

**Health Policy and Management  
Master of Healthcare Administration (MHA)**

**Student Guide  
2020-2021**



**UNC**

**GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH**

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## Welcome

Welcome to the Department of Health Policy and Management. This guide highlights many of the rules, regulations, policies, and procedures of the Master's Program, as established by the department faculty and by the actions of the Administrative Board of the Graduate School. Each student should become familiar with the material in this guide, and, together with a faculty mentor, make certain that the selected plan of study complies with the pertinent requirements and personal career interests.

This guide is intended to complement the information contained in the *Graduate School Handbook*. <http://gradschool.unc.edu/handbook/>. In instances of discrepancy between these guidelines and the *Graduate School Handbook*, the latter takes precedence.

While reading through this document, if you find incorrect information, please contact Jeffrey Simms.



## Health Policy and Management Mission, Vision, and Values

### Mission

To improve health for all by creating and translating knowledge and practice and educating current and future health leaders, managers, policymakers, practitioners, and researchers.

### Vision

High quality, accessible, and affordable health systems that achieve optimal population health in North Carolina, the United States, and around the world.

### Values

**Ethical standards.** We adhere to high standards of personal and professional integrity and support those standards in our faculty, staff, students and alumni.

**Free intellectual exchange.** We value free intellectual exchange, innovation, and entrepreneurship in the pursuit of useful knowledge advancement, teaching and service. We believe that continued improvement and success depend on lifetime learning and we support this among our faculty, staff, students, and alumni.

**Accountability.** We pride ourselves in maintaining a student-centered environment through accessible faculty and staff. We foster an environment in which faculty can excel in terms of their research, teaching, and service. We use self-assessment and actively solicit and incorporate stakeholder input, such as student assessments, and alumni and employee surveys, throughout our continuous improvement efforts. We recognize that the health of the public and social justice are intertwined; as public health professionals, we are accountable to communities and adhere to principles of equity.

**Inclusivity.** We strive to ensure that a diverse faculty, staff, and student body feel fully welcome here both because we care about each other as human beings and because we want our department and society to benefit from everyone's talents.

**Balance and Growth.** We recognize personal and professional growth are important for well-rounded individuals, and strive to help our faculty, staff and students achieve both. We recognize that our faculty, staff and students play multiple roles, and we strive to help them achieve a reasonable balance between their personal and professional lives.

**Focus on Results.** We are passionate about improving access to high quality, affordable health services.

## Key Points of Contact

All degree programs in the Department of Health Policy and Management are managed by teams of faculty and staff. You will come into contact with many people during your time in the program. This is a brief summary of key people and their roles related to the MHA degree.

Name	Title	Information and Advice Related To:
<b>Jeffrey Simms</b>	Interim Program Director, Master's Degree Programs in Health Policy and Management (Residential); Director, Professional Development and Alumni Relations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum, course requirements and options</li> <li><input type="checkbox"/> Practicum</li> <li><input type="checkbox"/> Advisor and advisor changes</li> <li><input type="checkbox"/> Degree changes, dual degree options, deferrals, leaves of absence</li> <li><input type="checkbox"/> Feedback and concerns related to courses, communication, faculty, staff, advisors</li> <li><input type="checkbox"/> Department and program policies</li> <li><input type="checkbox"/> Reference letters</li> <li><input type="checkbox"/> Participation on departmental committees</li> <li><input type="checkbox"/> Academic, financial, and personal challenges</li> <li><input type="checkbox"/> Course selection</li> <li><input type="checkbox"/> Practicum options</li> <li><input type="checkbox"/> Employment post-graduation</li> <li><input type="checkbox"/> Reference letters</li> <li><input type="checkbox"/> Guidance on practicum and post-graduation employment</li> <li><input type="checkbox"/> Practicum and job interview preparation</li> <li><input type="checkbox"/> Resumes and cover letters</li> <li><input type="checkbox"/> Feedback and concerns related to faculty, staff, and other students</li> <li><input type="checkbox"/> Academic, financial, and personal challenges</li> </ul>
<b>Adia Ware</b>	Interim Academic Coordinator	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying to HPM</li> <li><input type="checkbox"/> Curriculum, course requirements and options</li> <li><input type="checkbox"/> Graduation and degree requirements</li> <li><input type="checkbox"/> Course registration</li> <li><input type="checkbox"/> Degree changes, dual degree options, deferrals, leaves of absence</li> <li><input type="checkbox"/> Course exemption requests</li> <li><input type="checkbox"/> Department and program policies</li> <li><input type="checkbox"/> Graduate School policies</li> <li><input type="checkbox"/> Academic, financial, and personal challenges</li> </ul>
<b>Cathy Padgett</b>	Career Services Coordinator	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practicum options</li> <li><input type="checkbox"/> Employment post-graduation</li> <li><input type="checkbox"/> Practicum and job interview preparation</li> <li><input type="checkbox"/> Resumes and cover letters</li> <li><input type="checkbox"/> Academic, financial, and personal challenges</li> </ul>
<b>Faculty Advisor/Mentor</b>	<p>The faculty advisor's role varies depending upon student needs and the specific expertise of the faculty member. The advisor can be helpful in many ways, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course selection</li> <li><input type="checkbox"/> Practicum options</li> <li><input type="checkbox"/> Resume and cover letter review</li> <li><input type="checkbox"/> Reference letters</li> <li><input type="checkbox"/> Practicum and job interview preparation</li> <li><input type="checkbox"/> Concerns related to courses, faculty, students, policies</li> <li><input type="checkbox"/> Academic, financial, and personal challenges</li> </ul>	

