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.
Table of Contents

I. Department of Public Health Sciences and Master of Health Administration Program ........ 3
   The Master of Health Administration (MHA) Program Overview ........................................ 4
   Accreditation by the Commission on Accreditation of Healthcare Management Education .... 5
   Association of University Programs in Health Administration ........................................... 5
   Competency-Based Educational Model, Evaluation Processes, and Domains ................. 5
II. Student Responsibilities and Code of Ethics ................................................................. 8
    Professional Conduct ........................................................................................................... 8
    Professional Responsibility ................................................................................................. 9
    Code of Student Academic Integrity .................................................................................. 9
III. The Master of Health Administration Program .......................................................... 11
    Admission Criteria and Application Requirements ......................................................... 11
    Course of Study .................................................................................................................. 12
    Internship .......................................................................................................................... 13
    Advising .............................................................................................................................. 14
    Graduation .......................................................................................................................... 14
    MHA Full Time, 2 Year Completion Option ................................................................. 15
    MHA Part Time, 3 Year Completion Option ..................................................................... 16
    MHA Part Time, 4 Year Completion Option ..................................................................... 17
IV. Dual Degree Option: MHA/MBA .................................................................................. 18
V. Gerontology Graduate Certificate Program ..................................................................... 20
VI. Graduate Certificate in Health Information Technology .................................................. 23
VII. Graduate Certificate in Community Health ................................................................... 25
VIII. The MHA Internship ..................................................................................................... 27
      Internship Prerequisites and Procedures ................................................................. 27
      Internship Requirements ............................................................................................... 30
      Internship Report ........................................................................................................... 31
IX. Academic Standards and Graduation Requirements ...................................................... 37
X. Charlotte Healthcare Executive Student Organization (CHESO) ................................... 38
XI. Greater Charlotte Healthcare Executives Group MHA Scholarship ......................... 40
XII. Faculty ........................................................................................................................... 41
      Professional Associate Affiliates .................................................................................. 43
      Administrative Staff ....................................................................................................... 43
      Master of Health Administration Advisory Board ..................................................... 44
XIII. Career Services ............................................................................................................ 46
XIV. Appendices ................................................................................................................... 47
      Appendix A: Preceptor Evaluation of MHA Student Intern ....................................... 47
      Appendix B: MHA Student Evaluation of Internship Experience ............................... 52
      Appendix C: Internship Contact Form ................................................................. 57
      Appendix D: Drug Screening Acknowledgement and Agreement Form ....... 58
I. Department of Public Health Sciences and Master of Health Administration Program

Overview, Mission, Vision, Values, Goals, Educational Objectives and Competencies

Public Health Sciences – Overview

The Department of Public Health Sciences was founded as the Department of Health Behavior and Administration on July 1, 2002, as part of the College of Health and Human Services at the University of North Carolina at Charlotte (UNC Charlotte). The new Department was conceived in response to recommendations from the University of North Carolina at Charlotte's Health Commission report (2000) as well as a number of initiatives placing emphasis on population health and health behavior research. In May 2007, the Department was renamed Public Health Sciences to better reflect current and planned research programs, degree offerings, and service activities. UNC Charlotte is accredited by the Southern Association of Colleges and Schools.

Public Health Sciences – Vision Statement

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

Revised and approved, May 2007

Public Health Sciences – Mission Statement

The Department of Public Health Sciences at UNC Charlotte, North Carolina’s urban research institution, is a leading academic unit engaged in research, teaching, and service to prepare future researchers and practitioners in public health, health care administration, and health services research at the baccalaureate, masters, and doctoral level that meets the needs of an increasingly diverse student body and workforce.

Revised and approved, August 2009

MHA Program Values Statement

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

Approved, November 2010
MHA Program Vision Statement

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

Approved, November 2010

MHA Program Mission Statement

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

1. Provide qualified and motivated students with the knowledge, skills, and abilities that enable them to become health service administrators or policy analysts;

2. Contribute to the body of knowledge related to health care management, improvement of the delivery of health services, and the development, implementation and evaluation of health policy; and

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

MHA Program Educational Objectives

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

Revised and approved, January 2009

The Master of Health Administration (MHA) Program Overview

Administratively located within the Department of Public Health Sciences (http://publichealth.uncc.edu/index.php?option=com_frontpage&Itemid=1) the MHA program is intercollegiate and interdisciplinary in nature with courses taught by faculty from the College of Health and Human Services, the Belk College of Business, the College of Liberal Arts and Sciences, and by a core of community partners with leadership positions in health care organizations. This approach allows the MHA Program to combine faculty from a variety of
disciplines in a cooperative endeavor.

