

# Master of Health Administration Student Handbook

2025-2026

Department of Health Management and Policy  
College of Health and Human Services



Effective 16 August 2025

Email inquiries: [MHAProgram@charlotte.edu](mailto:MHAProgram@charlotte.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 ([hmp.charlotte.edu](http://hmp.charlotte.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 position is **[VACANT]**. Please send inquiries to [MHAProgram@charlotte.edu](mailto:MHAProgram@charlotte.edu) and we will address most of your curricular and program operational questions. Please connect with us via email or during our virtual office hours.

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

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

Best,

Sandi J. Lane, PhD, FACHE, LNHA  
Associate Professor, Health Management and Policy  
Director, Master of Health Administration Program  
[MHAProgram@charlotte.edu](mailto:MHAProgram@charlotte.edu)  
704.687.7150

UNIVERSITY OF NORTH CAROLINA  
**CHARLOTTE**

**HEALTH MANAGEMENT  
AND POLICY**

The Field of Health Administration.....	1
Career Areas in Health Administration.....	1
Resources for Information about Health Administration.....	2
Department of Health Management and Policy.....	3
Department Contact Information .....	4
Department Degree Programs.....	4
Department Graduate Faculty .....	4
Accreditation.....	4
The Master of Health Administration Program .....	5
The Program Overview.....	5
Program Contacts.....	6
Health Administration Advisory Board.....	6
MHA Program Educational Objectives .....	7
Competency-Based Educational Model, Evaluation Processes, and Domains.....	7
Table 1: Relating Competencies to Curriculum.....	10
MHA Student Learning Outcomes .....	13
MHA Program Course of Study .....	14
Internship .....	15
Advising.....	15
Graduation.....	15
Accreditation & Association.....	16
Choosing a Plan of Study.....	16
MHA Full Time, 2 Year Completion Option.....	18
MHA, 3 Year Completion Option .....	19
MHA, 4 Year Completion Option .....	20
Dual Degree Options.....	21
MHA/MBA.....	21
MHA/MS Health Informatics and Analytics .....	21
MHA/MBA Dual Degree Articulated Curriculum .....	22
MHA/HIAN M.S. Dual Degree Articulated Curriculum.....	23
Student Responsibilities, Policies and Procedures.....	27
Code of Student Academic Integrity.....	27
Good Scholar Tutorial.....	28
Preparatory Knowledge and Skills.....	28
Microsoft office .....	28
Writing for Public Health Professionals .....	29
Health and Informatics Vocabulary .....	29
Professionalism .....	29
Professional Conduct .....	30
Professional Responsibility.....	31
Evaluation Standards .....	31
Program Dismissal Policy.....	32
Grades of Incomplete/In Progress.....	33
Transfer Credit [Waivers, Transfers & Other Exceptions] .....	33

Residency Requirement .....	36
MHA Program Completion Time .....	36
Graduation Requirements .....	37
Deadlines.....	37
Complaints and Appeals .....	37
Final Grade Appeals .....	37
Non-discrimination Policy .....	38
Student Travel .....	38
Letters of Recommendation.....	38
Check E-mail Daily.....	39
Cancellations and Severe Weather Policy .....	39
Charlotte Healthcare Executives Student Organization (CHESO).....	40
Greater Charlotte Healthcare Executives Group MHA Scholarship .....	42
Dr. Robert Barber Memorial Scholarship .....	43
Career Services .....	44

# 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 accompany 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 (17.6% in 2023) of the US Gross Domestic Product (GDP) ([CMS](#)). 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 32% between 2019 and 2029 compared to 4% for all other occupations, and 3% for other management occupations.

The USBLS expects good job prospects for medical and health services managers. Growth coupled with replacing a retiring workforce over the next decade will create many opportunities. The best candidates for these positions will be individuals with master's degrees in health administration or a related field who possess knowledge of health IT systems ([USBLS](#)).

## 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. In large healthcare organizations or health systems, entry-level MHA graduates can expect to hold positions such as supervisor, clinic or program director, and department

manager. Examples of the many settings and types of organizations where our MHA graduates currently 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 various 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).

Listed below are 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](https://www.ache.org/postgrad/splash.cfm) - <https://www.ache.org/postgrad/splash.cfm>
- [American Association of Health Insurance Plans](https://www.ahip.org/) - <https://www.ahip.org/>
- [National Society of Certified Healthcare Business Consultants](http://www.nschbc.org) –[www.nschbc.org](http://www.nschbc.org)
- [Leading Age](http://www.leadingage.org)–[www.leadingage.org](http://www.leadingage.org)
- [American College of Healthcare Executives](http://www.ache.org) –[www.ache.org](http://www.ache.org)
- [American Hospital Association](http://www.aha.org) –[www.aha.org](http://www.aha.org)
- [American Organization of Nurse Executives](http://www.aone.org) –[www.aone.org](http://www.aone.org)
- [American Public Health Association](http://www.apha.org) –[www.apha.org](http://www.apha.org)
- [Healthcare Financial Management Association](http://www.hfma.org) –[www.hfma.org](http://www.hfma.org)
- [Healthcare Information and Management Systems Society](http://www.himss.org) –[www.himss.org](http://www.himss.org)
- [Medical Group Management Association](http://www.mgma.com) –[www.mgma.com](http://www.mgma.com)

## Department of Health Management and Policy

**The Department of Health Management and Policy** was founded on **July 1, 2024**, as one of two units created from the Department of Public Health Sciences (PHS). The College of Health and Human Services reorganized PHS as part of a strategic move toward becoming North Carolina's second CEPH-accredited School of Public Health.