## Important Sites and Services

Services	Location	Phone	Web Site
Chapel Hill Transit	n/a	n/a	<a href="http://www.ci.chapel-hill.nc.us/transit">www.ci.chapel-hill.nc.us/transit</a>
Accessibility Resources & Service	450 Ridge Road	(919) 962-8300	<a href="http://accessibility.unc.edu/">http://accessibility.unc.edu/</a>
ONYEN	022 Undergraduate Library	(919) 962-4357	<a href="https://onyen.unc.edu/">https://onyen.unc.edu/</a>
HeelMail		(919) 962-4357	<a href="http://help.unc.edu/help/heelmail-frequently-asked-questions/">http://help.unc.edu/help/heelmail-frequently-asked-questions/</a>
Graduate School - forms	200 Bynum Hall	(919) 966-2611	<a href="http://gradschool.unc.edu/academics/resources/forms.html">http://gradschool.unc.edu/academics/resources/forms.html</a>
Graduate School - Handbook			<a href="http://handbook.unc.edu/pdf/handbook.pdf">http://handbook.unc.edu/pdf/handbook.pdf</a>
Health Sciences Library	Columbia Street	(919) 966-0800	<a href="http://www.hsl.unc.edu">http://www.hsl.unc.edu</a>
International Student & Scholar Services	Fed Ex Global Education Center 301 Pittsboro Street	(919) 962-5661	<a href="http://oisss.unc.edu">http://oisss.unc.edu</a>
UNC Funding Opportunities	200 Bynum Hall	(919) 966-2611	<a href="http://gradschool.unc.edu/funding/">http://gradschool.unc.edu/funding/</a>
HPM Web Site	135 Dauer Drive	(919) 966-7350	<a href="http://sph.unc.edu/hpm/health-policy-and-management-home/">http://sph.unc.edu/hpm/health-policy-and-management-home/</a>
NC Resident Status	SASB North	(919) 962-6324	<a href="http://registrar.unc.edu/academic-services/residency/">http://registrar.unc.edu/academic-services/residency/</a>
Registration	SASB North	(919) 962-3954	<a href="http://registrar.unc.edu/registration/">http://registrar.unc.edu/registration/</a>
Scholarships & Student Aid	300 Pettigrew	(919) 962-8396	<a href="http://studentaid.unc.edu/">http://studentaid.unc.edu/</a>
My UNC	n/a	n/a	<a href="http://my.unc.edu/">http://my.unc.edu/</a>
Tuition Rates	n/a	n/a	<a href="http://cashier.unc.edu/tuition-fees/">http://cashier.unc.edu/tuition-fees/</a>
UNC One Card (ID)	Daniels Student Stores	(919) 962-8024	<a href="http://www.onecard.unc.edu">http://www.onecard.unc.edu</a>
Finance Division (Cashier's)	SASB North	(919) 962-1368	<a href="http://www.unc.edu/finance/cashiers/cashiers.htm">http://www.unc.edu/finance/cashiers/cashiers.htm</a> (Note: credit card payments incur a 2.75% or minimum \$3.00 non-refundable transaction fee)

## Health Policy and Management Offices, Program Management, Faculty and Staff

<b>Chair's Office</b>	Morris Weinberger, Chair	mweinber@email.unc.edu
	Kristin Reiter, Associate Chair	reiter@email.unc.edu
	Becky Slifkin, Associate Chair	becky_slifkin@unc.edu
	Stephanie Forman, Assistant to the Chair	sforman1@email.unc.edu
<b>Business Office</b>	Terri Gault, Director, Finance and Administration	terrigault@unc.edu
	Tina Lathia, Accounting Technician	tina_lathia@unc.edu
	Stacie Jones, Accounting Technician	stacie_jones@unc.edu
<b>PhD Program</b>	Marisa Domino, Program Director	domino@unc.edu
<b>Residential Master's Programs</b>	Jeffrey Simms, Interim Program Director	jeffrey_simms@unc.edu
<b>Executive Doctoral Program in Health Leadership</b>	Pam Silberman, Program Director	pam_silberman@unc.edu
<b>Executive Master's Program &amp; CPDM<sup>1</sup></b>	Bill Gentry, Program Director	wgentry@email.unc.edu
<b>Undergraduate Program</b>	Melanie Studer, Program Director	melanie_studer@unc.edu
<b>Student Support</b>	Jeffrey Simms, Director of Professional Development & Alumni Relations	jeffrey_simms@unc.edu
	Valerie Hooker, Academic Program Support Coordinator	vhooker@email.unc.edu
	Adia Ware, Interim Academic Coordinator	lynette_jones@unc.edu
	Cathy Padgett, Career Services Coordinator	cathy_padgett@unc.edu
	Kim Sieler, Academic Coordinator	krsieler@email.unc.edu
	Jackie Siler, Academic Program Support Coordinator	jsiler@email.unc.edu
<b>Systems Specialists</b>	Paul Barrett, Systems Specialist	pbarrett@email.unc.edu

<sup>1</sup> Community Preparedness & Disaster Management Program

## HPM FACULTY AND STAFF

<http://sph.unc.edu/hpm/hpm-faculty-and-staff/>

## HPM Student Support Staff

Rosenau Hall  
Office Hours 7:30 am – 5:00 pm

### Staff

Kim Sieler  
Academic Coordinator  
(919) 966-7364  
[KRSieler@email.unc.edu](mailto:KRSieler@email.unc.edu)

Cathy Padgett  
Career Services Coordinator  
(919) 966-7390  
[Cathy\\_padgett@unc.edu](mailto:Cathy_padgett@unc.edu)

The Student Support Office is an excellent source of important information at all points in your academic career. This office provides information on admission, curriculum requirements, and graduation. If you need an answer fast, and you cannot locate it on the department webpage or no one else seems to know the answer, your best bet is to look here. Hours are 8:00am – 5:00pm.

