

Master of Health Administration Student Handbook

**Department of Public Health Sciences
College of Health and Human Services
University of North Carolina at Charlotte**

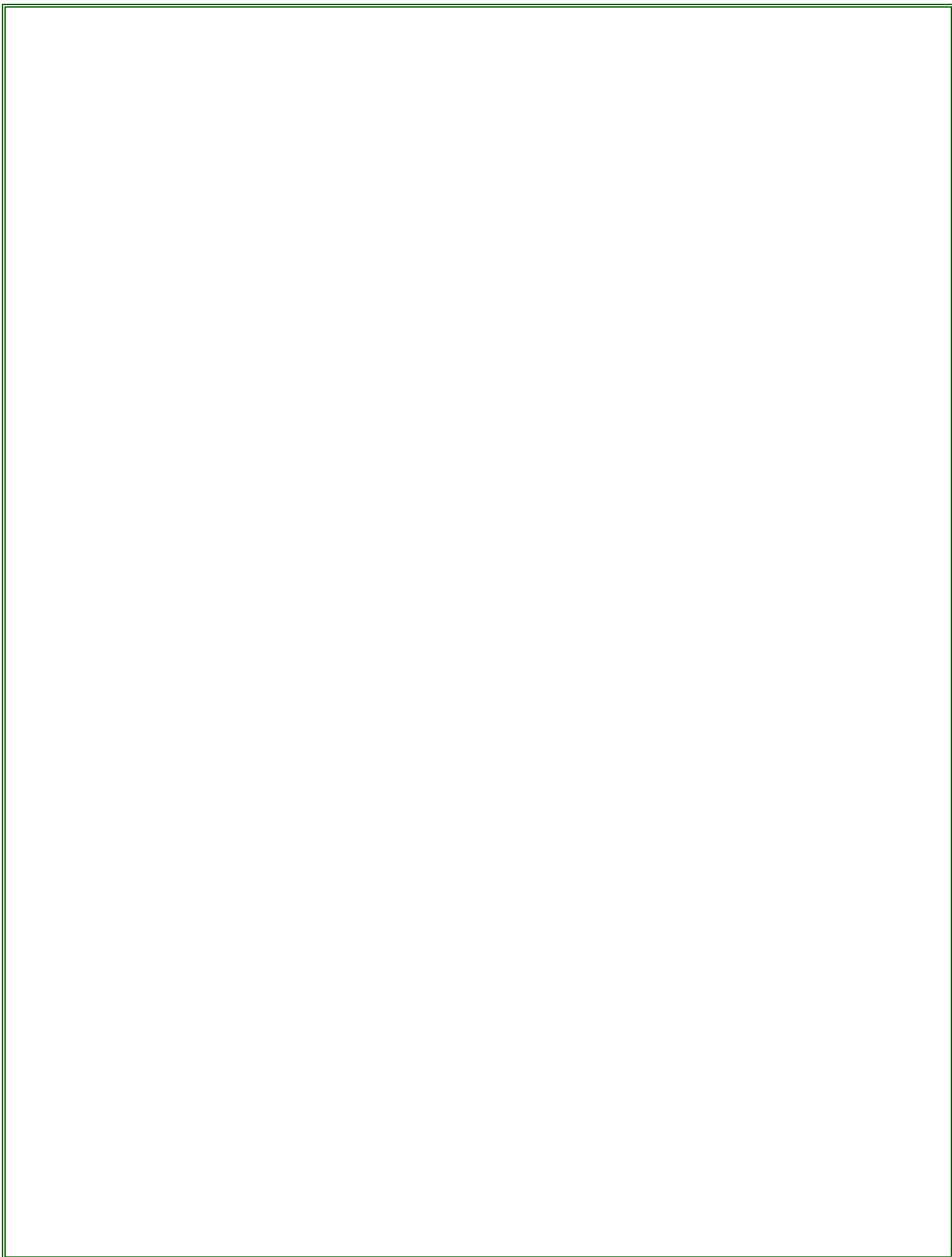


2013-2014

Effective August 19, 2013

Email inquiries: MHAProgram@uncc.edu

This Handbook describes the program, policies, and practices of the MHA Program. In the event of a conflict between this document and University documents on any issue, University documents shall have precedence.



Congratulations and Welcome!

Congratulations and Welcome! on your admission into our **CAHME accredited** Master of Health Administration (MHA) Program.

This manual, which is provided to students upon request and is available on the departmental website (publichealth.uncc.edu), is intended as a resource for MHA students, addressing program specific information such as expectations, policies, and requirements and summarizing and/or directing students to key Graduate School and University resources and policies. The summaries of higher unit policies and procedures included in this manual are intended to provide context and coordination of ideas with program and department policies. Should a conflict exist between a program or department policy and that of a higher unit, the higher unit policy will prevail.

Our MHA Administrator, Melissa Smith, MSPH (MHAProgram@uncc.edu), can address most of your curricular and program operational questions. Melissa and I post our open office hours for each semester outside our office doors. Please try to observe these hours. For current degree students, I also have an open door policy at other times, utilizing these courtesies: If my office door is fully open, feel free to knock and interrupt me. If my door is mostly closed, you may interrupt me briefly for urgent matters. If my door is closed, please do not disturb me except in an emergency. If I am unavailable, schedule an appointment with me via email or through our support staff.

Note: Students are expected to check their @UNCC.edu email accounts at least once per day. If you do not regularly use that account, establish an auto-forward rule so that you do not miss time sensitive announcements.

We look forward to your success in our program and in your future careers in health administration.

Cheers,



Michael E. Thompson, MS, DrPH
Associate Professor, Public Health Sciences
Coordinator, Graduate Public Health Programs
MHAProgram@uncc.edu
704.687.8980

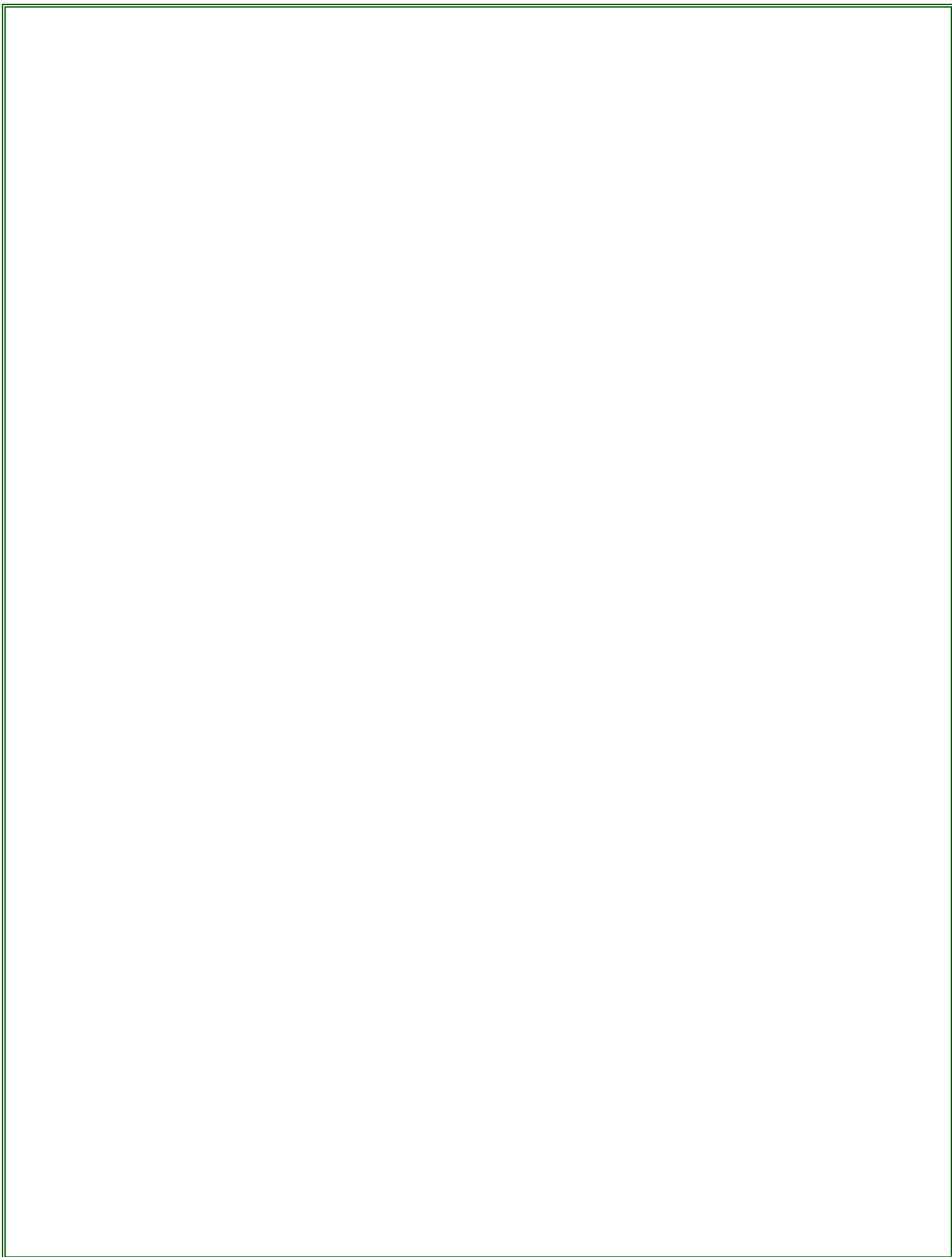


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The Field of Health Administration

What is Health Administration?

