Health Policy and Management
Master of Healthcare Administration (MHA)
Residential Program

Student Guide
Academic Year
2023—2024

UNC

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Health Policy and
Management

Table of Contents

Welcome

Welcome to the Department of Health Policy and Management. This student 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 pertaining to his or her degree program, and, together with a faculty advisor, make certain that the selected plan of study complies with the pertinent requirements and your own career interests.

This guide is intended to complement the information contained in the **Graduate School Handbook**. In instances of a 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 Karen Volmar.

Mission, Vision, and Values

Mission
The Mission of the Master of Healthcare Administration (MHA) program at UNC is to improve the decision-making and leadership skills of professionals at all career stages who aspire to manage and lead equitable healthcare and public health organizations at the state, national, and global levels.

Vision
Educating healthcare leaders worldwide to develop, manage, and lead effective, equitable, and responsive healthcare and public health organizations.

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 continuous improvement and success depend on lifetime learning and we support this among our faculty, staff, students, and alumni.

Accountability: We pride ourselves on 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, as we value each other as human beings and want our department and society as a whole to benefit from everyone's talents.

Balance and Growth: We recognize that 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 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

Name	Title	Information and Advice Related To:
Karen Volmar	Director, Master's Programs	- Curriculum, course requirements, and options - Advisor and advisor changes - Degree changes, dual degree options, deferrals, leaves of absence - Feedback and concerns related to courses, communication, faculty, staff, advisors - Department and program policies - Reference letters - Participation in departmental committees - Academic, financial, and personal challenges - Course selection
Jeffrey Simms	Director, Professional Development and Alumni Relations	- Practicum - Reference letters - Academic, financial, and personal challenges - Practicum options - Employment post-graduation - Guidance on practicum and post-graduation employment - Practicum and job interview preparation - Resumes and cover letters
Jake Stallard	Associate Director, Master's Programs	Competency assessments
Yolonda Childs	Academic Coordinator	- Applying to HPM - Curriculum, course requirements, and options - Graduation and degree requirements - Course registration - Degree changes, dual degree options, deferrals, leaves of absence - Course exemption requests - Department and program policies - Graduate School policies - Academic, financial, and personal challenges
Cathy Padgett	Career Services Coordinator	- Practicum options - Employment post-graduation - Practicum and job interview preparation - Resumes and cover letters - Academic, financial, and personal challenges
Faculty Advisor/Mentor	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: - Course selection - Practicum options - Resume and cover letter review - Reference letters - Practicum and job interview preparation - Concerns related to courses, faculty, students, policies - Academic, financial, and personal challenges	

Health Policy and Management Program Management, Faculty and Staff

Chair's Office	Kristin Reiter, Interim Chair	reiter@email.unc.edu
	Erin Kent, Associate Chair	erin.kent@unc.edu
	Stephanie Forman, Executive Assistant to the Chair	sforman1@email.unc.edu
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	Stacie Jones, Lead Accounting Technician	stacie_jones@unc.edu
	Ying Xu, Accounting Technician	yingxu@email.unc.edu
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Master's Programs	Karen Volmar, Program Director	karen.volmar@unc.edu
	Jake Stallard, Associate Director	Jake_stallard@unc.edu
Executive Doctoral Program in Health Leadership	John Wiesman, Program Director	john.wiesman@unc.edu
Undergraduate Program	Melanie Studer, Program Director	melanie_studer@unc.edu
Student Support	Jeffrey Simms, Director of Professional Development & Alumni Relations	jeffrey_simms@unc.edu
	Valerie Hooker, Academic Program Support Coordinator	vhooker@email.unc.edu
	Cathy Padgett, Career Services Coordinator	cathy_padgett@unc.edu
	Yolonda Childs, Academic Coordinator	childsyo@unc.edu
Systems Specialists	Larry Brantley, Technology Support Analyst	labrant@unc.edu

HPM Faculty & Staff Listings

HPM Student Support Office

120 Rosenau Hall
Office Hours 8:00 am – 5:00 pm

Staff

Yolonda Childs
Academic Coordinator
(919) 966-7391
childsyo@unc.edu

Cathy Padgett
Career Services Coordinator
(919) 966-7390
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 daily from 8:00 am – 5:00 pm.