### Services

**Communication:** The Student Support Office communicates important information to all students via email, using the listserv. It is your responsibility to sign up for the Master's Program listserv. Contact the Student Support Office for listserv instructions.

**Registration:** All incoming students are automatically registered for their first semester by the HPM Student Support staff. **Continuing students register for subsequent semesters online via MYUNC.** General registration instructions and an online directory of classes are available at <http://catalog.unc.edu/course-search/>. NOTE: If you register on or after the 1st day of class you will be charged a \$20.00 late fee.

**Tuition and Fees:** <http://cashier.unc.edu/tuition-fees/>

**UNC One Card:** The UNC One Card is the official ID card for students, faculty, and staff. Your One Card is a multipurpose identification and online account card that provides access to certain facilities & events, and also serves as your UNC Library card. <https://onecard.unc.edu/>

**Mailboxes:** Student mailboxes are located in alphabetical order in the hall outside suites 1102 and 1107 in McGavran-Greenberg Hall. Remember to check your mailbox regularly.

**The Graduate School:** The HPM Student Support Office and the Graduate School work closely together to guide graduate students as they work towards completion of their degree. We encourage all students to refer to the *Graduate School Handbook* (<http://handbook.unc.edu>). Our office is governed by Graduate School policies. If you have questions about such matters as transferring credits, taking courses at another university, changing your degree, and graduation requirements, please refer to the *Graduate School Handbook* <http://handbook.unc.edu> and feel free to contact our HPM Student Support staff .



## MHA Degree Requirements

Degree requirements incorporate School, Department, and MHA degree requirements.

All students must be registered as a full-time student in residence for at least two semesters.

A student receiving a grade of "F" in any course or a receiving nine hours of "L" (low pass) becomes ineligible to continue. An ineligible student must apply for, and receive, reinstatement before continuing. Dual degree students who receive a grade of "F" in **either program**, or 9 hours of "L" in either program or in both programs combined (i.e., a portion of the 9 hours of "L" in one program and the rest in the other) are deemed academically ineligible in **both programs, and must petition for reinstatement in both programs.**

An Application for Graduation must be submitted no later than the deadline established by the Graduate School for that semester in which the student expects to graduate. The Application for Graduation can be found on the Graduate School website.

<http://registrar.unc.edu/academic-services/graduation/applying-for-graduation/>

All requirements for the degree must be met within five years from the date of matriculation.

Additional information may be obtained from the Students Services Office and in the **Graduate School Handbook.**

<http://gradschool.unc.edu/handbook/>

**Comprehensive Examination and Master's Paper:** The Graduate School requires that graduate students successfully complete a comprehensive examination and master's paper, or approved alternative requirements. The Graduate School has approved the following substitutes for each of these requirements for the MHA degree.

**Comprehensive Examination:** Successful completion and oral presentation of a business plan, currently done under the auspices of HPM 735, "Advanced Concepts and Applications in Health Policy and Management." (also referred to as Capstone).

**Master's Paper:** Achieving a passing grade on three business cases, written under the auspices of HPM 734, "Approaches to Business Plan Development."

**Electives:** Students can take elective courses relevant to their interests. Electives may be taken in any school or department on campus, or, if the student wishes, through Duke University or any campus of the University of North Carolina system approved by the Graduate School (NC State University, UNC-Greensboro, UNC-Charlotte, North Carolina Central). Note that electives must be graduate-level courses, beginning at 400 or higher. HPM courses can be found at this website. <http://sph.unc.edu/hpm/hpm-course-list/>

**Practicum:** MHA students must successfully complete a twelve-week practicum (480-hours) under the joint supervision of the faculty advisor and an approved field preceptor.

The overall objective of the practicum is to provide a planned and supervised learning experience through first-hand observation and operational responsibilities in a health services agency. Specific objectives for all student practicum placements are as follows:

- To have learning experiences that are not normally available in the classroom, but which are essential for sound training in Health Policy and Management;
- To test the validity and applicability of classroom learning to practice, and thus to develop the students' professional point-of-view;

- To develop and refine operational skills, to gain relevant experience, and to enhance professional self-confidence as health administrators or policy analysts;
- To make a service contribution during the course of the practicum that will not only be useful to the organization, but also sharpen the students' administrative and/or analytical skills

Beginning in late September of the first year, various healthcare professionals and organization representatives visit the department to meet with students and conduct interviews for both practicum positions (first-year students) and jobs (second-year students). This provides an opportunity for students to learn about these organizations to assist in their practicum search and lay the groundwork for possible future employment. The Career Services Office coordinates these visits and organizes interviews.

- MHA students register for 2 credit hours for HPM 793 during summer session one.
- A practicum fee of \$450.00 is paid by all students, in addition to tuition and university fees.

## Master's of Healthcare Administration Course Requirements 2019-2020

The Master's of Healthcare Administration (MHA) requires a total of 60 credits.