Health administration is a multidisciplinary field of inquiry and practice concerned with the design, delivery, quality, and costs of healthcare for individuals and populations. This definition assumes managerial, planning, health systems analysis, and policy concerns with the structure, process, and outcomes of health services including the costs, financing, organization, outcomes, and accessibility of services.

Career Areas in Health Administration

A career in health services management combines features many would describe as highly desirable including:

- Working in a professionally challenging environment on some of the most critical issues and problems in our society
- Knowing that one's work makes a difference to the health and well-being of people in the community
- Serving in visible and important leadership positions in one's community
- Engaging in jobs that offer a broad range of roles encompassing many different skills, organizational settings, scope of responsibility, and interests
- Finding the potential for advancement and financial rewards that go with executive responsibility.

Sector Growth

The health care sector is a large component of the US economy. Expenditures on health care account for a growing share (around 18%) of the US Gross Domestic Product (GDP). Currently 1 in 6 new jobs in the American economy is in the health care sector. While the majority of these new jobs are for actual care givers, an ever-increasing share of these jobs are going to health services managers. The US Bureau of Labor Statistics (USBLS) reports that employment of medical and health services managers is expected to grow faster than the average for all occupations, about 22% between 2010 and 2020 compared to 14% for all other occupations, and 7% for other management occupations.

Opportunities for managers will be related to the areas of growth in the industry. Job growth is forecasted to be particularly good in ambulatory care, home healthcare, long-term care, managed care organizations, and consulting firms. The USBLS reported that in the year 2010 medical and health services managers accounted for over 300,000 jobs.

Job Settings

Master's prepared health services managers can work in organizations where either health care is delivered or organizations that support the delivery of health care. Entry-level MHA graduates can expect to hold positions such as supervisor, clinic or program coordinator, and department manager in larger organizations, or managing

directors of smaller organizations. The potential for job advancement is great because many health care organizations are large, with multiple levels of management responsibility through the chain of command. Several examples of the settings where MHA graduates work are:

- Hospitals and hospital systems
- Physician practices and clinics
- Long-term care facilities
- Home healthcare agencies
- Hospices
- Community health centers
- Managed care organizations
- Health Science centers
- Medical supply and equipment manufacturers
- Pharmaceutical firms
- Biotechnology companies
- Consulting firms
- Advocacy groups and associations
- Local/State/Federal health Agencies
- Health insurance companies

Resources for Information about Health Administration

The term "health services manager" describes people in many different positions who plan, organize, coordinate, and supervise the delivery of healthcare. Health services managers include both generalists (administrators who manage or help to manage an entire institution or system), and health specialists (administrators in charge of specific departments or services found only in the health care sector).

Below are listed several sources to further explore what health services management is about and the type of career opportunities that are available.

- [ACHE Directory of Post Graduate Fellowships](http://www.ache.org/postgrad) -www.ache.org/postgrad
- [American Association of Health Plans](http://www.aahp.org) –www.aahp.org
- [National Society of Certified Healthcare Business Consultants](http://www.nschbc.org) –www.nschbc.org
- [Leading Age](http://www.aahsa.org) –www.aahsa.org
- [American College of Healthcare Executives](http://www.ache.org) –www.ache.org
- [American Hospital Association](http://www.aha.org) –www.aha.org
- [American Organization of Nurse Executives](http://www.aone.org) –www.aone.org
- [American Public Health Association](http://www.apha.org) –www.apha.org
- [Healthcare Financial Management Association](http://www.hfma.org) –www.hfma.org
- [Healthcare Information and Management Systems Society](http://www.himss.org) –www.himss.org
- [Medical Group Management Association](http://www.mgma.org) –www.mgma.org

Department of Public Health Sciences

The Department of Public Health Sciences was originally founded as the Department of Health Behavior and Administration on July 1, 2002 as part of the transformed College of Health and Human Services. The new Department was conceived in response to recommendations derived from UNC Charlotte's Health Commission report (2000) as well as a variety of initiatives placing emphasis on population health and health behavior research. In May 2007 the Department was renamed to Public Health Sciences to better reflect the unit's larger-scale set of current and planned research programs, degree offerings, and service activities. Faculty research programs focus on individual and population health including the prevention and management of disease across the lifespan; the health status of diverse, urban communities; and population health and health care analytics. Our goals include creating North Carolina's second accredited School of Public Health.

The Department favors the development and implementation of collaborative academic programs and interdisciplinary scholarship; and embraces the University's core values encouraging diversity and equal educational and employment opportunities throughout the University community. These values are supported by the University's non-discrimination policies, the Council on University Community, and the Multicultural Resource Center.

Our Excellence is rooted in the competence of our highly collegial faculty and staff; support from the university's administrative leadership; expert peer review; and the understanding and enthusiasm of our community partners including advisory board members, part-time instructors, and internship preceptors. We welcome your advice and guidance; your collaborations and partnerships; your support and contributions; and your commitment to excellence.

Vision Statement

The Department is a premier academic unit providing collaborative and integrated approaches to improving health and healthcare. Interdisciplinary, research-focused faculty members provide educational experiences for researchers and practitioners that are relevant to contemporary public health. The Department supports an environment that enhances the preparation of competent leaders in community health behavior, healthcare administration and policy, and health services research at the baccalaureate, masters, and doctoral levels; for local, national, and international partnerships that enhance students' knowledge of health care issues; and for its focus on vulnerable populations.

Mission Statement

The Department of Public Health Sciences at UNC Charlotte, North Carolina's urban research institution is a leading academic unit engaged in research, teaching, and service to prepare future researchers and practitioners in public health, health care administration, and health services research at the baccalaureate, masters, and doctoral level that meets the needs of an increasingly diverse student body and workforce. An interdisciplinary faculty makes available local, national, and international educational opportunities through nationally accredited programs that support collaborative learning and integrated experiences to develop knowledge and understanding of public health and health care issues. Faculty research programs focus on individual and population health including the prevention and management of disease across the lifespan; the health status of diverse, urban communities; and population health and health care analytics.

Department Contact Information

Chair:	Gary S. Silverman, D.Env., R.S.
Administrative Assistant:	Shashi Gnanasekeran; sgnanase@uncc.edu
Location:	CHHS Bldg, Suite 431
Telephone:	704-687-8742; 704-687-1644 fax
Mailing Address:	Department of Public Health Sciences, UNC Charlotte 9201 University City Blvd. Charlotte, NC 28223-0001

Department Degree Programs

Undergraduate Programs

- ◆ Bachelor of Science Public Health (BSPH; CEPH accredited)
- ◆ Minor in Public Health

Graduate Programs

- ◆ Master of Science in Public Health (MSPH; CEPH accredited)
- ◆ Graduate Certificate in Community Health
- ◆ Master of Health Administration (MHA; CAHME accredited)
- ◆ PhD in Public Health Sciences (behavioral sciences concentration) -Fall 2014

Supported Graduate Programs

- ◆ Interdisciplinary PhD in Health Services Research
- ◆ Intercollege Professional Science Master's in Health Information Technology
- ◆ Intercollege Graduate Certificate in Health Information Technology

Department Graduate Faculty

Ahmed Arif, PhD, CPH, Associate Professor, Occupational Epidemiology

Camina Davis, MS, CHES, Lecturer & Coordinator, Undergraduate Programs

John Fisher, PhD, Visiting Assistant Professor, Information Systems

Andrew Harver, PhD, Professor, Dept of Public Health Sciences, Health Behavior

Larissa Huber, PhD, Associate Professor, Reproductive Epidemiology

L. Michele Issel, PhD, RN, Professor, Nursing and Health Services

James Laditka, PhD, Associate Professor, Health Services Research

Sarah Laditka, PhD, Associate Professor, Healthcare Management

Crystal Piper, PhD, MPH, MPA, Assistant Professor, Health Services Policy & Management

Elena Platonova, PhD, Associate Professor, Healthcare Management

Sharon Portwood, JD, PhD, Professor, Health Behavior

Elizabeth Racine, DrPH, Associate Professor, Maternal & Child Health

William Saunders, PhD, MPH, Assistant Professor

Gary Silverman, DEnv, RS, Professor and Chair, Environmental Health

James Studnicki, PhD, Professor & Belk Chair, Health Services Research

Michael E. Thompson, MS, DrPH, Associate Professor & Coordinator, Graduate Public Health Programs, Health Services Research

Jan Warren-Findlow, PhD, Associate Professor, Health Behavior

Accreditation

UNC Charlotte is accredited by the Southern Association of School and Colleges. Among the University's many professional accreditations (see <http://www.provost.uncc.edu/Assessment/accreditations.htm>), the Department's MHA program is accredited by CAHME (Commission on the Accreditation of Healthcare Management Education).

The MSPH and BSPH programs are accredited by CEPH (The Council on Education for Public Health (CEPH)).

The Master of Health Administration Program

The Program Overview

The Master of Health Administration (MHA) provides training in management, accounting, finance, epidemiology, quantitative methods, marketing and strategic management for health care organizations. It is interdisciplinary, focusing on leadership and management of people, resources, and services. The MHA program prepares students for a career in the management of the full range of programs, organizations, and facilities in health services and medical care: acute, post-acute, long-term, and managed care, in both the private and public sectors. MHA graduates are prepared to provide leadership in any health care setting.

Administratively located within the Department of Public Health Sciences, the MHA program is intercollegiate and interdisciplinary in nature with courses taught by faculty from the College of Health and Human Services, the Belk College of Business, the College of Liberal Arts and Sciences, and by a core of community partners with leadership positions in health care organizations. This approach allows the MHA Program to combine faculty from a variety of disciplines in a cooperative endeavor.