Accreditation by the Commission on Accreditation of Healthcare Management Education

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

Association of University Programs in Health Administration

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

Competency-Based Educational Model, Evaluation Processes, and Domains

The conceptual model that underlies the design, organization, and sequencing of the UNC Charlotte MHA program was adapted from the Saint Louis University (SLU) MHA Competency Model. Selected competencies were identified in the SLU model based on their relevance to the UNC Charlotte MHA program. Our evaluation process includes the following steps: student self-assessment of individual competencies for each core course in the MHA program for the subset of competencies relevant to that course. Additionally, a larger subset of competencies drawn from across the six domains of the model is used for student self-assessments after the internship that usually occurs about mid-way through the program. Internship preceptors also complete an assessment. All students complete a self-evaluation at the beginning of the MHA program. At the conclusion of the program, students complete a final self-evaluation. Upon completion of the MHA program, students will demonstrate the following competencies, in six domains: Leadership, Critical Thinking, Science/Analysis, Management, Political and Community-Stakeholders Development, and Communication.

Leadership

1. Articulate, model, and reward professional values and ethics in health care organizations and individuals working in these organizations. (All courses)
2. Understand, demonstrate, and reward cultural sensitivity and diversity in the health care sector. (All courses)
3. Use system and strategic thinking models and methods to make decisions and solve problems in health services organizations. (HADM 6116, HADM 6124, HADM 6134, HADM 6138, HADM 6142, HADM 6154, HADM 6400)
4. Understand and use effective motivational strategies to promote desired behavior and inspire
others toward a shared vision in health care organizations. (HADM 6154, HADM 6145, HADM 6400)

5. Understand and apply models of organizational change and innovation in the health care sector. (HADM 6134, HADM 6145, HADM 6154, HADM 6400)

6. Work effectively with other professionals in the health care sector. (All courses)

7. Know, support, and use effective team development methods. (All courses)

8. Understand effective techniques for working with Boards and governance structures for organizations in the health care sector. (HADM 6100, HADM 6145, HADM 6154)

Critical Thinking

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

2. View issues from different perspectives. (All courses)

3. Create innovative strategies (HADM 6134, HADM 6154, HADM 6400)

Science/Analysis

1. Understand the scientific method and how to apply it to managerial decision making in health services organizations. (HADM 6108, HADM 6104, HADM 6116, HADM 6138)

2. Understand and conduct quantitative analytical methods, economic, and financial evaluation of health care organizations. (HADM 6104, HADM 6108, HADM 6138, HADM 6120, HADM 6116)

3. Examine data both qualitatively (e.g., case studies) and quantitatively (e.g., descriptive statistics, descriptive epidemiology) to identify patterns and trends. (HADM 6104, HADM 6124, HADM 6134, HADM 6116, HADM 6134, HADM 6138, HADM 6145, HADM 6154, HADM 6400)

4. Use and manage relevant computer technology in health services organizations (application software and database technology.) (All courses)

5. Possess a working knowledge of management information systems in health care organizations. (HADM 6146; HADM 6104; HADM 6108)

Management

1. Understand and apply management concepts of organization and work, economics, finance, and decision theory to health care organizations. (HADM 6100, HADM 6120, HADM 6124, HADM 6138, HADM 6145, HADM 6154, HADM 6400)

2. Understand and apply basic concepts and tools that are integral to strategic planning and management in the health care sector. (HADM 6124, HADM 6154)

3. Understand and apply basic principles and tools of effective human resource management in health services organizations. (HADM 6128, HADM 6145)

