lorena A. Bailey, PhD, Assistant Professor, Army Baylor MHA/MBA Program, Department of Graduate Education at phone number: DSN 471-8712, Commercial (210) 295-8712.

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Appendix A

The Army Baylor Academic Honor Code

1. All students are expected to exhibit honesty and integrity in all aspects of their military/academic and personal lives, especially in their academic pursuits. They are expected to acquaint themselves with all procedures established for doing research, writing reports, completing homework assignments, performing laboratory and clinical assignments, and taking examinations. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Acts of academic dishonesty are legal, moral, and intellectual offenses against the academic community and will be handled as disciplinary problems in accordance with the Individual student assessment plan. An act of academic dishonesty may result in a student's removal from the program and/or UCMJ action.

2. The Academic Honor Code is based on the expected honesty and integrity of the individual student. It requires that such student accept his/her role as a member of the academic community and execute that role with self-confidence, determination, hard work, and a desire to excel. In executing that role, students will not violate nor permit other students to violate the provisions of this Academic Honor Code. Such violations will not be tolerated by this institution.

a. The Academic Honor Code is the standard against which all students will be held accountable.

b. The Academic Honor Code supports basic leadership development. It affords the student an opportunity to make conscious decisions regarding its application and to accept the consequences of his or her decisions.

3. To the Academic Honor Code, the following definitions are applicable:

a. **Academic Activity:** Any activity assigned during instruction which is used to instruct, give practice, and/or assess performance or knowledge within a given subject area. Academic activities include, but are not limited to, quizzes, examinations, homework, projects, laboratory assignments, clinical performance, oral reports/presentations, and other such assigned activities.

b. **Assistance:** Help, either given or received, on any academic activity in a manner not otherwise prescribed/authorized by the assigned faculty member.

c. **Cheating:** Knowingly using unauthorized assistance in any academic activity.

d. Plagiarism: Failing to appropriately cite other's work or the act of stealing and passing off the ideas or words of another, whether published or unpublished, as one's own.

e. Prohibited Acts: All forms of cheating, receiving/giving assistance, and plagiarism are expressly prohibited under the Academic Honor Code. Prohibited acts include, but are not limited to:

(1) An academic activity that is specifically prohibited in the syllabus by the assigned faculty member. Examples include: having in immediate possession or utilizing any papers, "crib sheets," "ponies," textbooks, course notes, or any other type of written and/or recorded or encoded material which could in any way assist the student in dishonestly answering questions or otherwise performing.

(2) Collaboration and/or plagiarism on lab assignments, clinical performance, workbooks, special projects, take home quizzes, or any other type of graded or mandatory assignments, unless specifically authorized by the assigned faculty member for that assignment.

(3) Beginning a timed assignment, whether examination, quiz, laboratory assignment or other academic activity, prior to being told to begin the activity.

(4) Continuing to work on a timed assignment, exam, quiz, lab assignment or other academic activity after being told that time has expired.

(5) Giving or receiving any type of communication during an academic activity unless expressly permitted by the assigned faculty member.

(6) Submitting similar work (e.g., research papers) previously completed in the academic year and passing it off as though it was just completed. This can be avoided by properly citing one's own work previously submitted in the academic year.

(7) Disclosing or soliciting disclosure of any information regarding questions or answers to questions on the content of such activities prior to, during, or after an examination or other graded activity with a student that has not yet completed the graded activity.

4. Responsibility for enforcing the Academic Honor Code rests with the faculty as well as the students. In the event a student is suspected of violating the Academic Honor Code, the following procedure will be followed:

a. Whenever possible, the activity will be immediately terminated by the faculty member. The student(s) involved will be informed of the suspected infraction of the Academic Honor Code. Any supporting evidence will be confiscated and immediately turned over to the Program Director. If a student observes any act in violation of the Academic Honor Code, the student will not confront the suspected student(s). Rather, he or she will immediately notify the faculty member assigned to the class, the Program Director, or the first available member of the faculty.

b. All faculty members and students are obligated to report suspected violations of the Academic Honor Code. A sworn statement about the occurrence will be completed and forwarded to the Program Director immediately. Legal counsel may be sought by those accused of or reporting violations of the Academic Honor Code.

c. The Program Director will convene a Performance Review Board as soon as possible following receipt of a reported violation of the Academic Honor Code.