MHA Program Values Statement

Our program values intellectual rigor, innovation, teamwork, mentoring, professionalism, ethical leadership, diversity, personal integrity, lifelong learning, and personal growth.

Approved, November 2010

MHA Program Vision Statement

The vision of the Master of Health Administration program is to be a premier program, developing healthcare leaders prepared to address the challenges of a changing healthcare environment.

Approved, November 2010

MHA Program Mission Statement

The mission of the MHA Program at UNC Charlotte is to prepare students to improve the public's health by managing health care organizations. Our philosophy of instruction is based on an interdisciplinary approach that draws on the expertise of faculty from diverse disciplines. Our mission is pursued through education, research, and service to:

1. Provide qualified and motivated students with the knowledge, skills, and abilities that enable them to become health service administrators or policy analysts;
2. Contribute to the body of knowledge related to health care management;

improvement of the delivery of health services, and the development, implementation and evaluation of health policy; and

3. Provide assistance and advice that contribute to improvement in the efficiency and effectiveness of practitioners in the field, and the practice of health service administration in organizations and health related institutions.

Program Contacts

Program Coordinator: **Michael E. Thompson, MS, DrPH**
CHHS 427 D
704-687-8980
methomp1@uncc.edu

Program Administrator: **Melissa A. Smith, MSPH**
CHHS 427E
704-687-8926
mpurcell@uncc.edu

Administrative Support: **Shashi Gnanasekaran**
CHHS 433
704-687-8742
sgnanase@uncc.edu

Julie Howell
CHHS 431
704-687-7191
jhowel35@uncc.edu

Professional Associates Affiliates

Christopher Blanchette, PhD
Associate Scientist and Director, Center for Pharmacoeconomic and Outcomes Research, Lovelace Respiratory Research Institute.

Peggy Burke, MBA, CPA
Corporate Director, Internal Audit and Compliance, Novant Health, Inc.

John D. Carew, PhD
Director of Biostatistics and Epidemiology, Carolinas HealthCare System.

David Dougherty, MBA
Certified Senior Professional in Human Resources, SPHR, Director of Human Resources, Southminister, Inc.

Thomas S. Elmore, MBA, FACHE

Former Vice President of Growth & Development, Novant Health Inc.

Agnes Ozelkan, PhD

Instructor, Mechanical Engineering Department, UNC Charlotte.

Angela D. Sanford, MBA

Assistant Vice President, Finance, Carolinas HealthCare System.

Jon Studnek, PhD

Prehospital Research, Carolinas Medical Center & Mecklenburg EMS Agency

Stephen L. Wagner, Ph.D., FACMPE

V.P. Division of Medical Education and Research, Physician Network leadership Council, Leadership and Organizational Development, Carolinas HealthCare System.

Master of Health Administration Advisory Board**Thomas Elmore, MBA, FACHE**

Former Vice President of Growth and Development, Presbyterian Novant Health Charlotte, NC

Linda Heeg-Krause, RN, MSN

Facility Planner, William G. Hefner Veterans Administration Hospital
Salisbury, NC

Clay V. Locklear, MHA

Director of Business Operations, Levine Children's Hospital, Carolinas HealthCare System
Charlotte, NC

Elisa Alfieri Lopez, MHA

Management Associate, Carolinas HealthCare System
Charlotte, NC

Michele Miron, MBA, SPHR

National Recruiting Director, BAYADA Home Health Care
Burlington, NJ

Robert Spencer, MHA, FACHE

Executive Director, Gaston Family Health Services
Gastonia, NC

Alven M. Weil, MBA

Public Relations Director, Premier Healthcare Alliance
Charlotte, NC

Jean Wester, FACHE

Senior Director, Novant Health, Inc.
Charlotte, NC

President, Greater Charlotte Healthcare Executives Group

Distinguished Executive Advisor of the MHA Program**Michael C. Tarwater, MS, FACHE**

CEO, Carolinas HealthCare System; Charlotte, NC

MHA Program Educational Objectives

The MHA degree prepares students for careers in health services management in a broad range of health care organizations, in an evolving health care delivery system. Structured to meet the highest professional and accreditation standards, the program is designed to address the needs of: (1) experienced or mid-level health care administrative and/or clinical professionals, for promotion and further career advancement; and (2) individuals without previous experience in health administration, for entry and mid-level health care managerial positions, and to facilitate their advancement into senior management.

Revised and approved, January 2009

Competency-Based Educational Model, Evaluation Processes, and Domains

The conceptual model that underlies the design, organization, and sequencing of the UNC Charlotte MHA program was adapted from the Saint Louis University (SLU) MHA Competency Model. Selected competencies were identified in the SLU model based on their relevance to the UNC Charlotte MHA program.

Our evaluation process includes the following steps: student self-assessment of individual competencies for each core course in the MHA program for the subset of competencies relevant to that course. Additionally, a larger subset of competencies drawn from across the six domains of the model is used for student self-assessments after the internship that usually occurs about mid-way through the program. Internship preceptors also complete an assessment. All students complete a self-evaluation at the beginning and end of the MHA program.

Upon completion of the MHA program, students will demonstrate the following competencies, in the six domains of Leadership, Critical Thinking, Science/Analysis, Management, Political and Community-Stakeholders Development, and Communication.

Leadership

1. Articulate, model, and reward professional values and ethics in health care organizations and individuals working in these organizations. (All courses)

2. Understand, demonstrate, and reward cultural sensitivity and diversity in the health care sector. (All courses)
3. Use system and strategic thinking models and methods to make decisions and solve problems in health services organizations. (HADM 6116, HADM 6124, HADM 6134, HADM 6138, HADM 6142, HADM 6154, HADM 6400)
4. Understand and use effective motivational strategies to promote desired behavior and inspire others toward a shared vision in health care organizations. (HADM 6154, HADM 6145, HADM 6400)
5. Understand and apply models of organizational change and innovation in the health care sector. (HADM 6134, HADM 6145, HADM 6154, HADM 6400)
6. Work effectively with other professionals in the health care sector. (All courses)
7. Know, support, and use effective team development methods. (All courses)
8. Understand effective techniques for working with Boards and governance structures for organizations in the health care sector. (HADM 6100, HADM 6145, HADM 6154)

Critical Thinking

1. Understand and model systems and strategic thinking in the health care sector. (HADM 6100, HADM 6124, HADM 6134, HADM 6142, HADM 6120, HADM 6146, HADM 6154, HADM 6104, HADM 6400)
 - Understand the roles, functions, and responsibilities of system components.
 - Understand internal/external systems structures, and social, cultural, economic, financial, and political issues/factors.
2. View issues from different perspectives. (All courses)
3. Create innovative strategies (HADM 6134, HADM 6154, HADM 6400)

Science/Analysis

1. Understand the scientific method and how to apply it to managerial decision making in health services organizations. (HADM 6108, HADM 6104, HADM 6116, HADM 6138)
2. Understand and conduct quantitative analytical methods, economic, and financial evaluation of health care organizations. (HADM 6104, HADM 6108, HADM 6138, HADM 6120, HADM 6116)
3. Examine data both qualitatively (e.g., case studies) and quantitatively (e.g., descriptive statistics, descriptive epidemiology) to identify patterns and trends.

(HADM 6104, HADM 6124, HADM 6134, HADM 6116, HADM 6134, HADM 6138, HADM 6145, HADM 6154, HADM 6400)

4. Use and manage relevant computer technology in health services organizations (application software and database technology.) (All courses)
5. Possess a working knowledge of management information systems in health care organizations. (HADM 6146; HADM 6104; HADM 6108)

Management

1. Understand and apply management concepts of organization and work, economics, finance, and decision theory to health care organizations. (HADM 6100, HADM 6120, HADM 6124, HADM 6138, HADM 6145, HADM 6154, HADM 6400)
2. Understand and apply basic concepts and tools that are integral to strategic planning and management in the health care sector. (HADM 6124, HADM 6154)
3. Understand and apply basic principles and tools of effective human resource management in health services organizations. (HADM 6128, HADM 6145)
4. Implement continuous quality improvement concepts and skills to improve work processes in the health care sector. (HADM 6134, HADM 6145, HADM 6100)
5. Design and implement business plans for health services and organizations. (HADM 6154)
6. Understand, monitor, and interpret the impacts of legal, regulatory, and political environments on health care organizations. (HADM 6100, HADM 6116, HADM 6120, HADM 6138, HADM 6142, HADM 6150, HADM 6154)
7. Apply a public health perspective to health care management. (HADM 6100, HADM 6104, HADM 6108, HADM 6120, HADM 6134, HADM 6142)

Political and Community-Stakeholders Development

1. Identify all of the major stakeholders of health services organizations and understand their specific interests and historical relationships. (HADM 6100, HADM 6128, HADM 6142, HADM 6145, HADM 6400)
2. Use negotiation, consensus and conflict resolution to promote relationships within health care organizations and within the community. (HADM 6145, HADM 6150, HADM 6400, HADM 6154)
3. Demonstrate the "emotional intelligence" or social and human relationship skills needed to address the diverse needs of community stakeholders. (All courses)

Communication

1. Develop, organize, synthesize, and articulate ideas and information. (All courses)
2. Listen, hear, and respond effectively to the ideas and thoughts of others. (All courses)
3. Speak clearly and effectively with individuals and in groups, in formal and informal settings. (All courses)
4. Write clearly and effectively. (All courses)
5. Identify and use communication strategies that are effective, based on the characteristics of various audiences and the goals of communication. (All courses)

Adopted, December 2008

Revised November 2010

MHA faculty discuss the competency model and competencies with all incoming MHA students, and also during at least one plenary MHA student meeting each academic year. In addition, a competency-mapping matrix, which highlights competencies emphasized in the course, is included in each MHA course syllabus. The competency domains of the MHA program serve as guidelines for professional conduct expected all MHA students.