Student Support 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 must register for classes via **ConnectCarolina**. General registration instructions and an online directory of classes are available in the **UNC Catalog**. NOTE: If you register on or after the first day of class, you will be charged a $20.00 late fee.

Tuition and Fees: Please refer to this webpage for information about **Tuition and 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 and events, and also serves as your UNC Library card.

Mailboxes: Student mailboxes are located in McGavran-Greenberg Hall near suite 1104. 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 the completion of their degrees. We encourage all students to refer to the **Graduate School Handbook**. 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 and feel free to contact our HPM Student Support staff.

Admission to the Program

The Department of Health Policy and Management's Master of Healthcare Administration degree webpage outlines admissions information and requirements. Generally, applicants to the Master of Healthcare Administration degree must meet these program admissions requirements:

- An undergraduate degree with a Grade Point Average (GPA) of 3.0 or higher (4.0 grading scale)
- Relevant work experience that demonstrates a commitment to healthcare
- Applicants are advised to prepare in microeconomics, accounting, and statistics
- International applicants are required to submit a Financial Certificate

To apply to the program, students must submit their application to the UNC Graduate School including academic transcripts, personal statement, resume and at least three letters of recommendation. Following first round review of applications by the admissions committee comprised of program faculty and current students, select applicants will be invited to participate in a required interview with program faculty and current students.   Following that interview, the admissions committee will make a final recommendation of admission or declination to the UNC Graduate School.

Please note that program specific information does not supersede information in the Graduate School Handbook, the UNC Catalog as those may be updated by the UNC Graduate School. Prospective and current students are encouraged to contact HPM personnel for any more detailed information.

MHA Degree Completion 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 (9) 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 nine (9) hours of "L" in either program or both programs combined (i.e., a portion 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.**

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.

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**.

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. Students also have the option to take electives 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.

Internship/Practicum: MHA students must successfully complete a twelve-week internship/practicum (480 hours) under the joint supervision of the Director of Professional Development, faculty advisor and an approved field preceptor.

The overall objective of the internship/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 internship/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, thus developing the student's own professional point-of-view.

- To develop and refine operational skills, gain relevant experience, and enhance professional self-confidence as health administrators or policy analysts.

- To make a service contribution during the internship/practicum that will not only be useful to the organization but also sharpen the students' administrative and/or analytical skills.

Beginning in the fall of the first year, various healthcare professionals and organization representatives visit the department to meet with students and conduct interviews for both internship/practicum positions (first-year students) and jobs (second-year students). This provides an opportunity for students to learn about these organizations, assist in their internship/practicum search, and lay the groundwork for possible future employment. The Director of Professional Development and the Career Services Coordinator coordinate these visits and organize interviews.

- MHA students register for 2 credit hours for HPM 793 during Fall 2.

- A internship/practicum fee of $450.00 is required by all students in addition to tuition and university fees.

Sample Plan of Study
for the **MHA** degree in the
Department of Health Policy and Management
for students matriculating
Fall 2023