(1) The Program Director will ensure that all students are thoroughly briefed on the Academic Honor Code during the orientation phase of the training Program. All students will acknowledge receipt of this briefing by signing a copy of the MEDCoE Form 123, Record of Student Counseling and DA Form 4856 Developmental Counseling Form if required. The acknowledgement will then be placed in each student's academic records and will be retained as a permanent part of the student record.

(2) Faculty members may require an Academic Integrity Statement with all deliverables; the one, which follows, may be modified as necessary.

OFFICIAL STATEMENT REGARDING ACADEMIC HONESTY

I have not used books, notes, or other materials, including audio materials in the taking of this examination; and I have received no assistance from any individual, except, perhaps, clarification from an instructor.
I acknowledge that I am obligated to report all violations of the Academic Honor Code in accordance with the ISAP and that I have noted no violations.

Student Signature and Date

Appendix B

Performance Review Board

1. The Program Director will convene a Performance Review Board as soon as possible following receipt of an alleged violation of the honor code.
2. Performance Review Board Members. The Performance Review Board shall consist of an odd number of members, as follows:
 - a. MHA students: Deputy MHA Director, Navy representative, Air Force representative, teacher of record, and an outside representative from the Graduate School. If the referred student is a civilian student, then a civilian faculty member must be present.
 - b. MBA students: Deputy MBA Director, Navy representative, Air Force representative, teacher of record, and an outside representative from the Graduate school. If the referred student is a civilian student, then a civilian faculty member must be present.
3. The Program Director will appoint replacement members for any individuals who cannot be present, who recuse themselves, or who are junior to the referred student. In addition, the Program Director will designate one member of the Performance Review Board as board president and another member as recorder.
4. Action of the Performance Review Board. The board president will preside over the proceedings. The Performance Review Board will evaluate the alleged violation. The board will, at a minimum, interview the individual who reported the alleged violation, the student(s) suspected of the violation, the faculty member(s) of the course where the alleged violation(s) occurred, if appropriate, and the student's academic advisor. The board may interview other individuals as needed or as requested by the accused student. The board president will read the Article 31 Warning to the student before their interview. The recorder will schedule all witnesses, administer the Article 31 Warning(s), summarize the proceedings and record the results of the Performance Review Board in a DA Form 4856. Decision will be majority vote. Vote will be made by closed ballots. The burden of proof will be preponderance of the evidence.
5. Board Findings. After analyzing the evidence, the Performance Review Board will make one of four possible determinations regarding the accusation/violation: (1) Unfounded; (2) Founded with some administrative action less than probation, such as a Program Director's letter for the student's file; (3) Founded Probation; or (4) Founded - Relief and/or UCMJ action recommended. If the Performance Review Board recommends relief from the program, the student will have the option to appeal the

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board's determination and to seek legal guidance. Appeal procedures are detailed in MEDCoE Reg 351-12.

6. The program may note the board determination of "Founded" in the student's AER or service/department equivalent along with the final action of the Program Director.

7. If a student is relieved for non-academic reasons before a semester ends, coursework for that semester will reflect the letter "I" for Incomplete when reported to Baylor University.

Appendix C

PLAGIARISM

1. Plagiarism is defined as the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. When in doubt cite.

2. Why is plagiarism such a big deal?

a. It is extremely important to give clear credit for ideas matters in the professional community, as well as in academia; it is the honest thing to do. All knowledge is built upon previous knowledge. As we read, study, perform experiments, and gather perspectives, we are using other people's ideas. Building on them, we create our own. When you put your ideas on paper, your faculty members and the professional world want you to distinguish between the building-block ideas borrowed from other people and your own newly-reasoned perspectives or conclusions. You make these distinctions in a written paper by citing the sources for your building-block ideas.

b. When you cite a source, you are telling the reader or listener that you are using another's ideas. Failing to do so is stealing the other person's ideas or work.