4. Implement continuous quality improvement concepts and skills to improve work processes in
the health care sector. (HADM 6134, HADM 6145, HADM 6100)
5. Design and implement business plans for health services and organizations. (HADM 6154)
6. Understand, monitor, and interpret the impacts of legal, regulatory, and political environments on health care organizations. (HADM 6100, HADM 6116, HADM 6120, HADM 6138, HADM 6142, HADM 6150, HADM 6154)
7. Apply a public health perspective to health care management. (HADM 6100, HADM 6104, HADM 6108, HADM 6120, HADM 6134, HADM 6142)

**Political and Community-Stakeholders Development**

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

**Communication**

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

Adopted, December 2008
Revised November 2010

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

Professional Conduct

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

- The MHA program is centered on professional development as evidenced by the competencies outlined in the MHA handbook. They include: leadership, critical thinking, science/analysis, management, political and community-stakeholder development, and communication. Developing and demonstrating these competencies should be the ultimate goal of the student with grades merely being a representation of successful development.

- To this end, intellectual curiosity and a desire to master the subject matter should be a student’s primary drivers. In this regard, students are expected to complete coursework and assignments (including readings) within required timeframes, participate substantively in class discussions, and demonstrate a genuine interest in the field.

- In keeping with the professional nature of the program, students should view class time and especially their internships the same way they would a professional work environment. This entails acting with courtesy, responsibility, ethics, maturity, and a general professional demeanor towards professors, guest lecturers, and fellow students. Although most learning is in a classroom setting, students should view faculty in a supervisory role and fellow students as professional peers.

- In keeping with this paradigm, students should recognize that many professors and guest lecturers are active professionals in the healthcare industry and potential employers. Since professional paths are likely to cross again, acting with professionalism, courtesy, and responsibility is strongly advised.

- Likewise, fellow students are currently or will someday be active professionals in the healthcare industry, possibly in a peer or supervisory role. As such, classroom behavior and academic conduct may affect future professional development. It is important for students to develop a professional network during their studies, and this network starts with their fellow students.

- Overall, students should recognize that instead of pursuing a career in healthcare administration following receipt of a MHA, they are already doing so! Their career
began once they enrolled in the program, and all behavior and actions should reflect this commitment.

**Professional Responsibility**

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

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

**Code of Student Academic Integrity**

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

All MHA students are required to read and abide by the Code of Student Academic Integrity ([http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html)). Please especially note: you are held accountable to this Code even if you violate it inadvertently.

Violations include the following:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- **Fabrication and falsification** - Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple submissions** - The submission of substantial portions of the same academic work (including oral reports) for credit more than once without instructor approval.
- **Plagiarism** - Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- **Abuse of academic materials** - Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material. Typical Examples: Stealing or destroying library or reference materials needed.
- **Complicity in academic dishonesty** - Intentionally or knowingly helping or attempting to
help another to commit an act of academic dishonesty.

Applicable Policies

MHA students are expected to be knowledgeable about and abide by the policies of the College of Health and Human Services and UNC Charlotte. The policies for the College of Health and Human Services (in the College of Health and Human Services Handbook are located at: http://publichealth.uncc.edu/index.php?option=com_content&task=view&id=75&Itemid=166

The Graduate School policies are located at: http://www.uncc.edu/gradmiss/gs_catalog.html. The University level policies can be found at: http://www.legal.uncc.edu/policies/. University policies that are highly relevant for MHA students are the following:

- The Code of Student Responsibility (http://www.legal.uncc.edu/policies/ps-104.html)
- The Code of Student Academic Integrity (http://www.legal.uncc.edu/policies/ps-105.html);
- Sexual Harassment Policy and Grievance Procedures (http://www.legal.uncc.edu/policies/ps-61.html)
- Responsible Use of University Computing and Electronic Communication Resources (http://www.legal.uncc.edu/policies/ps-66.html)

We ask that all MHA students complete the "Good Scholar" tutorial, located at: http://publichealth.uncc.edu/index.php?option=com_content&view=article&id=129&Itemid=187, or on the Public Health Sciences website under “student resources.” Students may need to sign in as a guest, using a different username and password from your 49er ID and password

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

The Master of Health Administration (MHA) provides training in management, accounting, finance, epidemiology, quantitative methods, marketing, and strategic management for health care organizations. It is interdisciplinary, focusing on leadership and management of people, resources, and services. The MHA program prepares students for a career in the management of the full range of programs, organizations, and facilities in health services and medical care: acute, post-acute, long-term, and managed care, in both the private and public sectors. MHA graduates are prepared to provide leadership in any health care setting. The need for health care managers has increased dramatically. Career opportunities will continue to grow. There are excellent career opportunities in many health care organizations including, hospitals, ambulatory care, surgery centers, physician group practices, long term care (retirement communities, assisted living facilities, nursing homes), the pharmaceutical industry, and consulting. The MHA is offered for full-time and part-time students.