Table 1: Relating Competencies to Curriculum

	Course Name and Number															
Key																
Level 1, Introductory Level. Students understand the competency area at the level of entry-level professionals, and recognize the limitations of their proficiency.	HADM 6100 - Introduction to the US Health Care System (3)	HADM 6104 - Health and Disease (3)	HADM 6108 - Decision Analysis in Health Care (3)	HADM 6116 - Accounting for Health Care Management (3)	HADM 6120 - Health Economics (3)	HADM 6128 - Human Resources Management (3)	HADM 6124 - Marketing in Health Care (3)	HADM 6134 - Quality and Outcomes Management in Health Care (3)	HADM 6138 - Health Care Finance (3)	HADM 6142 - Health Policy Development (3)	HADM 6145 - Organization Behavior in Health Care (3)	HADM 6146 - Information Resources Management (3)	HADM 6150 - Health Law and Ethics (3)	HADM 6154 - Strategic Management of Health Services Organizations (3)	HADM 6400 - Internship (3)	Program Target for Each Competency
Competency Domain																
Leadership																
1. Values & ethics	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	3
2. Diversity	1	1	1	2	2	2	2	2	2	2	2	2	2	3	2	3
3. Strategic thinking	1			2		2	2	2	2	2	1	2		3	2	2
4. Motivational strategies	1									2	1	2		3	2	2
5. Models of organizational change, innovation	1							2		2	1	2		3	2	2

6. Work with other professionals	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	3
7. Team development	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	3
8. Work with Boards and governance	1										1	2		3	2	2
Critical Thinking																
1. Systems & strategic thinking	1	1	1		2	2	2	2	2	2	1	2		3	2	2
2. View issues from different perspectives	1	1	1				2		2	2	1	2	2	3	2	2
3. Create innovative strategies	1		1				2	2	2	2		2		3	2	2
Science/Analysis																
1. Scientific method		2	2	2				2	2	2		2				2
2. Quantitative analysis, economic, financial		2	2	2	2				2			2				2
3. Qualitative & quantitative data analysis		2	2	2		2	2	2	2		1	2		3	2	2
4. Use & manage computer technology	1	2	2	2	2	2	2	2	2	2	1	2	2	3	2	3
5. Management information systems		2	2									2				2
Management																
1. Management concepts	1				2	2			2	2	2	2		3	2	2
2. Basic concepts and tools	1		1			2	2		2	2	1	2		3		2
3. Human resource management							2				1	2		3		2
4. Continuous quality improvement	1							3			1	2		3		2
5. Business plans									2			2		3		2
6. Legal, regulatory, & political environment	1			2	2		2		2	3		2	3	3		3
7. Public health perspective	1	2	1		2		2	2	2	2	1	2		2		2
Political & Community-stakeholders Development																
1. Identify stakeholders	1						2		2	2	1	2		3	2	2
2. Negotiation, consensus, conflict resolution						1				2	1	2	2	3		2
3. Emotional intelligence	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	3
Communication																
1. Develop, organize, synthesize, articulate	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	3
2. Listen, hear, & respond effectively	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	2
3. Speak clearly & effectively	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	3
4. Write clearly & effectively	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	2
5. Communication strategies for various audiences	1	1	1	2	2	2	2	2	2	2	1	2	2	3	2	2

MHA Student Learning Outcomes

The UNC Charlotte MHA Program is committed to continuous improvement of student learning. Student Learning Outcomes (SLOs) allow the MHA Program to describe, assess, and evaluate the degree to which students acquire specific knowledge, skills, and abilities related to Health Administration. Upon successful completion of the UNC Charlotte MHA Program, students should experience the following outcomes:

Student Learning Outcome 1: Students will be prepared to lead health care organizations.

Assessment of SLO 1 includes elements of the Strategic Management Report and Leadership Portfolio in Strategic Management (HADM 6154), and the Leadership and Critical Thinking competency domain of the MHA Degree Exit Survey.

Student Learning Outcome 2: As part of a group and as an individual, students will be prepared to formulate critical systems thinking, view health care system issues from various perspectives, and create innovative strategies.

Assessment of SLO 2 includes the Case Study Presentation Health Law and Ethics (HADM 6150), and elements of the Leadership and Critical Thinking competency domain of the MHA Degree Exit Survey.

Student Learning Outcome 3: Students will be able to conduct qualitative, quantitative, and financial analysis of health care.

Assessment of SLO 3 includes elements of the Capital Project Analysis in Health Care Finance (HADM 6138) and the Science and Analysis competency domain of the MHA Degree Exit Survey.

Student Learning Outcome 4: Students will be able to make team and individual decisions in key management domains including public health perspective.

Assessment of SLO 4 includes elements of the Strategic Management Report and Leadership Portfolio in Strategic Management (HADM 6154), and the Management competency domain in the MHA Degree Exit Survey.

Student Learning Outcome 5: Students as individuals and part of a team will demonstrate professional skills.

Assessment of SLO 5 includes elements of the Strategic Management Report and Leadership Portfolio from Strategic Management (HADM 6154), the Leadership Project in Organizational Behavior in Healthcare (HADM 6145), and the Political/Community Stakeholder competency domain in the MHA Degree Exit Survey.

Student Learning Outcome 6: Students, individually and in groups, will be able to communicate effectively (orally and in writing) and demonstrate effective interpersonal skills.

Assessment of SLO 5 includes elements of the Strategic Management Report and Leadership Portfolio in Strategic Management (HADM 6154), the Communication competency domain of the Preceptor Evaluation and Student Evaluation in the MHA Internship (HADM 6400), and the Communication competency domain of the MHA Degree Exit Survey.

MHA Program Course of Study

The Master of Health Administration is a 51 hour degree program. Students complete 45 hours of core courses including a 3 credit hour internship, and 6 hours of elective courses*. A student may choose to use the two elective courses to complete a thesis.

Core MHA Courses (45 hours)

HADM 6100 - Introduction to the US Health Care System (3)
HADM 6104 - Health and Disease (3)
HADM 6108 - Decision Analysis in Health Care (3)
HADM 6116 - Accounting for Health Care Management (3)
HADM 6120 - Health Economics (3)
HADM 6124 - Marketing in Health Care (3)
HADM 6128 - Human Resources Management (3)
HADM 6134 - Quality and Outcomes Management in Health Care (3)
HADM 6138 - Health Care Finance (3)
HADM 6142 - Health Policy Development (3)
HADM 6145 - Organization Behavior in Health Care (3)
HADM 6146 - Information Resources Management (3)
HADM 6150 - Health Law and Ethics (3)
HADM 6154 - Strategic Management of Health Services Organizations (3)
HADM 6400 - Internship (3)

Elective Courses* (6 hours) (examples shown below)

HADM 6200 - Health Insurance and Managed Care (3)
HADM 6212 - Health, Aging and Long Term Care (3)
HADM 6216 - Long Term Care Administration (3)
HADM 6204 - Trends and Issues in Health Administration (3)
GRNT 6211 - Administration of Aging Programs (3)
SOCY 6138 - Social Organization of Health Care (3)
SOCY 6635 - Social Context of Mental Health (3)

*any Graduate level course (e.g., numbered > 5000) can be used as an elective, but should relate to one's professional development interests

Internship

Each student in the program is required to demonstrate professional experience in the health care delivery system. This requirement is demonstrated through an internship experience in a health care delivery setting. Students complete at-least 160 hours of administrative internship experience with the selected organization during the semester of enrollment in the HADM 6400 Internship course. The only exemption permitted for the MHA internship is for the highly experienced health care manager who is currently employed at senior levels in a health services organization. Such individuals may, with advance approval from the Program Coordinator, substitute three hours of prescribed graduate course work. Please note: if you intend to apply the HADM 6400 internship to both the MHA degree and another degree or certificate, the topic of the project should be selected in such a way as to meet the requirements of both programs.

Refer to the **MHA Student Internship Manual** for complete instructions including writing objectives, and proper formatting of the final internship report.

Advising

Each student is assigned an academic advisor. This advisor will work with the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, the internship, and additional matters appropriate for preparing students to meet their career objectives. Each semester, students are expected to arrange to meet with the assigned faculty advisor. Advisement is necessary each semester prior to registration for courses. Prior to advisement, students should inform their academic advisor of their GPA and alert the advisor if their GPA falls below a 3.0 or if they “failed a course” so that this is taken into account during advisement. On the next pages, our recommended course sequence for full-time students and for part-time students is listed.

Graduation

These three steps must be completed prior to the end of add/drop for the intended semester of graduation:

- 1) apply to graduate [Banner, pay]
- 2) submit a candidacy form [Banner, print]
- 3) be registered for the semester of intended graduation.*

**Students who have completed all coursework register for GRAD 7999 Residency rather than a course.*

The application for graduation is completed (and paid for) online via Banner. This process orders the diploma and regalia and includes students on the graduation list. The candidacy form is prepared online via Banner, printed, signed by the student, and brought to the Program Administrator for review and subsequent endorsement by the Program Coordinator. Students select the 51 credits of courses chosen to complete the

MHA program. It must include all core requirements. The program then ensures the candidacy form is filed with the Graduate School. The review process can take several days. Thus, students planning to graduate are strongly advised to complete the process well in advance of the deadline. A preliminary review of coursework is recommended during the prior semester's advising session to avoid any unexpected surprises that could delay graduation plans.