Our programs produce practitioner-scholars and leaders prepared to promote and improve human health across the lifespan, particularly to vulnerable populations.

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.

### **Mission**

Promote equitable health systems by developing knowledge and future leaders in management, policy, and research.

### **Vision**

Equitable health systems serving populations experiencing urbanization.

### **Values**

Collaboration, community engagement, diversity, innovation, professionalism, health equity, social justice

## **Department Contact Information**

**Interim Department Chair:** Kendra Jason ([kjason@charlotte.edu](mailto:kjason@charlotte.edu))

**Administrative Assistant:** Julie Howell;  
[Julie.howell@charlotte.edu](mailto:Julie.howell@charlotte.edu)

**Location:** CHHS, Suite 334

**Telephone:** 704-687-7191; 704-687-1644 fax

**Mailing Address:** Department of Health Management and Policy  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223-0001

## **Degree Programs**

### **Undergraduate Programs**

- ♦ Bachelor of Science in Health Systems Management
- ♦ Bachelor of Science in Health Systems Management (Distance Education)
- ♦ Interdepartmental Honors in Public Health and Health Systems Management

### **Graduate Programs**

- ♦ Master of Health Administration (MHA); CAHME accredited)
- ♦ Master of Public Health (MPH) concentration in Health Policy (CEPH accredited)

### **Supported Graduate Programs**

- ♦ Intercollege Master of Science in Health Informatics and Analytics
- ♦ Intercollege Graduate Certificate in Health Informatics and Analytics

## **Department Graduate Faculty**

A full listing of department faculty is available at [hmp.charlotte.edu/about-us/faculty-and-staff-directory/](http://hmp.charlotte.edu/about-us/faculty-and-staff-directory/). In addition, we utilize a number of working professionals as adjunct faculty, preceptors, and guest lecturers.

## **Accreditation**

UNC Charlotte is accredited by the Southern Association of School and Colleges. Among the University's many professional accreditations (see <https://assessment.charlotte.edu/accreditations/accreditation/>). The Department's MHA program is accredited by CAHME (Commission on the Accreditation of Healthcare Management Education). The MPH concentration in Health Policy is part of the larger CEPH accreditation (The Council on Education for Public Health).



# The Master of Health Administration Program

## The Program Overview

Our Master of Health Administration (MHA) degree program 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. Our 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/health care setting.

Housed within the Department of Health Management and Policy, our interdisciplinary MHA program is taught by a core cadre of faculty supported by faculty from throughout the university and by community partners who hold leadership positions in health care organizations. This blended approach allows our MHA Program to deliver content with academic rigor and professional relevance.

## MHA Program Values Statement

Our program values collaboration, community engagement, diversity, innovation, professionalism, health equity, and social justice.

Revised, November 2016

### MHA Program Vision Statement:

The UNC Charlotte Master of Health Administration (MHA) Program is nationally recognized for developing emerging healthcare leaders who promote healthy communities partnered with responsive population health systems.

Revised, May 2024

## MHA Program Mission Statement

The UNC Charlotte Master of Health Administration (MHA) Program develops emerging healthcare leaders prepared to advance health equity and well-being.

We pursue our mission through education, research, and service that:

- Gives students the knowledge, skills, and values needed to lead dynamic health systems.
- Creates knowledge needed to lead people and organizations providing health services.

- Increases the diversity of health services leaders, with a special emphasis on individuals and groups historically underrepresented in graduate education.
- Promotes the public's health.

Revised May 2024

### **Program Contacts**

**Program Director:** **Sandi J. Lane, PhD, FACHE, LNA**  
CHHS 423  
704-687-7150  
[sjlane@charlotte.edu](mailto:sjlane@charlotte.edu)

**Program Administrator:** **VACANT**

**Program Outcomes Analyst:** **VACANT**

**Administrative Support:** **VACANT**

**Interim support by** **Julie Howell**  
CHHS 335  
704-687-7191  
[jhowel35@charlotte.edu](mailto:jhowel35@charlotte.edu)

### **Health Administration Advisory Board**

The Health Administration Advisory Board is comprised of administrators from acute care settings, non-profit agencies, community services, and consulting organizations from the greater Charlotte-Mecklenburg County area. The Board was established in 2007 to guide our Master of Health Administration (MHA) program as it sought its initial accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME). In 2017, we expanded the board's purview and its membership base to also encompass the department's new undergraduate program in health systems management (BS HSM).