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

The Master of Health Administration is a 51 hour degree program. Students take 45 hours of core courses including a 3 credit hour internship, and 6 hours of elective courses. Students who obtain an exemption from completing an internship are required to take an elective course as a substitute in order to complete the 51 hours needed to graduate. Administratively located within the Department of Public Health Sciences, the program is intercollegiate and interdisciplinary in nature with courses taught by faculty from the College of Health and Human Services, the Belk College of Business, and the College of Liberal Arts and Sciences, and by a core of community partners with leadership positions in health care organizations. This approach allows the MHA Program to combine faculty from a variety of disciplines in a cooperative endeavor. Development of courses followed the highest professional and accreditation standards for health services administration programs. Each course is specifically designed to meet the needs of program, with an emphasis on issues in health care administration and policy.

Students may enroll in the Master of Health Administration program on a full-time or part-time basis. All classes are taught in traditional in-person classroom mode. Classes meet once per week, and are scheduled primarily in the evenings (5:30-8:30pm) at the UNC Charlotte main campus and at UNC Charlotte Uptown.

Admission Criteria and Application Requirements

Applications for the MHA program must be submitted through an online system called "Apply Yourself" through the website at UNC Charlotte. The website includes general admission requirements. All applications must be made on-line. Applicants should review the
requirements thoroughly before applying. Questions regarding the general application process should be directed to the UNC Charlotte Graduate School.

1. A Bachelor's degree is required before students can enroll in the MHA program. An official transcript of undergraduate work is required. Applicants who are in the process of completing a Bachelor's degree should submit an official transcript of all coursework taken.

2. Official Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores are required and must be submitted as part of application process.

3. As stated on the UNC Charlotte website: "International students from non-English speaking countries must submit official scores on the Test of English as a Foreign Language (TOEFL), or the Michigan English Language Assessment Battery (MELAB), or the International English Language Testing System (IELTS)."

4. Three letters of recommendations must be submitted from persons who can reflect upon the applicant's prior academic and/or professional performance and capability for serving as a health care administrator. Letters of recommendation should be from a faculty member who has taught the applicant and/or from a professional who has worked as a manager or supervisor of the applicant.

5. The applicant must provide a career goal statement and a current resume. In the goal statement, the applicant should include a clear statement of why they want to pursue an MHA, and describe how the MHA program at UNC Charlotte is a good fit with their professional interests. Applicants should describe previous health care experience in their goal statement and resume, including volunteer experience.

Admission Criteria: Regarding standardized tests, the academic standard preferred by faculty is that applicants have a GPA of at least a 3.0, and combined verbal and quantitative GRE scores of at least 1,000 (or the equivalent GMAT score). We use a portfolio approach to evaluate applicants: An applicant's portfolio consists of reference letters, previous professional experience, goal statement, grade point average in undergraduate and previous graduate work (if applicable), and standardized test scores. The portfolio approach allows us to address the limitations of standardized test scores. For mid-career students, the portfolio approach accommodates undergraduate work completed many years previously, which may not reflect the applicant’s current skills and motivation for graduate study. The portfolio approach allows us to balance GRE scores with GPAs and letters of recommendation.

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.