Accreditation

Commission on Accreditation of Healthcare Management Education

CAHME is committed to excellence in health care administration education and continuous educational quality improvement. To learn more about CAHME, visit www.cahme.org. The MHA program was reaccredited by the Commission on Accreditation of Healthcare Management Education (CAHME) in November of 2010 for six years. CAHME has continuously accredited the MHA program since November of 2007.

Association of University Programs in Health Administration

The MHA program is a Full Graduate Member of the Association of University Programs in Health Administration (AUPHA). AUPHA, a professional membership organization, promotes excellence in education of health care managers. To learn more about health care management career opportunities and AUPHA, visit www.aupha.org.

MHA Full Time, 2 Year Completion Option

Year 1

FALL SEMESTER

HADM 6100	Introduction to US Health Care System	3 hours
HADM 6104	Health and Disease	3 hours
HADM 6108	Decision Analysis	3 hours
HADM 6145	Organizational Behavior in Health Care	3 hours

SPRING SEMESTER

HADM 6116	Accounting for Health Care Management	3 hours
HADM 6128	Human Resources Management	3 hours
HADM 6124	Marketing in Health Care	3 hours
HADM 6150	Health Law and Ethics	3 hours

SUMMER SESSION

HADM 6400	Internship*	3 hours
	<i>Elective</i>	<i>3 hours</i>

Year 2

FALL SEMESTER

HADM 6138	Health Care Finance	3 hours
HADM 6142	Health Policy Development	3 hours
HADM 6134	Quality and Outcomes Management in Health Care	3 hours
	<i>Elective</i>	<i>3 hours</i>

SPRING SEMESTER

HADM 6154	Strategic Management of Health Services Org**	3 hours
HADM 6120	Health Economics	3 hours
HADM 6146	Information Resources Management	3 hours
	<i>Elective</i>	<i>3 hours</i>

MHA Program Total 51 hours

Note: 2 elective courses are required; scheduling options are indicated.

*Internship requires prior completion of HADM 6100 and 15 additional graduate credits.

**Students must take HADM 6154-Strategic Management in their final spring semester.

MHA Part Time, 3 Year Completion Option

Year 1

FALL SEMESTER

HADM 6100 Introduction to US Health Care System	3 hours
HADM 6104 Health and Disease	3 hours
HADM 6108 Decision Analysis	3 hours

SPRING SEMESTER

HADM 6116 Accounting for Health Care Management	3 hours
HADM 6128 Human Resources Management	3 hours
HADM 6150 Health Law and Ethics	3 hours

SUMMER SESSION

HADM 6400 Internship*	3 hours
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Year 2

FALL SEMESTER

HADM 6138 Health Care Finance	3 hours
HADM 6134 Quality and Outcomes Management in Health Care	3 hours
HADM 6145 Organization Behavior in Health Care	3 hours

SPRING SEMESTER

HADM 6124 Marketing in Health Care	3 hours
HADM 6120 Health Economics	3 hours
<i>Elective</i>	<i>3 hours</i>

Year 3

FALL SEMESTER

HADM 6142 Health Policy Development	3 hours
<i>Elective</i>	<i>3 hours</i>

SPRING SEMESTER

HADM 6154 Strategic Management of Health Services Org**	3 hours
HADM 6146 Information Resources Management	3 hours

MHA Program Total	51 hours
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Note: 2 elective courses are required; scheduling options are indicated.

*Internship requires prior completion of HADM 6100 and 15 additional graduate credits.

**Students must take HADM 6154-Strategic Management in their final spring semester.

MHA Part Time, 4 Year Completion Option

Year 1

FALL SEMESTER

HADM 6100 Introduction to US Health Care System	3 hours
HADM 6108 Decision Analysis	3 hours

SPRING SEMESTER

HADM 6116 Accounting for Health Care Management	3 hours
HADM 6128 Human Resources Management	3 hours

SUMMER SESSION

<i>Elective</i>	3 hours
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Year 2

FALL SEMESTER

HADM 6104 Health and Disease	3 hours
HADM 6145 Organization Behavior in Health Care	3 hours

SPRING SEMESTER

HADM 6124 Marketing in Health Care	3 hours
HADM 6150 Health Law and Ethics	3 hours

SUMMER SESSION

HADM 6400 Internship*	3 hours
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Year 3

FALL SEMESTER

HADM 6138 Health Care Finance	3 hours
HADM 6134 Quality and Outcomes Management in Health Care	3 hours

SPRING SEMESTER

HADM 6120 Health Economics	3 hours
HADM 6146 Information Resources Management	3 hours
<i>Elective</i>	<i>3 hours</i>

Year 4

FALL SEMESTER

HADM 6142 Health Policy Development	3 hours
<i>Elective</i>	<i>3 hours</i>

SPRING SEMESTER

HADM 6154 Strategic Management of Health Services Org	3 hours
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MHA Program Total	51 hours
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Note: 2 elective courses are required; scheduling options are indicated.

*Internship requires prior completion of HADM 6100 and 15 additional graduate credits.

**Students must take HADM 6154-Strategic Management in their final spring semester.

Dual Degree Options

In certain instances, it may be possible for a student to pursue simultaneously degrees in two master's programs through the development of an integrated curriculum. Such dual degree programs require special advance arrangement and should be viewed as atypical to standard practice. Dual programs may require as little as 75% of the credits required if pursuing the programs consecutively. No degree program is obligated to enter into such an arrangement.

Although other restrictions may apply, as indicated in UNC Charlotte materials, basic admission and degree requirements are specified below:

- The student must apply to each program separately and be admitted to both. No admission requirements established by the Graduate School or by either individual program may be waived. For example, if one degree requires acceptable scores for the GRE and the other the GMAT, the applicant must take each standardized exam to be considered for admission to both degrees.
- Once admitted, the student must develop a suitable plan of study that is acceptable to both programs and to the Graduate School. This plan of study must be approved within the first semester of matriculation and in conjunction with both program coordinators or directors. The plan of study must be forwarded to the Dean of the Graduate School for review and approval.

MHA/MBA

A dual MHA and Master of Business Administration (MBA) opportunity is possible, in cooperation with the Belk College of Business, which allows students to gain a broader understanding of general business concepts, added to the in-depth specialization in health care. Applicants considering this opportunity are required to submit a separate and simultaneous application to the MBA program. Interested applicants should contact the MHA Program Coordinator and Jeremiah Nelson, MBA Director before submitting an application to the MHA and MBA programs.

MHA/JD

A dual MHA and Juris Doctor Degree (JD) opportunity is available, in cooperation with Charlotte School of Law (CSL), for students who wish to add specialization in law and its application to health administration, to the extensive interdisciplinary curriculum of design, delivery, quality, and costs of healthcare for individuals and populations, gained in the MHA program. Students wishing to participate in this dual degree program must apply separately to both the UNC Charlotte MHA program and CSL. Please contact the MHA Program Coordinator and the CSL Associate Dean for Academics before submitting applications.

Students in the dual MHA/MBA program develop a program of study, working with the MHA program coordinator and the MBA program coordinator. The minimum number of credit hours for the dual MHA/MBA is 67. An example of a program of study appears below.

MHA/MBA Dual Degree Program

HADM 6100	Introduction to the US Health Care System	3 hours
HADM 6104	Health and Disease	3 hours
HADM 6108	Decision Analysis in Health Care	3 hours
HADM 6120	Health Economics	3 hours
HADM 6128	Human Resources Management	3 hours
HADM 6134	Quality and Outcomes Management in Health Care	3 hours
HADM 6138	Health Care Finance	3 hours
HADM 6142	Health Policy Development	3 hours
HADM 6145	Organizational Behavior in Health Care	3 hours
HADM 6146	Information Resources Management	3 hours
HADM 6150	Health Law and Ethics	3 hours
HADM 6154	Strategic Management of Health Services Org	3 hours
HADM 6400	Internship	3 hours
MBAD 6100	Leadership, Ethics & Business Environment	1 hour
MBAD 6112	The Economics of Business Decisions	3 hours
MBAD 6131	Management Accounting	3 hours
MBAD 6141	Operations Management	3 hours
MBAD 6152	Financial Management	3 hours
MBAD 6171	Marketing Management	3 hours
MBAD 6194	Management Strategy	3 hours
MBAD/HADM	<i>Elective</i>	<i>3 hours</i>
MBAD/HADM	<i>Elective</i>	<i>3 hours</i>
MBAD/HADM	<i>Elective</i>	<i>3 hours</i>
MHA-MBA Dual Degree Program Total		67 hours

Note: The Graduate School considers any deviation from the approved plan of study as requiring a Special Request approval.

Students in the dual MHA/JD programs develop a program of study, working with the MHA program coordinator and the Charlotte School of Law Dean for Academics. An example of the full-time program of study appears below.

MHA-JD Dual Degree Program

Years 1 and 2

First-year and second-year curriculum required by Charlotte School of Law (CSL)

Year 3

FALL SEMESTER

HADM 6100	Introduction to US Health Care System	3 hours
HADM 6104	Health and Disease	3 hours
HADM 6108	Decision Analysis	3 hours
HADM 6145	Organizational Behavior in Health Care	3 hours

SPRING SEMESTER

HADM 6116	Accounting for Health Care Management	3 hours
HADM 6128	Human Resources Management	3 hours
HADM 6124	Marketing in Health Care	3 hours
	Appropriate CSL course(s)	

SUMMER SESSION

Appropriate CSL course(s)

Year 4

FALL SEMESTER

HADM 6138	Health Care Finance	3 hours
HADM 6142	Health Policy	3 hours
	Appropriate CSL course(s)	

SPRING SEMESTER

HADM 6120	Health Economics	3 hours
HADM 6146	Information Resources Management	3 hours
	Appropriate CSL course(s)	

Year 5

FALL SEMESTER

HADM 6134	Quality and Outcomes Management in Health Care	3 hours
	Appropriate CSL course(s)	

SPRING SEMESTER

HADM 6154	Strategic Management of Health Services	3 hours
	Appropriate CSL course(s)	

Note: The Graduate School considers any deviation from the approved plan of study as requiring a Special Request approval.