3. What about common knowledge?

a. In every professional field, experts consider some ideas as common knowledge, but the truth is, you're probably just learning about those concepts in the courses you're taking, so the material you are reading may not yet be common knowledge to you. In order to decide if the material you want to use in your paper/project constitutes common knowledge, you may find it helpful to ask yourself the following questions:

(1) Did I know this information before I took this course?

(2) Did this information or ideas come from my own brain?

b. If you answer "no" to either or both of these questions, then the information is not common knowledge to you and you need to cite your source. You may even have more than one source of the same ideas, information, or data.

4. What about paraphrasing?

a. Paraphrasing means taking another person's ideas and putting them in your own words. Paraphrasing does NOT mean changing a word or two in someone else's

sentence, changing the verb tense or changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, your writing is too close to the original. You have plagiarized, not paraphrased.

b. Proper paraphrasing is a fine way to use another person's ideas to support or refute an argument. You must, however, attribute the material to the author and cite the source.

5. How can I avoid plagiarizing?

a. Step 1: Accentuate the positive. Change your attitude about using citations.

(1) Many students worry that if they use too many citations their faculty members will think they are relying too heavily on the source material and are not thinking for themselves. In fact, using citations allows you to demonstrate clearly how well you understand the course material, while also making distinctions between what the author(s) have to say and your analysis of their ideas. Instead of showing what you do not know, citing your sources provides evidence of what you do know, and of the authority behind your knowledge.

(2) Check your assignment to see whether your instructor gave you a minimum number of citations or types of source materials that you used.

(3) Unless prohibited by the instructor, ask a classmate to read and evaluate your paper. Would adding another source strengthen your position? Of course, if your paper is nothing more than a document filled with quotations and citations, it is hardly your work product, and you can expect a less than satisfactory grade.

b. Step 2: Be careful to assure that your citations are correct. When in doubt refer to the current edition of the Publication Manual of the American Psychological Association.

(1) You need to cite your sources, even if:

(a) You put all direct quotes in quotation marks or, if appropriate, block them;

(b) You completely paraphrased the ideas to which you referred;

(c) Your sentence is mostly made up of your own thoughts, but contains a reference to another person's ideas;

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(d) You mention the author's name in the sentence. This information was adapted from the University of North Carolina's Honor System webpage <http://www.unc.edu/depts./wcweb>.

Appendix D**MHA/MBA Courses**

MHA COURSES		MBA ADDITIONAL COURSES	
MECO5331	Managerial Economics	MECO5330	Principles of Macroeconomics
HCA5106	Fundamentals in Graduate Studies	HCS 5356	Organizational Ethics
HCA5105	Ethics in Health Care	MINB5450	International Business
HCA5336	Healthcare Jurisprudence	MBL5310	Selected Topics in Business Law
HCA5322	Organizational Behavior & Theory	*MECO5132	Seminar in Macroeconomics Analysis Global
HCA5317	Health Management Information Systems	*MMGT5162	Seminar in International Management
HCA5301	U.S. Health Care Systems	*MMKT5171	Seminar International Marketing
HCA5450	Finance I: Financial Management Accounting in Healthcare	*MECO5133	Seminar in World Economic Systems
HCA5213	Health Policy	*MENT5137	Seminar in Entrepreneurship & Corporate Innovation
MMKT5371	Marketing Management	HCA5211	Quantitative Analysis III: Decision Making with Statistics and Research
HCA5389	Population Health & Homeland Sec	*	Four of five seminar courses offered must be met
HCA5310	Quantitative Analysis I: Statistics/Research		
HCA5359	Human Resources Management		
HCA5306	Current Issues in Healthcare Quality		