Core MHA Courses (45 hours)
HADM 6100 - Introduction to the US Health Care System (3)
HADM 6104 - Health and Disease (3)
HADM 6108 - Decision Analysis in Health Care (3)
HADM 6116 - Accounting for Health Care Management (3)
HADM 6120 - Health Economics (3)
HADM 6124 - Marketing in Health Care (3)
HADM 6128 - Human Resources Management (3)
HADM 6134 - Quality and Outcomes Management in Health Care (3)
HADM 6138 - Health Care Finance (3)
HADM 6142 - Health Policy Development (3)
HADM 6145 - Organization Behavior in Health Care (3)
HADM 6146 - Information Resources Management (3)
HADM 6150 - Health Law and Ethics (3)
HADM 6154 - Strategic Management of Health Services Organizations (3)
HADM 6160 - Internship (3)

Elective Courses (6 hours) (examples shown below)

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

Graduate Certificates

UNC Charlotte offers several Graduate Certificate programs. Elective courses can be used to fulfill, in part, the following Graduate Certificates: (1) Graduate Certificate in Gerontology, described in this Handbook; (2) Graduate Certificate in Health Information Technology http://hit.uncc.edu/; and (3) Graduate Certificate in Community Health http://publichealth.uncc.edu/index.php?option=com_content&task=view&id=31&Itemid=58.

Internship

Each student in the program is required to demonstrate professional experience in the health care delivery system. This requirement is demonstrated through an internship experience in a health care delivery setting. Students complete at least 160 hours of administrative internship experience with the selected organization during the semester of enrollment in the HADM 6400 Internship course. The only exemption permitted for the MHA internship is for the highly experienced health care manager who is currently employed at senior levels in a health services organization. Such individuals may take three hours of prescribed graduate course work. The student must obtain approval to be exempted from the internship from their faculty advisor and the Director of the MHA program.
Advising

Each student is assigned an academic advisor. This advisor will work with the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, the internship, and additional matters appropriate for preparing students to meet their career objectives. Each semester, students are expected to arrange to meet with the assigned faculty advisor during a meeting scheduled with all MHA students. Advisement is necessary each semester prior to registration for courses. Prior to advisement, students should inform their academic advisor of their GPA and alert the advisor if their GPA falls below a 3.0 or if they “failed a course” so that this is taken into account during advisement. The advisor for the internship does not have to be the same as the academic advisor. On the next pages, our recommended course sequence for full-time students and for part-time students is listed.

Graduation

Well before graduation, during the fall semester of the second year for full time students, students must complete and submit a Masters Degree and Candidacy form. On this form, the student lists all courses that have been or will be taken for the MHA program. The student signs the form and submits it to the advisor, who verifies that the listed courses fulfill the requirements for the degree. Once all signatures are in place, this constitutes an agreement between the student and the University, guaranteeing that the student will receive the degree if the listed courses are completed satisfactorily. For this reason, the form must be completed well in advance of graduation, otherwise graduation may be delayed.
MHA Full Time, 2 Year Completion Option

Year 1

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

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

SUMMER SESSION
Elective 3 hours
HADM 6400 Internship 3 hours

Year 2

FALL SEMESTER
HADM 6138 Health Care Finance 3 hours
HADM 6142 Health Policy Development 3 hours
HADM 6134 Quality and Outcomes Management in Health Care 3 hours
Elective 3 hours

SPRING SEMESTER
HADM 6154 Strategic Management of Health Services Organizations 3 hours
HADM 6120 Health Economics 3 hours
HADM 6146 Information Resources Management 3 hours
Elective 3 hours

MHA Program Total 51 hours

Note: 2-3 elective courses are required; scheduling options are indicated.
*Health Law and Ethics is taught in the spring in odd years and summer in even years.
# MHA Part Time, 3 Year Completion Option

## Year 1

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

### SPRING SEMESTER
- HADM 6116 Accounting for Health Care Management 3 hours
- HADM 6128 Human Resources Management 3 hours
- HADM 6150 Health Law and Ethics* 3 hours

### SUMMER SESSION
- HADM 6400 Internship 3 hours

## Year 2

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

### SPRING SEMESTER
- HADM 6124 Marketing in Health Care 3 hours
- HADM 6120 Health Economics 3 hours
- Elective 3 hours

## Year 3

### FALL SEMESTER
- HADM 6142 Health Policy Development 3 hours
- Elective 3 hours

### SPRING SEMESTER
- HADM 6154 Strategic Management of Health Services Organizations 3 hours
- HADM 6146 Information Resources Management 3 hours

MHA Program Total 51 hours

Note: 2-3 elective courses are required; scheduling options are indicated.