Graduate Certificate Programs

Students may wish to enrich their course of study or to develop additional competence in a focused area. The university offers several graduate certificate programs related to careers in health administration. Students must apply and be admitted to these certificate programs. Certificate coursework can be applied to the MHA elective requirements. Most certificates are 15 credits, meaning that total coursework beyond the 51 credits required for the MHA might be needed to receive both the MHA and the certificate if MHA courses do not also fulfill certificate requirements.

Programs of interest in to MHA students include:

Graduate Certificate in Community Health

Dr. Michael Thompson
CHGradCert@uncc.edu or methomp1@uncc.edu
www.publichealth.uncc.edu

Graduate Certificate in Emergency Management

Dr. Suzanne Leland
smleland@uncc.edu

Graduate Certificate in Gerontology

Dr. Dena Shenk or Ms. Shannon Randall
dshenk@uncc.edu srandall@uncc.edu
www.gerontology.uncc.edu.

Graduate Certificate in Health Information Technology

Mr. Joshua Hertel
jhertel@uncc.edu or HITInquiry@UNCC.EDU
<http://hit.uncc.edu>

Graduate Certificate in Nonprofit Management

Dr. Suzanne Leland
smleland@uncc.edu

Student Responsibilities, Policies and Procedures

The Department of Public Health Sciences, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in its programs, including the MHA. Because of the nature of public health and health administration practice, the Department of Public Health Sciences has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective public health or health administration professionals. All MHA students are expected to read, understand, know, and follow the applicable program policies and procedures. "Not knowing" does not excuse a violation.

In addition to the MHA Program policies and procedures discussed in this section, students are expected to know and abide by the policies outlined for the College of Health and Human Services, the Graduate School (see <http://graduateschool.uncc.edu/academics/catalog.html>), and the University (university-level policies can be found at <http://www.legal.uncc.edu/policies/>)

University-level policies of direct import to MHA students include the following:

- ◆ **The Code of Student Responsibility** (<http://www.legal.uncc.edu/policies/up-406>)
- ◆ **The Code of Student Academic Integrity** (<http://www.legal.uncc.edu/policies/up-407>);
- ◆ **Sexual Harassment Policy and Grievance Procedures** (<http://legal.uncc.edu/policies/up-502>)
- ◆ **Responsible Use of University Computing and Electronic Communication Resources** (<http://www.legal.uncc.edu/policies/up-307>).

Code of Student Academic Integrity

Students enrolled in any educational program within the Department of Public Health Sciences are required to demonstrate the highest ethical standards. These requirements pertain to both academic and professional behavior.

All MHA students are required to read and abide by the Code of Student Academic Integrity (<http://www.legal.uncc.edu/policies/up-407>). Please note: you are held accountable to this Code even if you violate it inadvertently.

Violations include the following:

Cheating - Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

Fabrication and falsification - Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

Multiple submissions - The submission of substantial portions of the same academic work (including oral reports) for credit more than once without instructor approval.

Plagiarism - Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

Abuse of academic materials - Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material. Typical Examples: Stealing or destroying library or reference materials needed.

Complicity in academic dishonesty - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Good Scholar Tutorial

We ask that all MHA students complete the "Good Scholar" tutorial, located at: <http://publichealth.uncc.edu/student-resources/good-scholar-tutorial>, or on the Public Health Sciences website under "student resources." Students may need to sign in as a guest, using a different username and password from their 49er ID and password

Note: Both the Graduate School and the College of Health and Human Services have adopted policies requiring students to demonstrate knowledge and awareness of academic integrity violations and policies. Both are in the process of developing required electronic tutorials on these topics. Please be alert for announcements regarding the availability of additional tutorials.

Professional Conduct

Throughout the MHA program, including classes, guest speaker and panel presentations, and internships, students should conduct themselves as professionals. The guidelines of professional conduct are consistent with the program's educational competencies. The professional guidelines listed below were authored by six of our MHA students during the summer of 2010, and are included in our Handbook verbatim as written by our students:

- The MHA program is centered on professional development as evidenced by the competencies outlined in the MHA handbook. They include: leadership, critical thinking, science/analysis, management, political and community-stakeholder development, and communication. Developing and

demonstrating these competencies should be the ultimate goal of the student with grades merely being a representation of successful development.

- To this end, intellectual curiosity and a desire to master the subject matter should be a student's primary drivers. In this regard, students are expected to complete coursework and assignments (including readings) within required timeframes, participate substantively in class discussions, and demonstrate a genuine interest in the field.
- In keeping with the professional nature of the program, students should view class time and especially their internships the same way they would a professional work environment. This entails acting with courtesy, responsibility, ethics, maturity, and a general professional demeanor towards professors, guest lecturers, and fellow students. Although most learning is in a classroom setting, students should view faculty in a supervisory role and fellow students as professional peers.
- In keeping with this paradigm, students should recognize that many professors and guest lecturers are active professionals in the healthcare industry and potential employers. Since professional paths are likely to cross again, acting with professionalism, courtesy, and responsibility is strongly advised.
- Likewise, fellow students are currently or will someday be active professionals in the healthcare industry, possibly in a peer or supervisory role. As such, classroom behavior and academic conduct may affect future professional development. It is important for students to develop a professional network during their studies, and this network starts with their fellow students.
- Overall, students should recognize that instead of pursuing a career in healthcare administration following receipt of a MHA, they are already doing so! Their career began once they enrolled in the program, and all behavior and actions should reflect this commitment.

Professional Responsibility

Graduate assistantships and internships are intended to serve as an extension of the teaching and research mission of MHA program and the Department of Public Health Sciences, by giving students work experience in the public health, health services, or research environments in which they will eventually pursue careers. While serving in on- or off-campus graduate assistantships or internships, students are representatives of the Department. As such, they will act with total professionalism at all times.

Students participating in assistantships or internships need to follow the dress standards of their work environment. All students need to comply with the work hours associated with their assistantship or internship. While at work, all students should ensure that their level of effort and contribution to the work environment meet and, preferably, exceed sponsor expectations.

Evaluation Standards

To ensure the progression of competent students through the graduate programs, the following will be evaluated each semester for each student:

Grades and Grade Point Average

Graduate students are expected to earn a B or better in each course. Consequently, graduate students must maintain an overall GPA of at least 3.0 or they will be placed on academic probation or suspension by the Graduate School. (See Graduate School policies and procedures related to academic standing for further details.) Students should seek assistance as soon as possible, first from instructors and then their advisors and/or the Program Coordinator, if falling behind in any classes or having other issues that might affect acceptable academic performance. Faculty formally alert students to potential unsatisfactory grades through the midterm grade reporting system. Students should consider receiving such a message as cause for concern requiring, as a minimum, immediate follow-up with the course faculty. *Note - Given the back loading of assignments common in graduate courses, such warnings are not always possible.*

Attendance

Attendance policy is set by course faculty. Read each course syllabus carefully to determine expectations. Given that many classes involve group activities and assignments, experiential learning, and other practical demonstrations, students should anticipate that full attendance will be the normal expectation for all classes. If a student cannot make a scheduled class or event, he or she should, as a courtesy to the faculty member, communicate this to the instructor as soon as possible – preferably in advance of the absence. Extended absences should be communicated to the Program Coordinator.

Professionalism

Students are advised to maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community. Please note the descriptions of professional conduct and professional interactions listed earlier in this section.

Program Dismissal Policy

The faculty members of the UNC Charlotte Graduate Programs in Public Health Sciences have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional practices. The following should be considered a summary. Full details of these standards and procedures are found in the Graduate School Catalog.

A student may be dismissed from our Graduate Program under the following circumstances:

- ◆ Grade Point Average: has a GPA that falls below 3.0 and remains below 3.0 after the stipulated remediation period.
- ◆ Course Grades: Students are expected to earn a B in each class. Students may choose to repeat classes in which a C was earned and, unless terminated or otherwise prohibited, and must repeat classes in which a U was earned.
 - Repeating courses. Regardless of the cumulative GPA, a student may repeat AT MOST two classes. A course may only be repeated ONCE. Repeating a class does not remove the first grade from the transcript. The first grade is counted toward accumulated C/U credits, but is not included in the cumulative GPA.
 - Accumulated low grades. A total of 3 C grades or a single grade of U results in suspension. A suspended student may not register for classes unless approved for reinstatement. If the program reinstates a student, a subsequent grade of C or U will result in immediate termination from the program. If a program does not approve reinstatement, the student is terminated from the program.
- ◆ Lack of progress. Students also are subject to dismissal (regardless of GPA, etc.) due to lack of satisfactory progress. Factors included in such a classification include time to complete the degree and professionalism. A student facing discipline under this heading will receive a written warning (probation letter) stating the specific cause, specific remediation, and specific timeframe to reach compliance (typically one semester). Failure to comply will result in termination.
 - Time. Students are expected to complete the MHA program within 5 years (a sixth year is sometimes permitted with justification and advance notice).
 - Professionalism. Students are expected to demonstrate behavior consistent with the profession of public health and UNC Charlotte's academic integrity standards.