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MMGT5460	Operations Management & Research		
HCA5358	Quantitative Methods 2: Modern Data Science		
HCA5309	Health Economics		
HCA5329	Leadership in Complex Organizations		
HCA5218	Finance II: Financial Application		
MMGT5325	Strategy		

Appendix E

Course Grades

1. Instructors provide a syllabus for each course they teach during the didactic phase of the Program. The syllabus includes the method of instruction, class requirements, course objectives, assignments, schedules, grading methods, and core competencies linked with course content and deliverables.
2. The Program utilizes the internet-based digital learning management system, Canvas, offered by and used in coordination with Baylor University. In conjunction with Baylor, the Program establishes each course in Canvas in which course instructors can organize and sequence content, learning activities, communication, and assessment tools such as quizzes and exams. Canvas is a secure, Family Educational Rights and Privacy Act-compliant system in which students access course materials, upload deliverables, participate in online discussions, and complete assessment activities such as written assignments, quizzes, and exams.
3. Graded course deliverables.
 - a. Instructors are solely responsible to determine course content; delivery; requirements; and the means and methods of evaluating/assessing student learning and performance in the courses for which they are responsible.
 - b. Means and methods of student evaluation may include quizzes, examinations (written and oral), presentations, papers, practical exercises, case studies, research projects, collaborative team activities, peer evaluations, class participation, homework assignments, and other methods as determined by the instructor according to course-specific subject matter.
 - c. Instructors record in the Canvas learning management system the total points possible for each assignment or examination and total points received by students once they have graded the deliverable. The Program Director's intent is that instructors grade all course deliverables within one week after completion or submission of deliverables; however, instructors may occasionally require more time to grade and return content-intensive deliverables (e.g., research papers) to students.
4. Course grades.
 - a. Upon completion of a course, instructors calculate final percentage grades by dividing a student's total number of points earned on assessment deliverables by the total number of points possible in the course, e.g., $([450/500] \times 100 = 90\%)$.

b. Instructors assign letter grades according to the following grade chart. Final grades are not rounded up or down (e.g., if a student's grade is 89.8%, the grade is B+, not an A-). The following grading scale is that of Baylor University as published in the University catalog.

LETTER GRADE	GRADE RANGE (%)	GRADE POINT CONVERSION
A	94-100	4.00
A-	90-93.99	3.67
B+	87-89.99	3.33
B+	84-86.99	3.00
B-	80-83.99	2.67
C+	77-79.99	2.33
C	74-76.99	2.00
C-	70-73.99	1.67
D+	67-69.99	1.33
D	64-66.99	1.00
D-	60-63.99	0.67
F	Below 60	0.00