[Click here for full listing of the Health Administration Advisory Board Members.](#)

## **MHA Program Educational Objectives**

Our MHA degree program prepares students for health services management careers within a broad range of health and healthcare organizations. Structured to meet the highest professional and accreditation standards, our program is designed to address the workforce needs of an evolving health care delivery system. While oriented toward preparing emerging healthcare leaders for entry and mid-level managerial positions, our program also serves experienced and mid-level healthcare administrators and/or clinical professionals seeking further career advancement.

Revised, May 2024

## **Competency-Based Educational Model, Evaluation Processes, and Domains**

The conceptual model that underlies the design, organization, and sequencing of the UNC Charlotte MHA program curriculum was adapted from the Saint Louis University (SLU) MHA Competency Model. Most recently revised in May 2024, our 24 competencies spanning 5 domains reflect the UNC Charlotte MHA program's educational goals. Similarly, our 6 student learning outcomes reflect our desire to prepare students to lead healthcare organizations and function effectively in interdisciplinary teams.

Our evaluation processes include student self-assessments (before, during and after the program), faculty assessments (holistic, course level, assignment level, and competency-level), and practitioner assessments (internship and select course assignments). Our course assignment assessments are consistent with our course learning objectives and targeted competence level. Our program follows the Graduate School's A/B/C/U decile grading policy. Our faculty use objective standards and rubrics (i.e., students are not ranked/curved against one another but evaluated against a given standard).

Upon completion of the MHA program, students will demonstrate competence across the five domains of Leadership, Critical Thinking, Science/Analysis, Management, and Communication. The specific competencies are listed below. Our expected level of student mastery and the courses that primarily deliver and assess these competencies are noted in the matrix that follows. Additionally, each course's syllabus summarizes this information.

### **Leadership**

1. Articulate, model, and reward professional values and ethics in health care organizations and individuals working in these organizations.
2. Demonstrate and value cultural sensitivity and diversity in the health care sector.
3. Use system and strategic thinking models and methods to make decisions.

4. Know models of organizational change and innovation in the health care sector.
5. Use effective motivational strategies to promote desired behavior and inspire others toward a shared vision in health care organizations.
6. Work effectively with other professionals in the health care sector.

### **Critical Thinking**

1. View issues from different perspectives.
2. Develop, organize, and synthesize ideas and information.
3. Apply systems and strategic thinking to create innovative strategies for the health care sector.

### **Science/Analysis**

1. Apply the scientific method to managerial decision making in health services organizations.
2. Analyze data both qualitatively and quantitatively to identify patterns and trends.
3. Use and manage relevant technology in health services organizations.

### **Management**

1. Apply management concepts of organization and work, human resource management, economics, finance, and decision theory to health care organizations.
2. Apply a public health perspective to health care management.
3. Value and promote an organizational culture that fosters work/life balance.
4. Implement continuous quality improvement concepts and skills to improve work processes in the health care sector.
5. Identify all of the major stakeholders of health services organizations and understand their specific interests and historical relationships.
6. Understand, monitor, and interpret the impacts of legal, regulatory, and political environments on health care organizations.
7. Design and implement business plans for health services and organizations.

**Communication**

1. Demonstrate the "emotional intelligence" or social and human relationship skills needed to address the diverse needs of community stakeholders.
2. Listen, hear, and respond effectively to the ideas and thoughts of others.
3. Speak clearly and effectively with individuals and in groups, in formal and informal settings.
4. Write clearly and effectively.
5. Use negotiation, consensus, and conflict resolution to promote relationships within health care organizations and within the community.

*Adopted, December 2008*

*Revised November 2010*

*Updated April 2015*

*Revised May 2024*



[illegible]

Competency Domain	Fall Year 1				Spring Year 1			Summer	Fall Year 2				Spring Year 2			Terminal Program Competence Target
	HADM 6100 Introduction to the US Health Care System	HADM 6104 Population Health and Disease	HADM 6108 Decision Analysis in Health Care	HADM 6134 Quality and Outcomes Management in Health Care	HADM 6116 Accounting for Health Care Management	HADM 6145 Organization Behavior in Health Care	HADM 6150 Health Law and Ethics	HADM 6400 Internship	H ADM6124 Marketing in Health Care	HADM 6128 Human Resources Management	HADM 6138 Health Care Finance	HADM 6142 Health Policy Development	HADM 6120 Health Economics	HADM 6146 Information Resources Management (	HADM 6154 Strategic Management of Health Services Organizations	
Communication																
1. Emotional intelligence	1	1		2	2	1	2	2	2	2		2		2	2	2
2. Listen, hear, & respond effectively	1	1		2	2	1	2	2	2	2		2	2	2	2	2
3. Speak clearly & effectively	1	1	1	2	2	1	2	2	2	2	2	2	2	2	3	3
4. Write clearly & effectively	1	1	1	2	2	1	2	2	2	2	2	2	2	2	2	2
5. Negotiation, consensus, conflict resolution						1	2			1		2		2	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 (collectively) 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 Brief 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 the Management Research 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 6 includes 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. Students **may not** substitute courses for any of the 15 required courses (except as part of approved dual degree programs).