Recourse for Violations

Please see the sections of the Graduate School Catalog and the University Code of Student Academic Integrity related to appeal of probation, suspensions, and terminations.

Grades of Incomplete/In Progress

In accordance with University policy, a grade of "I" (Incomplete) is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his or her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, but no later than 12 months after the term in which the "I" was assigned, whichever comes first. If the "I" is not resolved during the specified time, a grade of U (failing) is automatically assigned. The grade of "I" cannot be removed by enrolling again in the same course.

A grade of IP (in progress) is assigned for courses in which the work was reasonably not expected to be completed within the timeframe of the semester. This often happens with courses such as the internship or tutorial. Grades of IP are assigned to indicate that the student is not “late” in completing course requirements. These grades of IP must be resolved within the timeframe stipulated by the instructor, typically during the next semester of enrollment, or a grade will be assigned based on the work completed at that time. (This might include, at the instructor’s discretion and in accord with any prior agreements with the student, an incomplete, a letter grade based on the work completed so far, or a failing grade (See section on suspension and dismissal).

In both I & IP cases, students are strongly advised to have written communication with the instructor to document expected timelines and deliverables and to maintain contact/ negotiate changes in expectations in a timely manner. Responsibility for resolving these missing grades lies with the student.

Transfer Credit [Waivers, Transfers & Other Exceptions]

Per Graduate School policy, master’s students may transfer in up to 6 graduate credits earned outside of UNC Charlotte, provided, among other requirements, that a) the grade earned was a B or better, b) the credits were not used toward a degree or certification, and c) the courses are approved by the program coordinator. It is the practice of the MHA program that any courses meeting criteria a) and b) above and demonstrably health-related (broadly interpreted) will be approved for transfer.

Separate from the issue of transferability is the issue of equivalence to a core requirement (e.g., whether a transferred course can be substituted for a core MHA requirement or whether prior graduate coursework not transferred can be used to exempt a student from repeating an MHA requirement and gaining an elective). These expectations, timelines, and procedures are outlined in the following policy statement.

MHA Program Policy Statement: Transfer Credits, Waivers & Credit by Exam

The MHA Program is supportive of students gaining graduate academic credit at other institutions, especially for public health relevant content not available at UNC Charlotte, and applying it to their MHA Program, provided the coursework meets the requirements set by the UNC Charlotte Graduate School and the additional requirements of the MHA program. Furthermore, the MHA Program sees no need to require students to complete essentially the same graduate course a second time.

After matriculation into the UNC Charlotte MHA program, students seeking to transfer graduate credits from other academic institutions toward their UNC Charlotte MHA Program or to be exempted from (or substitute another course for) core requirements are required to comply with the following policy statement adopted by the program faculty and supported by the Public Health Programs Governance Committee.

- **Transfer Credit.** The MHA Program strictly adheres to the policies and procedures set forth by the UNC Charlotte Graduate School. Among the limitations detailed by the Graduate School, is that a maximum of 6 graduate credits can be transferred in. These credits cannot have been applied to a graduate degree at UNC Charlotte or another institution, and must have an earned grade of a B or better. Students are directed to the Graduate School website for university-wide policy and procedure details and for a PDF of the request form.

Within the discretion granted to the MHA Program by the Graduate School, the MHA program outlines the following additional constraints and expectations for transfer credit.

- Courses proposed for transfer to the MHA degree must align with the broader health mission of the department (e.g., have a clear relevance to the MHA Program).
 - Courses proposed for transfer that are intended to fulfill an MHA core requirement will be reviewed by the MHA Program faculty for equivalence. Students seeking to use a transfer course in this way must submit a copy of the course syllabus along with their application for transfer credit to facilitate the assessment process. Comparable course titles are insufficient proof of equivalence.
 - Students having completed graduate coursework outside of UNC Charlotte prior to matriculation into the MHA program must apply for transfer of credit by the end of their first semester of study at UNC Charlotte. The Program Coordinator will not approve requests for transfer credit of extant courses after this period. (Note: this does not mean that the process must have been completed, only that a formal application using the Graduate School form has been submitted to the MHA Program Coordinator.)
 - Students completing coursework outside of UNC Charlotte after their matriculation into the MHA must apply for transfer of credit within one semester of the course being completed. The Program Coordinator will not approve requests for transfer credit after this period. (Note: this does not mean that the process has been completed, only that a formal application using the Graduate School form has been submitted to the MHA Program Coordinator.)
 - Transfer credits cannot be used to fulfill the internship or capstone (strategic management) requirements.
- **Waiver & Credit by Exam.** In addition to transfer of credit upon admission to the program, students should note that the Program Coordinator may waive core requirements or allow substitutions based on having completed comparable graduate coursework elsewhere. This option is particularly helpful for students who have completed more than 6 credits of coursework elsewhere that fulfills

MHA Program core requirements but cannot formally transfer those credits or who have taken a comparable course and it was applied to another degree. In these cases, students may be exempted from the core requirement and be allowed to substitute either a specific alternate course or given additional free electives. In all cases, students must still accumulate sufficient credits on their UNC Charlotte transcript (including transfer credits) to fulfill degree requirements.

- The MHA Program does not routinely allow for credit by exam at this time.
- As described previously, waivers/exemptions are sparingly given for the Internship requirement and not permitted for the capstone (strategic management)
- **Advisories.** Students are advised that:
 - Courses offered at other institutions may not (completely) align with the competencies expected from similarly titled UNC Charlotte courses. In many cases, courses offered at other schools may only partially fulfill our core requirements or partially cover several of our courses, but none of them completely, meaning the course is eligible for transfer credit, but not necessarily as a substitute for our core requirement.
 - Students having completed coursework prior to their matriculation at UNC Charlotte are strongly advised to submit their courses (with syllabi) to the MHA Coordinator for review prior to their first semester to ensure they do not mistakenly skip the UNC Charlotte required course.
 - Students planning to take an outside course after matriculation into the MHA Program are encouraged to submit the course syllabus to the MHA Program Coordinator for review/approval prior to registering for the outside course.
 - It takes at least several weeks for transfer requests to be processed and for courses to appear on the official UNC Charlotte transcript. Students need to anticipate this lag when planning their graduation applications, etc., as only courses that appear on the UNC Charlotte transcript (either as having been completed or in process) can be listed on the application for graduation. If a transfer class does not appear on the transcript at the time graduation applications are due, the course cannot be used toward the credits required for the degree.

Residency Requirement

In accordance with University policy, students having accumulated sufficient credits (including grades of I or IP which are being resolved) are advised to register for GRAD 7999 Residency in lieu of taking additional courses.

Note: while maintaining residence in the summer is not required, students must be enrolled during the semester in which they graduate. Please discuss questions related to residency requirements with the Program Coordinator.

**Please note: Residency, as used here, is distinct from tests of residency within the state of North Carolina for purposes of assessing in-state versus out-of-state tuition. See the Graduate School catalog for further details.*

MHA Program Completion Time

Students are expected to complete the MHA program within 5 years (a sixth year is sometimes permitted with justification and advance notice). University policy requires that no course listed on a master's student's candidacy form be older than six years at the time of graduation. This policy is in place because of the University's interest in a degree being current when it is awarded. Courses that exceed this time limit must be revalidated or retaken, whichever the graduate program decides necessary, if they are to count in a degree program.

Graduation Requirements

UNC Charlotte requires that graduate students maintain academic standards as outlined in the Graduate School Bulletin.

- Graduate students must average at least B (3.0 on a 4 point system) over all courses attempted as part of the requirements to qualify to receive a graduate degree.
- Comply with relevant university policies and procedures including:
 - Candidacy and Diploma. The timely application and payment of fees for candidacy and for the diploma (See Graduate school website for specific deadlines and fees).

Deadlines

Students are advised in the strongest possible terms to closely monitor and follow university-imposed deadlines for such important benchmarks as registration, payment, application for candidacy and for graduation, and submission of defended thesis and projects. Likewise, students are advised to closely monitor and follow college, departmental, and program policies and procedures, with special emphasis on internship planning, thesis and project planning and completion, and application for transfer credits, graduation, and the like. The consequences for missing these deadlines include registration being terminated or having graduation delayed by a semester.

Policy Appeals

To resolve disputes, students are directed to first discuss the issue with the course instructor. If the issue is not resolved at that level it should be brought to the Program Coordinator (program or student-conduct related matters) or the Department Chair (faculty conduct related matters). If not resolved informally, students are directed to the formal college policy summarized below. Students may wish to consult with their academic advisor if unsure of their options.

A student who wishes to appeal a policy of the MHA Program may do so by submitting a written appeal to the Chair of the Department of Public Health Sciences in accordance with the "Academic Grievance Policy of the College of Health and Human Services" (in the College of Health and Human Services Handbook). This appeal will be reviewed and judgment made by the faculty of the department

Final Grade Appeals

Appeals of final grades must follow the UNC Charlotte final grade appeal procedure described at <http://www.legal.uncc.edu/policies/up-410>.

Note: As discussed separately, appeals for suspension, termination, and academic integrity violations are adjudicated through separate processes. See the relevant policies and procedures at the Graduate School and University websites

Non-discrimination Policy

The Department of Public Health Sciences is committed to equality of opportunity and does not discriminate in recruiting or admitting students, or in the hiring or promoting of faculty and staff, based on race, color, national origin, religion, gender, sexual orientation, age, or ability/disability.