Course #	Course name	Credits Taken	Planned Term	Degree Requirements
HPM 601	Issues in Health Care	1	Fall 1	Dept Core
HPM 671	Statistical Methods for Health Policy and Management	3	Fall 1	MHA Core
HPM 743[3]	Healthcare Reimbursement	1	Fall 1	MHA Core
HPM 701[1]	Professional Training I	[1]	Fall 1	Dept Core
HPM 730	Leadership and Management of Health Care Organizations	3	Fall 1	Dept Core
HPM 740	Healthcare Financial Accounting	2	Fall 1	MHA Core
HPM 754	Health Care in the US Structure and Policy	3	Fall 1	Dept Core
HPM 714	Advanced Spreadsheet Modeling for Business	3	Fall 1	Elective
	Semester Subtotal	16		
SPHG 600	Introduction to Public Health	3	Spring 1	SPH Core
HPM 725	Healthcare Strategy and Marketing	3	Spring 1	MHA Core
HPM 741	Management Accounting for Health Administrators	3	Spring 1	MHA Core
HPM 770	Introduction to Operations Research for Healthcare Systems	3	Spring 1	Dept Core
HPM 760	Information and Quality Management	3	Spring 1	Dept Core
	Semester Subtotal	15		
HPM 702[1]	Professional Training II	[1]	Fall 2	Dept Core
HPM 710	Health Law	3	Fall 2	Dept Core
HPM 715	Health Economics for Policy and Administration	3	Fall 2	Dept Core
HPM 720	Management of Human Resources in Health Organizations	3	Fall 2	Dept Core
HPM 734	Approaches to Business Plan Development	1	Fall 2	MHA Core
HPM 742	Healthcare Finance I	3	Fall 2	MHA Core
HPM 793[2]	Health Policy and Management Internship	2	Fall 2	Practicum
	Semester Subtotal	15		
HPM 703[1]	Professional Training III	[1]	Spring 2	Dept Core
HPM 735	Advanced Concepts and Applications in Health Policy and Management	3	Spring 2	MHA Core
	Elective Graduate-level course	3	Spring 2	Elective
	Elective Graduate-level course	3	Spring 2	Elective
	Elective Graduate-level course	3	Spring 2	Elective
	Elective Graduate-level course	2	Spring 2	Elective
	Semester Subtotal	14		
	MHA Degree Total	**60**		

[1] 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

[2] Practicum Fee: $450

[3] HPM 743 and HPM 714 can also be taken in later semesters

MHA Program Worksheet (2023-2024)

Course Number	Title	Semester completed	Credits	Notes (exemptions, substitutes)
SPH Core				
HPM 671	Statistical Methods for Health Policy and Management		3	
SPHG 600	Foundational Learning Objectives		3	
HPM Core				
HPM 601	Issues in Health Care		1	
HPM 701	***Professional Training I ($550 fee)**		**n/a**	
HPM 702	***Professional Training II ($500 fee)**		**n/a**	
HPM 703	***Professional Training III ($500 fee)**		**n/a**	
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	***Practicum ($450 fee)**		**2**	
MHA Core				
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 740	Introduction to Financial and Managerial Accounting for Healthcare		2	
HPM 741	Management Accounting for Health Administrators		3	
HPM 742	Health Care Finance		3	
HPM 743	Health Care Reimbursement		1	
HPM 760	Healthcare Quality & Information Management		3	
Elective Courses				
			14	
	Total Credit Hours for Graduation		**60**	
*Additional fees (in addition to University Fees)				

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. 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 four domains and 24 competencies identified as relevant for MHA graduates. The four competency domains include 1) Healthcare Environment 2) Leadership & Communications 3) Management and 4) Diversity, Equity, Access, and Inclusion.   The competency domains, individual competencies, and definitions are described below.

> **Domain 1: 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 and public health delivery in the U.S.
> - **Health Policy:** Discuss multiple dimensions of the policy-making process.
> - **Community Collaboration:** Align the organization's priorities with the needs and values of the community to move health forward in line with population-based wellness needs and the national health agenda.

Domain 2: Leadership & Communications: 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 political savvy necessary to be effective in advancing organizational agendas openly and ethically. These competencies include:

- **Communication Skills:** Demonstrate effective oral and written communication skills on multiple platforms to convey meaning and build shared understanding.
- **Team Building and Leadership:** Work cooperatively and inclusively with other individuals and/or teams toward shared visions and goals.
- **Accountability:** Hold oneself accountable to standards of performance.
- **Innovative Thinking:** Approach one's work and the organization in new and breakthrough ways to develop creative solutions to complex problems or adapt previous solutions in new ways.
- **Professionalism:** Exhibit conduct, aims, and qualities that characterize a professional person such as competency, honesty and integrity, self-regulation, and the ability to establish, build, and sustain professional contacts for the purpose of building networks.
- **Systems Thinking:** Assess the potential impacts and consequences of decisions across a variety of system stakeholders.
- **Ethics:** Recognize ethical frameworks and the role of ethics in organizations and professional communities.
- **Change Leadership:** Identify strategies and methods to influence and inspire action in others and respond with vision and agility during periods of growth, disruption, or uncertainty to bring about the needed change.
- **Emotional Intelligence**: Develop an accurate view of one's strengths and limitations, including the impact one has on others, and adapt behaviors to environments.
- **Critical Thinking**: Develop a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications.