### Core MHA Courses (45 hours)

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

### Elective Courses (6 hours)

Any Graduate level course (e.g., numbered  $\geq 5000$ ) can be used as an elective, but should relate to one's professional development interests. Electives offered under the HADM prefix include:

HADM 6000 Special Topics in Health Administration (topics vary)  
 HADM 6200 Health Insurance and Managed Care  
 HADM 6210 Medical Practice Management  
 HADM 6212 Health, Aging, and Long-Term Care [*infrequently offered*]  
 HADM 6216 Long Term Care Administration [*infrequently offered*]  
 HADM 6234 Performance Improvement Project Management in Healthcare: An Introduction to Lean Six Sigma

MHA students often gravitate toward courses offered by the following programs for their electives: Health Informatics and Analytics (HCIP), Gerontology (GRNT), Nonprofit Management (MPAD), Public Health (HLTH), Sociology (SOCY), Business Administration (MBAD), and the Graduate School (GRAD)

## Internship

Each student in the program is required to demonstrate professional experience in the health care delivery system through an internship experience in a health/health care setting. Students complete a minimum of 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 concurrently employed at a senior level in a health services organization. Such individuals may substitute, with advance approval from the Program Director, three hours of proscribed graduate course work. Those intending to apply the HADM 6400 internship to both the MHA degree and another degree or certificate, should consult the MHA Program Director for additional considerations in planning and executing the internship.

*Note: Criminal background checks of international students typically can 45 days -or longer- to complete and incur additional fees/require active intervention by the student applicant. Therefore, we encourage international students who might end up in an unpaid internship to begin the criminal background check process as soon as possible (e.g., the fall prior to a planned summer internship), even before finalizing the internship location and preceptor. Please contact Ms. Julie Howell to begin this process.*

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

## Advising

We assign each student an academic advisor. This advisor works with the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, the internship, their competency achievement, and additional matters appropriate for preparing students to meet their career objectives. Ahead of each semester, students must meet with their assigned faculty advisor: We only issue permits for HADM classes following an advising session. Students should alert their advisor if their GPA falls below a 3.0, they accumulate 2 or more Cs, they are struggling in or have failed a course, or they encounter other unexpected academic difficulties. Students should regularly consult their advisors about internship opportunities, professional development, and career planning.

## Graduation

Students must complete the steps below prior to the end of add/drop for the intended semester of graduation:

- 1) apply to graduate [Banner]
- 2) be registered for the semester of intended graduation\*

*\*Students who otherwise have completed all coursework but have incomplete/in progress courses to resolve register for GRAD 7999 Residency rather than a course. Registration for GRAD 7999 is via graduate academic petition only.*

Students complete the **application for graduation** online via Banner. The 'Online Graduation Application' triggers a Graduate School review of academic progress (via Degree Works). Degree Works is the definitive record for graduation clearance. As such, students should notify the MHA Director or Program Administrator of any discrepancy in their Degree Works audit.

## **Accreditation & Association**

### **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, visit [www.cahme.org](http://www.cahme.org). The MHA program was reaccredited by the Commission on Accreditation of Healthcare Management Education (CAHME) through 2030. CAHME has continuously accredited the MHA program since November 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 the education of health care managers. To learn more about health care management career opportunities and AUPHA, visit [www.aupha.org](http://www.aupha.org).

## **Choosing a Plan of Study**

The MHA Program offers 2, 3, and 4-year plans of study. We expect students to pursue course loads consistent with their commitments outside of the classroom.

**We strongly advise those students working full-time against taking more than six credits in any term.** To do otherwise often compromises the quality of schoolwork, especially the ability to contribute equitably to the many group assignments. Since group work is an inherent and integral component of the program, we must ensure all students emerge competent and pull their weight throughout the program. Our interest is ensuring the quality and integrity of the program, and the success (including the work-life balance and mental health) of our students.

### **Consider the following:**

- Are you planning to work while completing your MHA degree program? If so, how many hours per week will you spend at work?
- Do you have additional responsibilities, beyond work and/or school?
- How will your schedule accommodate your required 160 hours of (summer) internship effort?
- Will your schedule allow you to take advantage of professional development, networking, and social opportunities?