Student Travel

In some circumstances, the MHA Program may offer funding assistance to students for travel to professional conferences, competitions, educational events, and more. Students are required to schedule a meeting with Jeremy Alajajian (ralajaji@uncc.edu) prior to making travel reservations (hotel, airfare, etc.). If a student makes reservations prior to meeting with Jeremy Alajajian, she/he will be responsible for those expenses and will not receive reimbursement.

Letters of Recommendation

When asking faculty for a letter of recommendation, students should send them the following information at least 2 weeks before the application is due; 3 weeks would be even better:

- ◆ Current resume/CV as an attachment.

*Note: Be sure the resume has been reviewed by someone in the UNC Charlotte Career Center, is free of typographical errors, and is saved as a "doc" file (rather than *.docx) in Word or as an Adobe (*.pdf) with a meaningful file name, e.g., "SmithAdam_Resume_Fall2010.doc" rather than just "resume.doc" Good resumes take time to develop. Students are advised to begin working with the Career Center ASAP.*

- ◆ Anticipated date of graduation
- ◆ Current GPA
- ◆ The name, title and address of the contact person for each application

Example

Susan Smith, MHA [or if no master's degree or higher, would be: Ms. Susan Smith]
Administrative Fellow
Palmetto Richland Hospital
123 Gateway Road
Columbia, SC 29221

- ♦ A brief statement for each organization, immediately below the name and address: (1) why interested in the opportunity; and (2) why well qualified for the opportunity. This information is intended to help faculty write a more compelling letter of support, so please write this BRIEF statement with that purpose in mind. Note special training or skills (e.g., accounting, finance, gerontology, health information technology) or if completing a Graduate Certificate (e.g., Gerontology, Health Information Technology) in the statement.

Almost all applications require that materials be sent in one envelope. Letters of recommendation will be provided to students in a sealed envelope, signed and dated over the seal. Remember to include the letter with the application.

Check E-mail Daily

The Public Health Graduate Programs expect students to use their UNC Charlotte (name@uncc.edu) email accounts, and to check their accounts at least once per day while school is in session (including summer sessions, if students are attending). This practice facilitates good communication between the Department and students. Students are responsible for any and all information that is delivered by email. Students who choose to use another email account as their primary account are advised to set an "auto forward" rule from their UNC Charlotte account to ensure timely receipt of mail.

Cancellations and Severe Weather Policy

Students should follow the UNC Charlotte severe weather guidelines for class attendance. In the case of severe weather that results in the cancellation of University classes, students are not required to report to their internship assignments. Students are responsible for obtaining information about school closings and delays. Call 704-687-2877 or visit the home page at <http://www.uncc.edu/> for information about University closings or delays.

Faculty may have need, related to weather or other circumstances, to unexpectedly cancel classes. Every effort will be made to notify students of these changes in advance. This is typically accomplished via email communication to your UNC Charlotte email account and/or a notice placed on the classroom door.

Charlotte Healthcare Executives Student Organization (CHESO)

CHESO is a graduate student society for future healthcare executives from the University of North Carolina at Charlotte. CHESO is designed to meet its members' professional, educational, and leadership needs; to promote high ethical standards and conduct; and to provide opportunities for members to learn from one another as well as those in the healthcare executive profession.

Please visit us online! <http://www.sco.uncc.edu/cheso/>

As a member of CHESO, membership in the American College of Healthcare Executives (ACHE) is required. Thus CHESO membership provides for students an established network in healthcare administration through the ACHE that enhances opportunities to meet, exchange ideas, and advance both academically and professionally.

Vision

Improve health outcomes and efficiencies by promoting excellence through diversity and collaboration in healthcare management education.

Mission

The mission of CHESO is to encourage professional development and growth among students interested in healthcare leadership and management excellence through various programs and activities.

Values

- *Excellence* — CHESO believes that excellence in healthcare education leads to excellence in healthcare management and leadership. Excellence in healthcare management education will be embodied in CHESO membership, and served through unique programs and services.
- *Collaboration* — CHESO as a member of the ACHE Higher Education Network will have the opportunity to collaborate with the national society as well as other University affiliates in the network. CHESO collaborates with the Greater Charlotte Healthcare Executives Group (GCHEG), which is an independent chapter of the American College of Healthcare Executives.

These relationships are vital as healthcare management education programs as well as networking elements that prepare students to succeed in inter-professional work environments.

- *Diversity* — CHESO believes in diversity in people, programs, and perspectives as essential for an effective inter-disciplinary professional workforce. UNC Charlotte is a diverse community, and CHESO draws on that diversity in unifying around the purpose of promoting excellence and collaboration in healthcare management education.

What we do

CHESO is a graduate student organization that serves students in the College of Health and Human Services at the University of North Carolina at Charlotte.

We provide opportunities for students to network with alumni and regional health administration executives. We provide opportunities to hear speakers on health administration topics of interest. We work to assist students in the graduate program to find mentors and contacts for Graduate Internships. We also participate in various community service activities in the local community.

Membership in the American College of Healthcare Executives (ACHE) Higher Education Network constitutes student membership in the ACHE and this has a variety of unique offerings. The ACHE is an international professional society of healthcare executives. Its goals are staying current with healthcare management issues, expanding healthcare management knowledge, and helping to shape the future of healthcare managers.

Benefits of Student Membership in ACHE

- Healthcare Executive Magazine: Student members of ACHE receive a bi-monthly magazine that provides critical industry topics, special features, and best practices from all over the world.
- The Journal of Hospital and Health Services Administration: The official journal of ACHE. This journal is printed six times per year and includes articles in healthcare management, executive leadership, education, and research.
- Members will also be eligible to participate in all conferences, seminars, and professional meetings offered by ACHE. After graduation, in beginning a career, ACHE is there to help the new graduate along the way, offering advancement through the various levels of achievement which improves one's status as a health care manager.
- Members will have access to the members-only ACHE website, which includes information about fellowship and other career opportunities.

Membership Fees & Dues:

ACHE Annual Student Membership Fee: \$75.00*

*Set annually, subject to change

Greater Charlotte Healthcare Executives Group MHA Scholarship

Scholarship Description

Overview:

This annual scholarship is designated for a student enrolled in the MHA program in the Department of Public Health Sciences. The mission of the GCHEG Chapter is to be the professional membership society for healthcare executives; to meet its members' professional, educational, and leadership needs; to promote high ethical standards and conduct; to advance healthcare leadership and management excellence; and to promote the mission of the ACHE. This scholarship is intended to support the mission of the GCHEG.

Award Criteria:

1. Student must demonstrate financial need, as determined by the Office of Financial Aid; or: Student must describe how the scholarship will assist them with meeting tuition costs and other costs of graduate school.
2. Student must maintain a GPA of 3.5 or higher.
3. Award to be made to a student who has completed 18 hours of coursework in the MHA program.
4. Student must be an active member in good standing of the Charlotte Healthcare Executive Student Organization (CHESO), the American College of Healthcare Executives (ACHE), and the local ACHE Chapter, the Greater Charlotte Healthcare Executives Group (GCHEG).
5. The award recipient will serve as a liaison between UNC Charlotte and the GCHEG; the recipient will also serve on a GCHEG Committee consistent with her or his interest during the academic year in which they receive the scholarship.

Applications:

To be considered for the award, applicants are asked to submit the following to the MHA Program Coordinator via email by March 31, or as otherwise announced.

1. Resume
2. 1- 2 page personal statement, including how their academic pursuits and community involvement, particularly with the GCHEG, align with the mission and values of ACHE
3. Recommendation from a faculty member or member of the healthcare community

Award Amount: \$1,000

Dr. Robert Barber Memorial Scholarship



Scholarship Description

Overview:

Established by the Carolinas HealthCare Foundation, colleagues, family and friends, this endowed scholarship for the Master of Health Administration (MHA) program at UNC Charlotte honors the life and memory of Dr. Robert Barber. Fund proceeds will be used to support talented graduate students demonstrating leadership and community service who are entering the Master of Health Administration (MHA) Program at UNC Charlotte.

Award Criteria:

Recipients of the scholarship will be students who best meet the following criteria:

1. Recipients must demonstrate leadership and service to the profession, the community, and/or the university.
2. Recipients must be enrolled and in good standing in the MHA program.
3. Recipients must be enrolled in a minimum of 6 credit hours.
4. GPA Requirements:
 - a. For MHA students entering the program: minimum undergraduate GPA of 3.2
 - b. For returning MHA students: minimum graduate GPA of 3.5.

Applications:

Students should submit the following to the CHHS Advising Center, College of Health and Human Services, Room 103:

1. Application that is available to download on the Scholarship webpage. Manually add the Barber Scholar to the listing of Scholarships you are applying for at the top of the application.
2. Two letters of reference, at least one of which must be from a professional practice or community service context that address “demonstration of leadership and service to the profession, the community, and/or university.”
3. Current UNC Charlotte unofficial transcript

Award Amount: Determined annually

Career Services

The UNC Charlotte Career Planning and Placement Center offers career development services to both graduate and undergraduate students. The office is located at 150 Atkins Building. This office exists to serve students who need assistance in making a successful transition from college or graduate school to their chosen field or career. Their contact information is, Phone: 704-687-2231; Fax: 704-687-2683, internet: <http://www.career.uncc.edu/index.cfm>

Student services offered by the Career Planning and Placement Office include workshops on: career planning, internships, resumes and cover letters, and effective interviewing.

The Graduate School at UNC Charlotte offers a broad array of professional development activities throughout the year, including career fairs, funding opportunities, and special guest speakers. MHA students are updated about these opportunities through email announcements from the MHA Program Coordinator.