Domain 3: Management: This domain encompasses operational skills required to effectively run healthcare organizations. These competencies include:

- **Human Resource Management**: Describe the internal and external factors that affect the healthcare workforce and appropriately employ human resource management processes related to recruitment and selection, job design, feedback and performance management, and managing employee stress and retention.
- **Performance Evaluation & Quality Improvement:** Apply concepts of process and quality improvement, performance monitoring, and reporting to the administration of health care organizations.
- **Project Management:** Propose a plan to manage a project including resources, scope, and impact.
- **Strategic Management & Analysis:** Consider the business, demographic, ethnocultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.
- **Organizational Dynamics:** Appreciate organization decision-making structures and processes to achieve desired outcomes.
- **Data Analytics:** Acquire, analyze, and effectively communicate data.
- **Financial Management:** Evaluate financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.
- **Economic Analysis & Application:** Apply economic concepts to the analysis of how stakeholder incentives affect health behavior, decision-making, and the functioning of health care markets.

Domain 4: Diversity, Equity, Access, and Inclusion. This domain encompasses the skills required to lead diverse, equitable, accessible, and inclusive organizations. These competencies include:

- **Identify inequities and understand their causes and strategies to address them. Health Equity Knowledge:** Discuss how structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.
- **Health Equity Improvement:** Propose strategies for health improvement and elimination of health inequities by organizing stakeholders including researchers, practitioners, community leaders, and other partners.
- **Leadership & Management of Equitable Organizations:** The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews.

Levels of Competency Attainment

Competencies are assessed at one of three levels: Met, Partially Met, and Not Met. Definitions for each level are as follows:

Competency Level	Example of Attainment Definition for a Given Competency
Met	Student clearly demonstrates they can do ALL elements of the competency. *Depending on the competency this may be achieved through several courses.*
Partially Met	Student clearly demonstrates they can do MOST elements of the competency. *Depending on the competency this may be the highest attainment level that can be achieved within a specific course.*
Not Met	Student clearly demonstrates they can do LESS THAN HALF of the elements of the competency. *A student landing here would indicate there is a deficiency within the specific competency attainment level as would be expected within a given course, or for the competency upon graduation.*

Although the highest competency attainment for some MHA courses is Partially Met (i.e., those which do not assess all elements of a competency, or for which achieving Met requires successfully completing a course sequence), a student is expected to have fully met each MHA competency upon graduation. For several competencies, this is achieved through progression in the program; the model accounts for competency attainment as a journey that requires practice, feedback, and development. Additionally, we expect the MHA competencies will continue to be developed over time as graduates become integrated into their professional roles.

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, deemed the "home" or primary course(s) for that competency. 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. Only assessments of *primary* course competencies, however, 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 770/779 (Operations Research for Healthcare Systems) includes the course competencies shown below. Among the competencies noted, the primary competency integrated into the HPM 770/779 curriculum is **data analytics**. The expectation is that upon completion of HPM 770/779, students will have met all elements of the **data analytics** competency. This competency will be specifically assessed in HPM 770/779 (as well as HPM 671, *Statistical Methods for Health Policy and Management*) and included in the formal tracking of student competencies for the MHA program. The remaining secondary competencies (systems thinking, communication skills, health equity knowledge) will be developed but not formally reported during HPM 770/779.

Competency
Data Analytics: *Acquire, analyze and effectively communicate data.*
Learning Objectives that comprise the competency
1. Correctly identify, explain, and contrast various operations research techniques relating to healthcare data 2. Demonstrate the ability to successfully use Microsoft Excel and respective add-in software to correctly execute health-related and other problems using operations research tools 3. Effectively assess and communicate the potential of specific quantitative models to inform complex decisions 4. Answer health-related questions by drawing on mathematical modeling and substantive knowledge; critically review and analyze data; and interpret findings in a meaningful, succinct and professional manner 5. Effectively apply operations research methods to a novel issue using student-acquired data and present those applications to peers
Assessment Assignment for evidence of student attainment of competency
Readiness Quizzes; Homework Activities; Module Review Tests; Final Project