## **Estimating commitment**

- On average (anticipate higher loads at mid-term and final), expect to spend 2-3 hours per week in preparation for each classroom hour.
- For a 12-credit load, this expectation translates to a school work week of 36-48 hours [12 hours in class plus 24-36 in preparation]
- Many classes include group or team projects that require significant out of class coordination and meeting.
- We **strongly recommend against** working full-time time and taking more than 6 credits per semester

## Plans of Study

### MHA Full Time, 2 Year Completion Option

#### Year 1

##### FALL SEMESTER

HADM 6100	Introduction to US Health Care System	3 hours
HADM 6104	Population Health and Disease	3 hours
HADM 6108	Decision Analysis	3 hours
HADM 6134	Quality and Outcomes Management in Health Care	3 hours

##### SPRING SEMESTER

HADM 6116	Accounting for Health Care Management	3 hours
HADM 6145	Organization Behavior in Health Care	3 hours
HADM 6150	Health Law and Ethics	3 hours
	<i>Elective</i>	<i>3 hours</i>

##### SUMMER SESSION

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

#### Year 2

##### FALL SEMESTER

HADM 6124	Marketing in Health Care	3 hours
HADM 6128	Human Resource Management	3 hours
HADM 6138	Health Care Finance	3 hours
HADM 6142	Health Policy Development	3 hours

##### SPRING SEMESTER

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

MHA Program Total	51 hours
-------------------	----------

Note: Two 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, 3 Year Completion Option

### Year 1

#### FALL SEMESTER

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

#### SPRING SEMESTER

HADM 6116	Accounting for Health Care Management	3 hours
HADM 6145	Organization Behavior in Health Care	3 hours
HADM 6150	Health Law and Ethics	3 hours

#### SUMMER SESSION\*

HADM 6400	Internship**	3 hours
-----------	--------------	---------

### Year 2

#### FALL SEMESTER

HADM 6128	Human Resources Management	3 hours
HADM 6138	Health Care Finance	3 hours
HADM 6134	Quality and Outcomes Management	3 hours

#### SPRING SEMESTER

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

### Year 3

#### FALL SEMESTER

HADM 6124	Marketing in Health Care	3 hours
HADM 6142	Health Policy Development	3 hours
	<i>Elective</i>	3 hours

#### SPRING SEMESTER

HADM 6154	Strategic Management of Health Services Org***	3 hours
	<i>Elective</i>	3 hours

MHA Program Total	51 hours
-------------------	----------

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

\*Summer Session between Years 1 and 2 or between Years 2 and 3

\*\*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, 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 6145 Organization Behavior in Health Care	3 hours

#### **SUMMER SESSION**

<i>Elective</i>	3 hours
-----------------	---------

### **Year 2**

#### **FALL SEMESTER**

HADM 6104 Population Health and Disease	3 hours
HADM 6134 Quality and Outcomes Management	3 hours

#### **SPRING SEMESTER**

HADM 6150 Health Law and Ethics	3 hours
HADM 6146 Information Resources Management	3 hours

#### **SUMMER SESSION**

HADM 6400 Internship*	3 hours
-----------------------	---------

### **Year 3**

#### **FALL SEMESTER**

HADM 6124 Marketing in Health Care	3 hours
HADM 6138 Health Care Finance	3 hours

#### **SPRING SEMESTER**

HADM 6120 Health Economics	3 hours
<i>Elective</i>	3 hours

### **Year 4**

#### **FALL SEMESTER**

HADM 6128 Human Resources Management	3 hours
HADM 6142 Health Policy Development	3 hours

#### **SPRING SEMESTER**

HADM 6154 Strategic Management of Health Services Org	3 hours
<i>Elective</i>	3 hours

MHA Program Total	51 hours
-------------------	----------

Note: Two 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, students may pursue simultaneously degrees in two master's programs through the development of an integrated curriculum. Dual programs may require as little as 70% 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.
- Unless a formally established dual degree program exists (see below), 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 into either program and in conjunction with both program directors. The plan of study must be forwarded to the Dean of the Graduate School for review and approval.
- Students in dual degree programs **are billed tuition increments for both programs each semester.** We and our partner programs have agreed to waive one of the increments (based on a 'winner take all' approach) such that each program will effectively collect 75% of the increment it would normally receive from one of its degree candidates. A preliminary waiver plan is developed when completing the dual degree plan of study and modified based upon actual registration.

**The student is responsible for contacting the appropriate program to request a waiver** of one of the tuition increments each semester, ideally at the time of registration. After we forward the waiver request to student accounts, the charges for both increments will remain on the student's account until the add/drop deadline has passed, but the student's registration will not be dropped for nonpayment of the waived amount.

Students are expected to request the waiver prior to the first day of classes for a given semester. The program will not honor late requests initiated after the last day of classes for a given semester.

Described below are two formally established dual MHA degree options.

### MHA/MBA

A dual MHA and Master of Business Administration (MBA) in cooperation with the Belk College of Business 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 Director ([mhaprogram@charlotte.edu](mailto:mhaprogram@charlotte.edu)) and MBA Program Director ([mba@charlotte.edu](mailto:mba@charlotte.edu)) before submitting applications intended for dual degree enrollment.