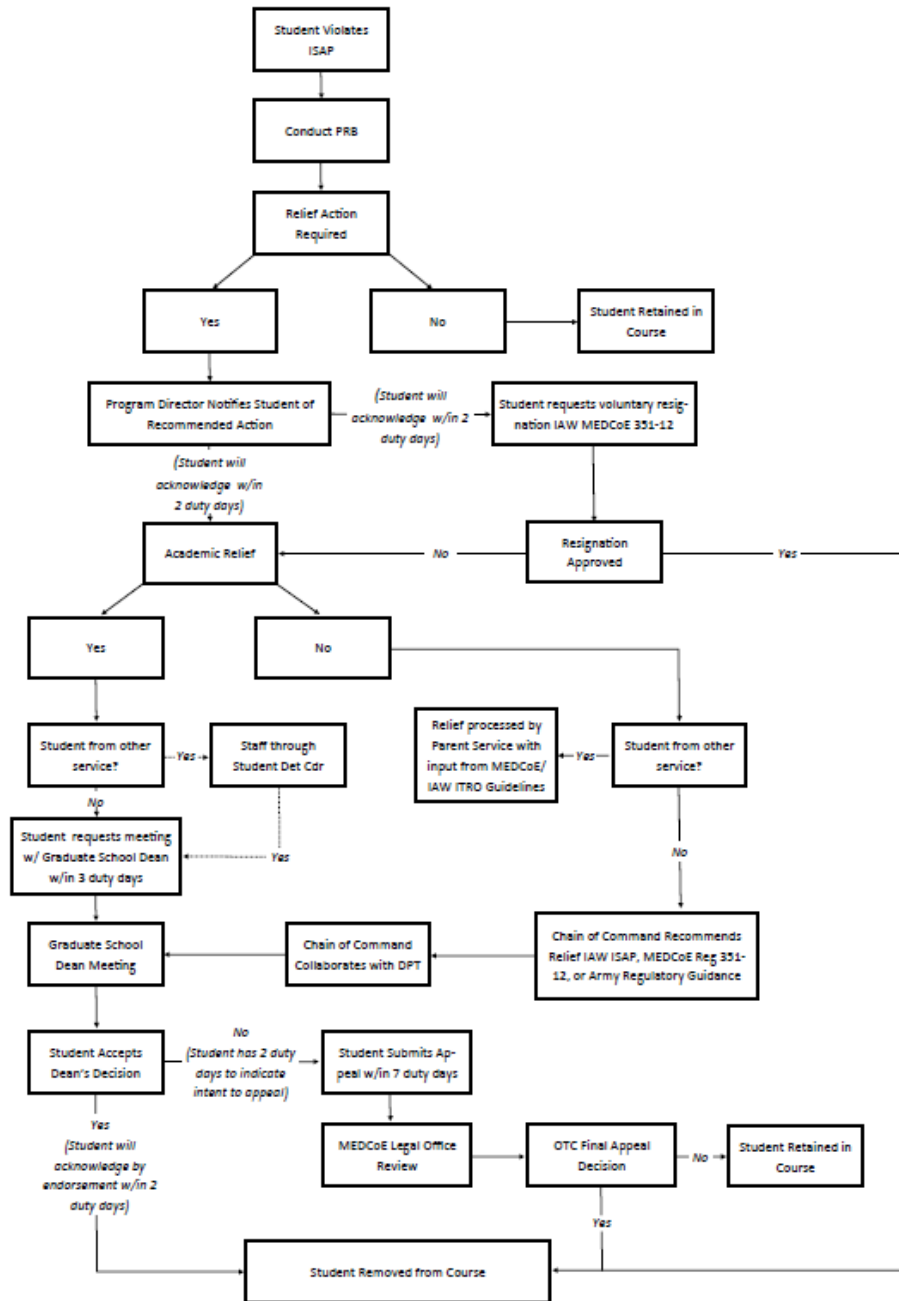
c. Instructors input final grades into Canvas after which Baylor University assigns academic credit toward degree completion to successful students.

d. As stated previously, students must achieve at least 74% to earn a letter grade of C or better to earn academic credit for a course from the program and the Baylor University Hankamer School of Business.

5. Semester and Cumulative GPA. To calculate the semester (and cumulative) GPA, the respective grade point for the letter grade earned for each course is multiplied by the number of credit hours assigned to that course to give the total number of points earned for that course. All grade points earned for courses completed during individual semesters or the total program are added together to obtain the total grade points for the semester or program. The total number of semester grade points are then divided by the total number of semester credit hours complete, yielding the GPA for that semester or the entire program.

Appendix F

Relief Process Map



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Appendix G

Student Acknowledgement of ISAP

MEMORANDUM OF UNDERSTANDING

SUBJECT: Acknowledgement of Individual Student Assessment Plan (ISAP) for the 6H-70A67 Army Baylor MHA/MBA Program

1. I read and understand this ISAP for the 6H-70A67 Army Baylor MHA/MBA program. Program personnel answered all questions I had pertaining to this ISAP prior to signing this memorandum.
2. I have a copy of, or access to, the POI information describing the course structure and examination/assessment procedures.
3. I am aware of the counseling requirements in accordance with MEDCoE Reg 351-12, Enrollment, Recycle, Relief, Administrative Disposition, and Counseling of Student Personnel, as briefed to me by course personnel.

Signature of Student

Date

Printed Name of Student