Competency
Systems Thinking: *Assess the potential impacts and consequences of decisions across a variety of system stakeholders.*
Learning Objectives that comprise the competency
1. Correctly identify, explain, and contrast various operations research techniques relating to healthcare data 2. Demonstrate the ability to successfully use Microsoft Excel and respective add-in software to correctly execute health-related and other problems using operations research tools 3. Effectively assess and communicate the potential of specific quantitative models to inform complex decisions 4. Answer health-related questions by drawing on mathematical modeling and substantive knowledge; critically review and analyze data; and interpret findings in a meaningful, succinct and professional manner
Assessment Assignment for evidence of student attainment of competency
Readiness Quizzes; Homework Activities; Module Review Tests; Final Project

Competency
Communication Skills: *Demonstrate effective oral and written communication skills in multiple platforms to convey meaning and build shared understanding.*
Learning Objectives that comprise the competency
1. Effectively assess and communicate the potential of specific quantitative models to inform complex decisions 2. Answer health-related questions by drawing on mathematical modeling and substantive knowledge; critically review and analyze data; and interpret findings in a meaningful, succinct and professional manner 3. Effectively apply operations research methods to a novel issue and present those applications to peers
Assessment Assignment for evidence of student attainment of competency
Homework Activities; Module Review Tests; Final Project

Competency
Health Equity Knowledge (DEAI): *Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.*
Learning Objectives that comprise the competency
1. Describe the ways in which structural bias, social inequities and racism may be introduced through data acquisition, mathematical modeling, and reporting. 2. Reflect on strategies that may interrupt or mitigate data processes in an effort to enhance health equity.
Assessment Assignment for evidence of student attainment of competency
Homework Activities

The **data analytics** competency is assessed at the individual student level based on a combination of objectively scored assessments (e.g., exams); performance-based assessments (e.g., homework assignments, group projects), 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 770/779 will be used to help determine individual competency attainment in **data analytics**.

Level of Competency Attainment versus Grades

Depending on the competency, the level of attainment may be highly correlated with the overall course grade (e.g., data analytics). Cross-cutting competencies such as team building and leadership may not be correlated with a specific course grade.

Students are not required to have fully met all program competencies at the expected level 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 as a developmental tool for the student, as well as to provide program feedback and insight which can be used towards the improvement of the MHA curriculum.

Competency Tracking and Feedback

Faculty members 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, tracked, and guide discussions regarding student development.

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 and 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.

Frequently Asked Questions

Answers to many of these questions may be found in the Graduate School 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 of 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.

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 (2) 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 Interinstitutional Registration" form which is available from the University Registrar's Office. Before enrolling in a course on another campus, it is important to discuss this with your Academic Coordinator and to receive his or her approval for the **InterInstitutional Program**.

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 the 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.

For more information about the University's Explanation of Grading, please visit this website:
https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/

Grade Appeals
The department adheres to the Graduate School grade appeals process, which is detailed in
The Graduate Grading portion of the Graduate School Student Handbook.

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, the instructor furnishes the Program Director and the 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. **Application for Reinstatement** forms should be submitted to the program's Academic Coordinator. The HPM Reinstatement Committee Chair will consider the petition, and forward it 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 Student 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 then makes a recommendation to the department chair to endorse or decline the student's request for reinstatement. Following consideration of this recommendation, the department chair then forwards their decision to the Graduate School. Final approval rests with the Graduate School.

Do withdrawals show up on my transcript?
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**. The date is generally before 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.

University Academic Calendar

Please visit this website to access the University Academic calendar.

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.

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 master's students through HPM. Decisions about TA assignments are based on faculty preferences, students' interests, 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) via phone (919) 962-8300 or **email**. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

Harassment and Discrimination Policy

University Academic Integrity Standards and Honor Code
Please refer to these sites about University Academic Integrity Standards and the UNC Honor Code.

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. **Student Grievance Policy and Procedures**

In addition to compliance with University policies, HPM follows guidelines from the Gillings School of Global Public Health (GSGPH) when **addressing student concerns**. 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. She can be reached via **email** or phone at (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, the 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 efforts 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** and/or **HIPAA** regulations**.**

Important Sites and Services

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