### MHA/MS Health Informatics and Analytics

The dual MHA and MS in Health Informatics and Analytics (HIAN-MS, a professional science masters [PSM]) option is suitable for students who wish to add specialization in medical information and its secure exchange between health care consumers and

providers, to the interdisciplinary curriculum of design, delivery, quality, and costs of healthcare for individuals and populations, gained in the MHA program. Interested individuals are required to submit a separate and simultaneous application to the MHA and HIAN MS programs. Please contact the MHA Program Director ([mhaprogram@charlotte.edu](mailto:mhaprogram@charlotte.edu)) and HIAN MS Program Director ([healthinformatics@charlotte.edu](mailto:healthinformatics@charlotte.edu)) before submitting applications.

### **MHA/MBA Dual Degree Articulated Curriculum**

Students in the dual MHA/MBA program develop a program of study, working with the MHA Program Director and the MBA Program Director in accord with the plan of study below. The minimum number of credit hours for the dual MHA/MBA is 66. Yellow highlight below indicates shared/double-counted courses.

HADM 6100	Introduction to the US Health Care System	3 hours
<b>HADM 6104</b>	<b>Population Health and Disease [MBAD conc elective]</b>	<b>3 hours</b>
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
<b>HADM 6145</b>	<b>Organizational Behavior in HC [SUB FOR MBAD 6161]</b>	<b>3 hours</b>
HADM 6146	Information Resources Management	3 hours
<b>HADM 6150</b>	<b>Health Law and Ethics [SUB FOR MBAD 6101]</b>	<b>3 hours</b>
HADM 6154	Strategic Management of Health Services Org	3 hours
HADM 6400	Internship	3 hours
MBAD 6112	The Economics of Business Decisions	3 hours
<b>MBAD 6131</b>	<b>Management Accounting [SUB FOR HADM 6116]</b>	<b>3 hours</b>
MBAD 6141	Operations Management	3 hours
MBAD 6152	Financial Management	3 hours
<b>MBAD 6270</b>	<b>Marketing Management [SUB FOR HADM 6124]</b>	<b>3 hours</b>
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 66 hours

*Note: The Graduate School considers any deviation from the approved plan of study as requiring an approved Special Request. Students must ensure each program's degree works audit shows completion of all requirements.*

## MHA/HIAN M.S. Dual Degree Articulated Curriculum

Students in the Master of Health Administration (MHA) and Professional Science Master's in Health Informatics and Analytics (HIAN MS) dual degree programs develop a program of study, working with the MHA Program Director and the HIAN MS Program Director in accord with the plan of study below. The minimum number of credit hours for the dual MHA/HIAN MS is 69. Yellow highlight below indicates shared/double-counted courses. In addition, any two other HCIP courses fulfill the MHA elective requirements.

HADM 6100	Intro to U.S. Healthcare System [common requirement]	3 hours
HADM 6104	Population Health and Disease	3 hours
HADM 6116	Accounting for Healthcare Management	3 hours
HADM 6120	Health Economics	3 hours
HADM 6124	Marketing in Healthcare	3 hours
HADM 6128	Human Resource Management	3 hours
HADM 6134	Quality and Outcomes Management in Healthcare	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	3 hours
HADM 6150	Health Law and Ethics	3 hours
HADM 6154	Strategic Management of Health Services Organizations	3 hours
HADM 6400	Health Internship Project	3 hours
HCIP 5376	Introduction to Programming for Health Informatics	3 hours
HCIP 6102	Healthcare Data Analysis	3 hours
HCIP 6108	Intermediate Decision Analysis in HC [SUB HADM 6108]	3 hours
HCIP 6160	Database Systems	3 hours
HCIP 6201	Health Information Privacy and Security: Law, Ethics, Tech	3 hours
HCIP 6380	Introduction to Health Informatics	3 hours
HCIP 6250	Capstone: Problem-Solving in Healthcare Analytics	3 hours
Plus one of the following:		
HCIP 5122	Visual Analytics	3 hours
HCIP 6392	Enterprise Health Information Systems	3 hours
HCIP 6393	Health Data Integration	3 hours
HCIP 6396	Business Intelligence in Healthcare	3 hours

### MHA-HIAN MS Dual Degree program Total

**69 hours**

*Note: The Graduate School considers any deviation from the approved plan of study as requiring an approved Special Request. Students must ensure each program's degree works audit shows completion of all requirements*

*Note: HADM 6108 does not fulfill the HCIP 6108 requirement. Students opting into the dual program after taking HADM 6108 have the option of taking a second course from the "plus one of the following" course options above instead of HCIP 6108.*



## 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. Students can double count Certificate coursework toward their MHA elective requirements, if awarded concurrently. Most certificates are 12-15 credits, meaning that students may need total coursework beyond the 51 credits required for the MHA to receive both the MHA and the certificate if MHA courses do not also fulfill certificate requirements.