Course #	Course name	Credits Taken	Planned Term	Degree Requirements
<a href="#">HPM 601</a>	<a href="#">Issues in Health Care</a>	1	Fall 1	Dept Core
<a href="#">HPM 671</a>	<a href="#">Statistical Methods for Health Policy and Management</a>	3	Fall 1	MHA Core
<a href="#">HPM 743</a>	<a href="#">Healthcare Reimbursement</a>	1	Fall 1	MHA Core
<a href="#">HPM 701<sup>1</sup></a>	<a href="#">Professional Training I</a>	1	Fall 1	Dept Core
<a href="#">HPM 730</a>	<a href="#">Leadership and Management of Health Care Organizations</a>	3	Fall 1	Dept Core
<a href="#">HPM 754</a>	<a href="#">Health Care in the US Structure and Policy</a>	3	Fall 1	Dept Core
<a href="#">HPM 760</a>	<a href="#">Information and Quality Management</a>	3	Fall 1	Dept Core
<a href="#">HPM 714</a>	<a href="#">Advanced Spreadsheet Modeling for Business</a>	3	Fall 1	Elective
	Semester Subtotal	17		
<a href="#">SPHG 600</a>	<a href="#">Introduction to Public Health</a>	3	Spring 1	SPH Core
<a href="#">HPM 725</a>	<a href="#">Healthcare Strategy and Marketing</a>	3	Spring 1	MHA Core
<a href="#">HPM 746<sup>3</sup></a>	<a href="#">Introduction to Financial and Managerial Accounting for Healthcare</a>	4	Spring 1	MHA Core
<a href="#">HPM 770</a>	<a href="#">Introduction to Operations Research for Healthcare Systems</a>	3	Spring 1	Dept Core
	<a href="#">Elective Graduate-level course</a>	3	Spring 1	Elective
	Semester Subtotal	16		
<a href="#">HPM 702<sup>1</sup></a>	<a href="#">Professional Training II</a>	1	Fall 2	Dept Core
<a href="#">HPM 710</a>	<a href="#">Health Law</a>	3	Fall 2	Dept Core
<a href="#">HPM 715</a>	<a href="#">Health Economics for Policy and Administration</a>	3	Fall 2	Dept Core
<a href="#">HPM 720</a>	<a href="#">Management of Human Resources in Health Organizations</a>	3	Fall 2	Dept Core
<a href="#">HPM 734</a>	<a href="#">Approaches to Business Plan Development</a>	1	Fall 2	MHA Core
<a href="#">HPM 742</a>	<a href="#">Healthcare Finance I</a>	3	Fall 2	MHA Core
<a href="#">HPM 793<sup>2</sup></a>	<a href="#">Health Policy and Management Internship</a>	2	Fall 2	Practicum
	Semester Subtotal	15		
<a href="#">HPM 703<sup>1</sup></a>	<a href="#">Professional Training III</a>	1	Spring 2	Dept Core
<a href="#">HPM 735</a>	<a href="#">Advanced Concepts and Applications in Health Policy and Management</a>	3	Spring 2	MHA Core
<a href="#">HPM 744</a>	<a href="#">Healthcare Finance II</a>	2	Spring 2	MHA Core
	<a href="#">Elective Graduate-level course</a>	3	Spring 2	Elective
	<a href="#">Elective Graduate-level course</a>	3	Spring 2	Elective
	<a href="#">Elective Graduate-level course</a>	3	Spring 2	Elective
	Semester Subtotal	14		
	<b>MHA Degree Total</b>	<b>60</b>		

<sup>1</sup> Professional Training Fees: HPM 701 (\$550), HPM 702 & 703 (\$500 each); These 1-credit courses do not count towards the 60 hours needed to graduate

<sup>2</sup> Practicum Fee: \$450

<sup>3</sup> HPM 746: These changes take effect in Academic Year 2020-2021

## MHA Curriculum Sequence (2019-2020)

Credits Required: 60

Semester	Number	Short Title	Credit Hours
<b>Fall 1</b>	HPM 601	Issues in Health Care	1
	HPM 671	Statistical Methods for Health Policy and Management	3
	HPM 743	Healthcare Reimbursement	1
	HPM 701	Professional Training I \$550.00 fee <i>(in addition to University Fees)</i>	N/A
	HPM 730	Leadership and Management of Health Care Organizations	3
	HPM 754	Healthcare in the US Structure and Policy	3
	HPM 760	Information and Quality Management	3
	HPM 714	Suggested Elective: Advanced Spreadsheet Modeling for Business	3
<b>Spring 1</b>	SPHG 600	Introduction to Public Health	3
	HPM 725	Healthcare Strategy and Marketing	3
	HPM 746	Introduction to Financial and Managerial Accounting for Healthcare	4
	HPM 770	Operations Research for Healthcare Systems	3
	Electives	Elective courses	Variable
<b>Fall 2</b>	HPM 710	Health Law	3
	HPM 715	Health Economics for Policy and Administration	3
	HPM 720	Management of Human Resources in Health Organizations	3
	HPM 734	Approaches to Business Plan Development	1
	HPM 742	Healthcare Finance I	3
	HPM 793	Practicum \$450.00 fee <i>(in addition to University Fees)</i>	2
	HPM 702	Professional Training II \$500.00 fee <i>(in addition to University Fees)</i>	N/A
	Electives	Elective courses	Variable
<b>Spring 2</b>	HPM 735	Advanced Concepts and Applications in Health Policy and Management (Capstone)	3
	HPM 744	Healthcare Finance II	2
	HPM 703	Professional Training III \$500.00 fee <i>(in addition to University Fees)</i>	
	Electives	Elective courses	Variable

## MHA Program Worksheet (2020-2021)

Course Number	Title	Semester completed	Credits	Notes (exemptions, substitutes)
<b>SPH Core</b>				
HPM 671	Statistical Methods for Health Policy and Management		3	
SPHG 600	Foundational Learning Objectives		3	
<b>HPM Core</b>				
HPM 601	Issues in Health Care		1	
<b>HPM 701</b>	<b>*Professional Training I (\$550 fee)</b>		<b>n/a</b>	
<b>HPM 702</b>	<b>*Professional Training II (\$500 fee)</b>		<b>n/a</b>	
<b>HPM 703</b>	<b>*Professional Training III (\$500 fee)</b>		<b>n/a</b>	
HPM 715	Health Economics for Policy and Administration		3	
HPM 730	Leadership and Management of Health Care Organizations		3	
HPM 754	Health Care in the United States: Structure and Policy		3	
HPM 770	Operations Research for Healthcare Systems		3	
HPM 793	<b>*Practicum (\$450 fee)</b>		<b>2</b>	
<b>MHA Core</b>				
HPM 710	Health Law		3	
HPM 720	Management of Human Resources in Health Organizations		3	
HPM 725	Healthcare Strategy and Marketing		3	
HPM 734	Approaches to Business Plan Development		1	
HPM 735	Advanced Concepts and Applications in Health Policy and Management		3	
HPM 741	Management Accounting for Health Administrators		3	
HPM 742	Health Care Finance I		3	
HPM 743	Health Care Reimbursement		1	
HPM 744	Health Care Finance II		2	
HPM 746	Introduction to Financial and Managerial Accounting for Healthcare		4	
HPM 760	Healthcare Quality & Information Management		3	
<b>Elective Courses</b>				
			10	
	<b>Total Credit Hours for Graduation</b>		<b>60</b>	
<b>*Additional fees (in addition to University Fees)</b>				

## Health Policy and Management Master's Degree Competency Model

The goal of our master's programs is to produce the next generation of organizational and policy leaders who can assess, develop, manage and lead effective, equitable and responsive health systems. To accomplish this goal, we have designed our curricula to ensure that students attain a set of core competencies that enable them to successfully perform in professional settings. Our objective is for all students to demonstrate proficiency in the core competencies at graduation, and eventual mastery after several years of experience.

A competency-based curriculum differs from a traditional curriculum. Rather than simply imparting knowledge and skills to students and assessing what students *know*, a competency-based curriculum focuses on assessing what students *can accomplish* with the knowledge, skills and behaviors they acquire during the program. In simple terms, competencies reflect the extent to which students can apply knowledge, skills and behaviors effectively in a variety of situations and environments.

The HPM Competency Model was originally developed in 2009 based on key stakeholder input and review of existing models from AUPHA, NCHL, and CEPH. In 2018, the competency models for each of HPM's master's degree programs were updated using a similar methodology. This document describes the current competency model and assessment methodologies for the UNC HPM Master of Health Administration (MHA) program.

### The MHA Competency Model

The MHA competency model guides the program's curriculum and priorities as well as the design of individual courses. MHA competencies are developed and reinforced at multiple points during the program through coursework and experiential-based learning opportunities. Attainment of each MHA competency will be formally assessed at the individual student level by either a course instructor, team of faculty, internship preceptor or a combination of the former. Additionally, competency attainment will be assessed through student self-assessments at least once, and in some cases multiple times, during the program. It is the program's goal that students and their faculty mentors will be able to track student progress toward competency attainment throughout the program and use this feedback to help inform the students' professional and career development. The program will use aggregated student competency attainment data to identify areas for programmatic improvement, which may include identification of new courses, modification of existing courses, and/or evaluation and revision of teaching or assessment methods.

The HPM department has established a set of core MHA competencies that comprises five domains and 26 competencies identified as relevant for MHA graduates. The five competency domains include: 1) Knowledge of the Healthcare Environment; 2) Communications and Relationship Management; 3) Leadership and Professionalism; 4) Management; 5) Finance and Analytics. The competency domains, individual competencies, and definitions are described below.

### MHA Competency Domains and Definitions

**Domain 1: Knowledge of the Healthcare Environment.** This domain encompasses the foundational knowledge and skills required for graduates to work in the healthcare sector. It includes the following competencies:

- **Public Health Principles:** Understand the role of social determinants, environment, and individual behaviors on the health of populations
- **U.S. Healthcare System Structure and Financing:** Examine past, current, and emerging issues related to the organization, financing, and management of health delivery in the U.S.
- **Health Policy:** Discuss multiple dimensions of the policy-making process
- **Population Health Management:** Apply tools and strategies to manage the health of a population
- **Healthcare Legal Principles:** Analyze health-related legal principles and their impact on health administration and policy

**Domain 2: Communications and Relationship Management.** This domain reflects key interpersonal skills that are required for graduates to grow and succeed as leaders. It includes the following competencies:

- **Communication Skills:** Demonstrate effective oral and written communication skills
- **Interpersonal Awareness:** Develop an accurate view of one's strengths and limitations, including the impact one has on others
- **Team Citizenship:** Engage effectively as an accountable team member

**Domain 3: Leadership and Professionalism.** This domain encompasses those skills that are required to help groups make decisions that motivate others to advance organizational goals that help drive change. In short, this domain includes all the skills and politically savvy necessary to be effective in advancing organizational agendas openly and ethically. These competencies include:

- **Accountability:** Hold self and other accountable to standards of performance
- **Innovative Thinking:** Develop creative solutions to complex problems or adapt previous solutions in new ways
- **Organizational Dynamics:** Develop organization structures and processes to achieve desired outcomes
- **Professionalism:** Exhibit attitudes and behaviors consistent with a professional environment
- **Systems Thinking:** Assess the potential impacts and consequences of decisions across a variety of system stakeholders
- **Ethics:** Recognize the role of ethics in organizations and professional communities

**Domain 4: Management.** This domain encompasses operational skills required to effectively run healthcare organizations. These competencies include:

- **Governance:** Analyze models of governance structures, roles, and responsibilities as they apply to different organizational types
- **Human Resource Management:** Apply methods and techniques related to management of health care organizations, employees, and healthcare professionals.
- **Performance Evaluation & Quality Improvement:** Apply concepts of process and quality improvement to the administration of health care organizations
- **Project Management:** Propose a plan to manage a project involving resources, scope and impact.
- **Strategic Management & Analysis:** Develop competitive and collaborative strategic alternatives that continually improve the sustainability of the organization

**Domain 5: Finance and Analytics.** This domain encompasses quantitatively-oriented data and skills required to make informed business decisions.