Graduate certificate programs of interest to MHA students include **Emergency Management, Gerontology, Health Informatics and Analytics, and Nonprofit Management**. A full listing of graduate certificate programs is available at <https://gradadmissions.charlotte.edu/category/certificate> .



## Student Responsibilities, Policies and Procedures

The Department of Health Management and Policy, 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 health administration practice, the Department of Health Management and Policy 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 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 <https://catalog.charlotte.edu/index.php>), and the University (university-level policies can be found at <http://www.legal.charlotte.edu/policies/>)

University-level policies and procedures of direct importance to MHA students include the following:

- ♦ **The Code of Student Responsibility** (<http://www.legal.charlotte.edu/policies/up-406>);
- ♦ **The Code of Student Academic Integrity** (<http://www.legal.charlotte.edu/policies/up-407>);
- ♦ **Student Appeals and Grievances** (<http://legal.charlotte.edu/policies/up-403>);
- ♦ **Student Grievance Procedure** (<http://legal.charlotte.edu/policies/up-411>);
- ♦ **Sexual Harassment Policy and Grievance Procedures** (<http://legal.charlotte.edu/policies/up-502>);
- ♦ **UNC Charlotte Standard for Responsible Use** (<http://itservices.charlotte.edu/iso/standard-responsible-use>).

### Code of Student Academic Integrity

Students enrolled in any educational program within the Department of Health Management and Policy 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.charlotte.edu/policies/up-407>). Please note: students are held accountable to this code even if the violation is inadvertent.

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, a self-paced, self-enrolling canvas training course accessed via a link located on the Health Management and Policy website under "student resources." Proof of completion of this tutorial is required as part of HADM 6100.

*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.*

## **Preparatory Knowledge and Skills**

### **Microsoft office**

We expect students entering the MHA Program to be proficient in Microsoft office applications, especially MS Word, MS Excel, and MS PowerPoint. Faculty will not alter assignments, expectations, or deadlines when students lack basic proficiency with these packages. Students are strongly encouraged to review the Microsoft Office training and self-assessment modules provided free of charge by the Goodwill Community Foundation at <https://edu.gcfglobal.org/en/topics/office/> and linked from the



student resources tab on the department website (or a comparable resource).

## **Writing for Health Care Professionals**

Students entering our MHA Program should have an understanding of writing skills needed for health care professionals. Students are strongly encouraged to review the [Graduate and Postdoctoral](#) Writing Center website for writing support.

## **Health and Informatics Vocabulary**

While required of students entering our sister health informatics and analytics program, MHA students transitioning from non-healthcare careers and programs may find the self-paced, self-enrolling health informatics and analytics vocabulary canvas training course useful. The course is accessed via a link located on the Health Policy and Management website under “student resources.” In addition to the training modules, the course also provides links to a statistics self-assessment.

## **Professionalism**

This program not only provides content related to health administration, but also socializes students to and develops professionalism to include interpersonal skills, group process and team building skills, and other aspects of emotional intelligence as well as instills a value on lifelong learning and engagement with professional development.

Students are expected 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 that follow.

To support the development and practice of professionalism, we expect students to be actively engaged with our student organization and to avail themselves of the various professional development and networking activities organized by the program, our student organization, and our other university and community partners. While we have integrated some of these professional development activities within our classes, many of these events/opportunities occur outside of scheduled classes, but participation is nonetheless expected (as part of the time set aside for class preparation).

- We embed a number of activities within courses, such as the ‘good scholar’ tutorial requirement within HADM 6100, the Lean Orange Belt certification within HADM 6134, and the resume requirement within the HADM 6154 leadership portfolio.
- We sponsor extracurricular professional development activities spanning the program, alumni networking, leadership socials, providing student business cards, support for students attending professional association events such as ACHE Congress and MGMA’s leadership summit.

- We require students to self-assess, reflect, and plan for their professional development. We also instill the value of providing constructive feedback and criticism that promote continuous quality improvement, starting with the entering student knowledge survey. We instill the value of using those insights to guide their self-directed professional development across several course activities and model the commitment to continuous quality improvement through our end-of-course and end-of-program assessments and exit surveys and the communication of those findings and our subsequent actions.

## **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 the MHA program and the Department of Health Management and Policy, by giving students' academic, research, or professional practice experience in health administration and related 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 always act with total professionalism and confidentiality.

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 Director, 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 Director and may require the student to vet the absence through the campus' Student Assistance and Support Services office (aka the "Dean of Students").