- **Statistical Analysis:** Apply basic statistical methods relevant to public health and health care
- **Data Analytics:** Apply quantitative and modeling techniques to the analysis of data in order to make informed business decisions for healthcare organizations
- **Financial Accounting:** Interpret basic financial accounting information
- **Financial Management:** Conduct financial analyses to make capital acquisition and allocation decisions.
- **Managerial Accounting:** Apply management accounting concepts to measure costs, plan, assess performance and recommend managerial actions
- **Reimbursement:** Differentiate payment methods used to reimburse health service providers
- **Economic Analysis & Application:** Apply economic theory, concepts and decision making to understand how stakeholder incentives affect behavior, costs, and other outcomes.

## Levels of Competency Attainment

Each MHA competency is targeted for development at one of five levels: Level 1: *Emerging*; Level 2: *Progressing*; Level 3: *Proficient*; Level 4: *Partial Mastery*, and Level 5: *Mastery*. Definitions for each level are as follows:

<b>Competency Level</b>	<b>Attainment Definition</b>
<b>Level 1: <i>Emerging</i></b>	Students can perform or accomplish this competency in limited situations with significant support or practice.
<b>Level 2: <i>Progressing</i></b>	Students can recognize what is required to carry out this competency, and could perform or accomplish it consistently in familiar situations with minimal support or practice.
<b>Level 3: <i>Proficient</i></b>	Students can articulate the steps for implementing the competency and know how to get information for a better understanding of it; students can apply the competency consistently to address unfamiliar problems or in new situations. <i>Most students are expected to attain proficiency in a majority of competencies during the program. For most competencies, partial mastery and/or mastery may require several years of experience.</i>
<b>Level 4: <i>Partial Mastery</i></b>	Students are able to integrate knowledge and skills of this competency in a variety of situations, and do so consistently and independently.
<b>Level 5: <i>Mastery</i></b>	Students are able to integrate knowledge and skills of this competency in complex situations, and do so consistently and independently. <i>Depending on the competency and your prior experience, mastery may not be achieved for many years.</i>

Students are expected to attain *proficiency* (Level 3) in a majority of competencies upon graduation. Most students will not achieve *partial mastery* (Level 4) or *mastery* (Level 5) upon graduation, as true mastery for most competencies requires several years of practice and feedback. Thus, we expect the MHA competencies will continue to be developed over time as graduates become integrated into their professional roles. Our competency model is, therefore, one that describes levels of achievement *towards* mastery, in recognition that competency attainment is a journey that requires practice, feedback, and development.

## Competency Assessment

Faculty, preceptors, and students will have the opportunity to assess students' competency progress and level of attainment. Depending on the competency, assessment may occur through activities that can be quantitatively measured (e.g. assignments, examinations), qualitatively measured (e.g., instructor observations, classroom participation, self-assessments) or a combination of both.

Each competency is mapped to at least one (and often multiple) course or experiential learning opportunities in the MHA curriculum. In each course, competencies will be designated as primary or secondary. Multiple competencies may be developed in a course or experiential learning opportunity, and all assessment activities will be mapped to the competency and course learning objectives. However, only assessments of *primary* course competencies will be included in the formal tracking of competency attainment by the program. Secondary course competencies may or may not be formally assessed in the course.



For example, HPM 742 (Healthcare Finance I) includes the following course competencies:

MHA Competencies Developed in HPM 742		Primary or Secondary Course Competency
<b>Financial Management</b>	Conduct financial analysis to make capital acquisitions and allocation decisions	Primary
<b>Data Analytics</b>	Apply quantitative and modeling techniques to the analysis of data in order to make informed business decisions for healthcare organizations	Secondary
<b>Innovative Thinking</b>	Develop creative solutions to complex problems or adapt previous solutions in new ways	Secondary
<b>Team Citizenship</b>	Engage effectively as an accountable team member	Secondary

Among the competencies noted above, the primary competency integrated into the HPM 742 curriculum is **financial management**. The expectation is that upon completion of HPM 742, students will have attained **proficiency (Level 3)** in **financial management**. This competency will be specifically assessed in HPM 742 and included in the formal tracking of student competencies by the program. The remaining secondary competencies (data analytics, innovative thinking, and team citizenship) will be developed and assessed, but not formally reported, during HPM 742.

The **financial management** competency is assessed at the individual student level based on a combination of objectively scored assessments (e.g. exams); performance-based assessments (e.g. cases, team projects and/or presentations), and instructor observations (e.g. meaningful contribution to classroom discussions, ability to relate or implement concepts to practical experiences). Each student's collective performance across these assessment activities in HPM 742 will be used to help determine individual competency attainment in **financial management**.

### Level of Competency Attainment versus Grades

Depending on the competency, level of attainment may be highly correlated with the overall course grade (e.g. statistical analysis). Cross-cutting competencies, such as team citizenship, may not be correlated with any particular course grade.

Students are not *required* to attain all program competencies at the expected level (typically, proficiency) in order to graduate. Graduation is determined based on successful completion of all program requirements following the rules governing [academic standing](#) as designated by the Graduate School. The reporting of student competency attainment is intended to be developmental for the student, and support programmatic improvement for the MHA curriculum.

### Competency Tracking and Feedback

Faculty who teach required MHA courses will report each student's level of competency attainment at the end of each semester. Competency attainment will be recorded and tracked using Sakai, the UNC course management site. Ultimately, students will be able to access their own records in Sakai in order to track their progress.

In addition, the faculty will meet at the conclusion of each semester to review student progress toward MHA degree and competency attainment. The faculty meet to collectively consider each student's academic performance as well as other relevant performance issues. Following the review, each student will receive a letter from the academic

coordinator and/or program director with summarizing feedback of the review.

### **Next Steps**

The HPM department will begin implementing the MHA competency model beginning Fall 2019 and piloting various competency assessment and reporting methods. Assessments, reporting, and tracking methods will continue to evolve based on the competency-based education and performance literature, and feedback from faculty, alumni, and students.

## Frequently Asked Questions

Answers to many of these questions may be found in the *Graduate School Handbook* (<http://gradschool.unc.edu/handbook/>)

### **How many credits can I register for each semester?**

Graduate students are permitted to register for no more than 16 hours in any semester. Overload requests are considered on an exceptional basis and must be approved by your advisor, the Residential Master's Program Director, and the Academic Coordinator. Registration for a minimum of nine (9) hours is required to maintain status as a full-time student.

### **How soon do I have to decide which degree I want?**

During the application process, students indicate the degree program best suited to their career goals. However, we recognize that interests occasionally shift. If you are considering a change, you should discuss this with your advisor and Academic Coordinator. It is best to settle on a degree program within two weeks of the start of classes.

### **What certificate programs are available?**

Several certificate programs are offered and can be pursued to complement degrees at the Gillings School of Global Public Health. These are interdisciplinary and therefore available to all students, regardless of department. Courses taken for the certificates often fulfill elective course requirements. Check with your Academic Coordinator when selecting courses. To find out more information on certificate programs, visit this website: [https://sph.unc.edu/gps/?r asp\\_st\\_level\\_tax%5B%5D=certificate](https://sph.unc.edu/gps/?r asp_st_level_tax%5B%5D=certificate)

### **Can I take courses for credit at other universities?**

Under certain conditions, students registered for at least three (3) credit hours on this campus may take a maximum of two graduate-level courses, during a fall or spring term, or a maximum of one graduate-level course during a summer term, at any of the following universities: UNC-Greensboro, Duke University, NC State University, UNC- Charlotte, and North Carolina Central University.

A student must complete a "Request for Inter-Institutional Registration" form. This is available from the University Registrar's Office. Prior to enrolling in a course on another campus, it is important to discuss this with your Academic Coordinator, and to receive his or her approval.

<https://registrar.unc.edu/guide/special-enrollments/inter-institutional-programs/>

### **Can credits/grades transfer from other institutions?**

With the approval of the Program Director and the Graduate School, graduate students may transfer in up to 20 percent of the credits required for the degree. Such work must represent graduate-level course work relevant to the degree being sought, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the current program. Grades earned on transferred work must be equivalent to B or better (B- is not equivalent to B). Transferred work will not be included in residence credit calculation. Requests for coursework to be transferred for credit toward a graduate degree are reviewed by the Graduate School upon recommendation by the student's department.

### **What grades are assigned for graduate courses?**

The University uses a non-traditional grading scheme of H, P, L, and F for all graduate programs/students. This scheme does not recognize "+" or "-", and differs significantly from grades awarded by UNC-CH professional programs (Law, Medicine, Dentistry). Consequently, an official University transcript will reflect only the following graduate grades for courses taken within your School of Public Health graduate program:

H	High Pass
P	Pass

L	Low Pass
F	Fail
F*	Fail, administratively assigned
S	Satisfactory progress on research courses, field training, theses, and master's paper; must be followed by a permanent grade before graduation
IN	Work incomplete (automatically becomes an F* within 12 months)
AB	Absent from final examination (automatically becomes an F* within 12 months)
PS	Pass/Fail, All required graduate courses, including those taken on this campus or elsewhere (via inter-institutional registration, Study Abroad, etc.), may not be taken on a pass/fail basis. Students who wish to take a non-graduate level course pass/fail should contact The Graduate School.

### Grade Appeals

The department adheres to the Graduate School grade appeals process, which is detailed in *The Graduate School Handbook* <https://handbook.unc.edu/grading.html>

### Can I calculate a grade point average?

Due to the non-traditional graduate grading scheme, which does not assign numerical values to H, P, and L grades, no official grade point average is calculated for graduate students. However, the department does assign point values to grades solely for the purpose of determining an "internal" grade point average and class ranking for nominations to Delta Omega, the Public Health Honorary Society. These grade point averages and class rankings are for internal use only and are *not* released to other organizations.

### What grade do I need to maintain academic eligibility?

In order to pass a course, a student must, at minimum, receive a low pass (L) grade; no grade falling below the standard represented by the grade of L is counted for graduate credit. A student who receives a grade of F or nine (9) or more semester hours of L, is ineligible to continue graduate study. Dual degree students who receive a grade of "F" in **either program**, or nine (9) hours of "L" in either program or in both programs combined (i.e., some of the nine (9) hours of "L" in one program and the rest in the other) are deemed academically ineligible in **both programs, and must petition for reinstatement in both programs.**

After each semester, course instructors supply the Program Director and Academic Coordinator with a list of students who have received one or more L's or F's in the program.

Students made ineligible under the conditions stated above may apply for reinstatement upon petition to the department and the Graduate School. Forms are available at: <https://gradschool.unc.edu/pdf/wrenstmt.pdf>; completed forms should be submitted to the program's Academic Coordinator. The HPM Reinstatement Committee Chair will consider the petition, and forward to the Graduate School, together with a statement endorsing or declining to endorse the student's request. After reinstatement, any additional grade below "P" will result in the student becoming ineligible once again.