## **Program Dismissal Policy**

The faculty members of the UNC Charlotte Graduate Programs in Health Management and Policy 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 three 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 health care management 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 graduate credits earned outside of UNC Charlotte of an amount not to exceed 20% of that required for that degree, provided, among other requirements, that the credits were not used toward a degree or certification, and the courses are approved by the program director. It is the practice of the MHA program that any courses meeting the criteria 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 health care management 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 MHA Program 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 an amount not to exceed 20% of that required for that degree 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 C or better. Students are directed to the Graduate School website for university-wide policy and procedure details. For our 51-credit MHA Program, this rule means we will endorse at most 9 transfer credits. *Note: a transferred C counts toward the accumulated Cs allowed for the degree.* 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. Furthermore, the MHA Program will only accept a grade of B or better for transfer toward a core requirement.
- 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 Director will not approve requests for transfer credit of extant courses after this period. (Note: this statement does not mean that the process must have



been completed, only that the student has initiated a formal transfer credit application via a [graduate academic petition](#)).

- Students completing coursework outside of UNC Charlotte after their matriculation into the MHA must apply for transfer of credit within one semester of completing the course. The Program Director will not approve requests for transfer credit after this period. (Note: this statement 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 Director).
- 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 Director 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 nine credits of coursework elsewhere that fulfill 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 Director 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 Director 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. Permits for GRAD 7999 are requested via the graduate academic petition process.

*Note: While maintaining residence in the summer is not required, students must be enrolled during the semester in which they graduate.*

*\*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 five 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 seven 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 retaken, 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 (Degree Works) and Diploma (Banner Self Service, apply to graduate). See Graduate school website and/or the academic calendar for specific deadlines and fees.

## Deadlines

**Students are advised** to closely monitor and follow university-imposed deadlines for such important benchmarks as registration, payment, and application for graduation. Likewise, students are advised to closely monitor and follow college, departmental, and program policies and procedures, with special emphasis on internship planning and application for transfer credits, graduation, and the like. The consequences for missing these deadlines include termination of registration or delay of graduation by a semester.

## Complaints and 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 Director (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 or the [Graduate School Ombudsman](#) 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 Health Management and Policy 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.

In addition, students may raise general concerns through their student representative to the MHA Program Committee.

## Final Grade Appeals

Appeals of final grades must follow the UNC Charlotte final grade appeal procedure described at <http://www.legal.charlotte.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 Health Management and Policy 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.

*Note: If program support is via a travel authorization, students coordinate all reimbursable purchases with our college business office liaison in advance.*

## **Letters of Recommendation**

Faculty will write confidential letters of recommendation in support of students, which are communicated to organizations/programs upon student request. The faculty will not provide a letter of recommendation to a student for submission, they will only submit directly to the organization. If a student is unable to do so, please make the fact that the letter will not be confidential explicit in your request.

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\_Fall2021.doc" rather than just "resume.doc" Good resumes take time to develop. Students are advised to begin working with the Career Center early in their academic career.*

- ♦ Anticipated date of graduation
- ♦ Current GPA
- ♦ A statement granting permission for the recommendation provider to disclose information related to grades and/or academic performance to the letter recipients
- ♦ The name, title and address of the contact person for each application

### Example

Susan Smith, MHA [or if no credential or graduate degree: Ms. Susan Smith]  
Administrative Fellow  
Palmetto Richland Hospital

123 Gateway Road  
Columbia, SC 29221

- ♦ For each letter, specify the format and delivery preference (PDF direct to Agency)
- ♦ 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 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.

### **Check E-mail Daily**

We expect our students to use their UNC Charlotte ([name@charlotte.edu](mailto:name@charlotte.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.charlotte.edu/> for information about University closings or delays.

Faculty may have need, related to weather or other circumstances, to cancel classes unexpectedly. Every effort will be made to notify students of these changes in advance. This notification is typically accomplished via email communication to student 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.

As a member of CHESO, membership in professional health care associations is encouraged. Examples of common choices include the American College of Healthcare Executives (ACHE), National Association of Health Services Executives (NAHSE) and NC Medical Group Management Association (NC MGMA). Thus, CHESO membership provides students an established network for relationship building and career growth with healthcare administrators through a host of professional associations that enhance 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.
- *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*
NAHSE Annual Student Membership Fee:	\$50.00
NC MGMA Student Membership Fee:	0.00

\*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 Health Management and Policy. 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 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 their required materials via the [NinerScholars Portal](#) by the stated deadline, bearing in mind that the program specific deadline for this scholarship may vary from the larger university deadline.

Award Amount: \$1,000 {*not offered 2023; expected to resume in 2024*}

## 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:

To be considered for the award, applicants are asked to submit their required materials via the [NinerScholars Portal](#) by the stated deadline, bearing in mind that the program specific deadline for this scholarship may vary from the larger university deadline.

Award Amount: Determined annually (last offered at \$1,800)

## Career Services

The UNC Charlotte Career Center for Work, Service, and Internships 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: 704-687-0795, E-mail: [career@charlotte.edu](mailto:career@charlotte.edu), and internet: <http://www.career.charlotte.edu/>.

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. Additionally, The MHA Program Director notifies students about these opportunities through their 49er E-mail accounts.