### HPM Procedure for Graduate Students Reinstatement

When a Health Policy and Management graduate student is made academically ineligible, the student may petition the department and the Graduate School for reinstatement by submitting the completed "Request for Reinstatement to Graduate School Form" to the Academic Coordinator. The Academic Coordinator will forward the petition to the department chair, who will then convene the department's Student Appeals Committee to review the student's request.

The Student Appeals Committee is chaired by a full professor, and includes one of the department's associate chairs and one additional faculty member. In situations where any of these individuals would have a conflict of interest, the committee chair will consult with the department chair to assign another faculty member(s) to the committee.

The committee gathers all relevant information from the instructor(s) who assigned the grade(s) that made the student ineligible, the student, and others.

The committee makes a recommendation to the department chair to endorse or decline to endorse the student's request for reinstatement, but the final decision is made by the chair and is forwarded to the Graduate School. Final approval rests with the Graduate School.

### **Do withdrawals show up on my transcript?**

In order to withdraw from a class (i.e., drop a class) and NOT have the withdrawal indicated on your transcript, you must drop the class prior to the "last day for drops" as established by the Office of University Registrar (<https://registrar.unc.edu/academic-calendar/>). The date is generally prior to the last two weeks of a semester. Withdrawals prior to the deadline do not appear on the transcript. If you withdraw from a class after the drop date, a W will be displayed on your transcript.

NOTE: Single course withdrawal (drop) is not to be confused with withdrawing from the University, which is required when ALL classes are to be dropped.

## **Financial Aid**

Financial aid is available through the University, the department, and various organizations nationwide. University support includes awards from the Graduate School, based on nominations by the department. There is NO application process for these awards, which are available only to entering students. For information about federal and other loan programs, contact the Office of Scholarships and Student Aid, 300 Vance Hall, (919) 962-8396. <https://studentaid.unc.edu/>

### **Graduate Assistantships**

The department's primary mechanism for providing financial aid to master's students is the graduate research or teaching assistantship. These assistantships are limited service awards made for the performance of specific research or teaching tasks.

Limited teaching assistant (TA) positions are available to returning masters students through HPM. Decisions about TA assignments are based on faculty preferences, students' interest, suitability for a particular course, and HPM budgetary considerations. Most appointments are announced after the department budget is finalized and approved, which can range in time from mid-summer to the opening of the fall semester. Additional awards may continue to be made during the year, depending on department needs and the availability of funds.

Master's students may also be eligible to serve as research assistants (RAs) for HPM faculty. Decisions about RA positions are made by individual faculty, as these positions are typically funded through external research grants, not the department. Students are also strongly encouraged to explore TA and RA positions in other departments within Gillings and the broader University.

Assistantships may include tuition and health insurance, as well as a stipend.

## Key University and Department Policies

### Valuing, Recognizing, and Encouraging Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including, *among others*, age, economic circumstances, ethnic identification, disability, gender identity, geographic origin, race, religion, sexual orientation, and/or social position. ***HPM follows the principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.***

### Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone (919) 962-8300, email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

### Harassment and discrimination Policy

<https://unc.policystat.com/policy/4514917/latest/>

### Honor Code

[\(http://instrument.unc.edu/\)](http://instrument.unc.edu/)

This Instrument serves as the University's definitive statement on student disciplinary governance. It delineates the Honor Code and includes all structures and procedures of the UNC-Chapel Hill Honor System.

### Guidelines for HPM Student Concerns and Complaints

The Department of Health Policy and Management (HPM) is governed by the policies and procedures established by the University. Specific University policies are listed at the following webpage: <http://policies.unc.edu/>

In addition to compliance with University policies, HPM follows guidelines from the Gillings School of Global Public Health (GSGPH) when addressing student concerns. These can be found at <http://sph.unc.edu/files/2014/04/Addressing-Student-Concerns1.pdf>

Specifically, students in HPM should follow these steps when seeking to address a specific concern or filing a formal complaint:

#### Process

1. Contact and discuss with the course instructor or the individual with whom you have a concern. If the issue is unresolved, proceed to Step 2.
2. Discuss your concern with the director of the program in which you are enrolled. If the issue continues to be unresolved, proceed to Step 3.
3. Discuss your concern with the Department Chair. Depending upon the nature of the issue, at this point the Chair may convene a committee of faculty members to review the concern, interview the involved parties, and determine an appropriate course of action.
4. At any point in the process, it may be determined that a University policy takes precedence and will be followed.

5. As stated in the GSGPH guidelines, if you are not comfortable interacting with the Instructor, Program Director, or Department Chair, at any time in the process, the Assistant Dean for Student Affairs, Charletta Sims Evans will meet with you. [simsevan@email.unc.edu](mailto:simsevan@email.unc.edu) (919) 966-2499.
6. If all preceding steps do not result in a satisfactory resolution, then continue to follow the GSGPH guidelines. Appeal to the UNC Graduate School is also an option.

### ***Timeliness***

The timeliness in addressing any concern will initially be determined by the student who brings forth the concern. Factors influencing timeliness will be the nature of the issue, degree of seriousness of the issue and/or the urgency of the issue, once brought to the attention of the course instructor, Program Director, Department Chair, or Assistant Dean for Student Affairs. If a concern has programmatic implications, the issue will also be reviewed by the appropriate committee. In any case, all effort will be made to engage the student and to resolve quickly, equitably and satisfactorily the issue or concern.

### ***Confidentiality***

Concerns or issues are handled in a confidential manner in compliance with University FERPA, (<http://registrar.unc.edu/academic-services/unconf/ferpa/ferpa-documents/>) and/or HIPAA regulations, (<http://research.unc.edu/offices/research-compliance-program/privacy/hipaa/hipaa-basics/>).

The “Student Grievance Policy and Procedures, University of North Carolina at Chapel Hill” is found at <https://unc.policystat.com/policy/4469271/latest/>