*Health Law and Ethics is taught in the spring in odd years and summer in even years.
## MHA Part Time, 4 Year Completion Option

### Year 1

**FALL SEMESTER**
- HADM 6100 Introduction to US Health Care System 3 hours
- HADM 6108 Decision Analysis 3 hours

**SPRING SEMESTER**
- HADM 6116 Accounting for Health Care Management 3 hours
- HADM 6128 Human Resources Management 3 hours

**SUMMER SESSION**
- HADM 6150 Health Law and Ethics* 3 hours

### Year 2

**FALL SEMESTER**
- HADM 6104 Health and Disease 3 hours
- HADM 6145 Organization Behavior in Health Care 3 hours

**SPRING SEMESTER**
- HADM 6124 Marketing in Health Care 3 hours
- HADM 6120 Health Economics 3 hours

**SUMMER SESSION**
- HADM 6400 Internship** 3 hours

### Year 3

**FALL SEMESTER**
- HADM 6138 Health Care Finance 3 hours
- HADM 6134 Quality and Outcomes Management in Health Care 3 hours

**SPRING SEMESTER**
- HADM 6146 Information Resources Management 3 hours
  - Elective 3 hours

### Year 4

**FALL SEMESTER**
- HADM 6142 Health Policy Development 3 hours
  - Elective 3 hours

**SPRING SEMESTER**
- HADM 6154 Strategic Management of Health Services Organizations 3 hours

### MHA Program Total
- 51 hours

Note: 2-3 elective courses are required; scheduling options are indicated.

*Health Law and Ethics is taught in the spring in odd years and summer in even years.

**Internship can be taken any summer after the fourth semester.
IV. Dual Degree Option: MHA/MBA

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

Dual Master’s Degrees
In certain instances it may be possible for a student to obtain dual degrees in two master’s programs through the development of an integrated curriculum. It is important to remember that a dual master’s degree requires a special arrangement and should be viewed as atypical to standard practice. No degree program is obligated to enter into such an arrangement.

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

- The student must apply to each program separately and be admitted to both. No admission requirements established by the Graduate School or by either individual program may be waived. For example, if one degree requires acceptable scores for the GRE and the other the GMAT, the applicant must take each standardized exam to be considered for admission to both degrees.

- Once admitted, the student must develop a suitable plan of study that is acceptable to both programs and to the Graduate School. This plan of study must be done within the first semester of matriculation and in conjunction with both program coordinators or directors. The plan of study must be forwarded to the Dean of the Graduate School for review and approval.

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

MHA-MBA Dual Degree Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HADM 6100</td>
<td>Introduction to the US Health Care System</td>
<td>3 hours</td>
</tr>
<tr>
<td>HADM 6104</td>
<td>Health and Disease</td>
<td>3 hours</td>
</tr>
<tr>
<td>HADM 6108</td>
<td>Decision Analysis in Health Care</td>
<td>3 hours</td>
</tr>
<tr>
<td>HADM 6120</td>
<td>Health Economics</td>
<td>3 hours</td>
</tr>
<tr>
<td>HADM 6128</td>
<td>Human Resources Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>HADM 6134</td>
<td>Quality and Outcomes Management in Health Care</td>
<td>3 hours</td>
</tr>
<tr>
<td>HADM 6138</td>
<td>Health Care Finance</td>
<td>3 hours</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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<tr>
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</tr>
<tr>
<td>HADM 6142</td>
<td>Health Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6145</td>
<td>Organizational Behavior in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6146</td>
<td>Information Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6150</td>
<td>Health Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6154</td>
<td>Strategic Management of Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6400</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 6100</td>
<td>Leadership, Ethics &amp; Business Environment</td>
<td>1</td>
</tr>
<tr>
<td>MBAD 6131</td>
<td>Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 6112</td>
<td>The Economics of Business Decisions</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 6171</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 6141</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 6152</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 6194</td>
<td>Management Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBAD/HADM</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MBAD/HADM</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MBAD/HADM</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MHA-MBA Program total</td>
<td></td>
<td>67 hours</td>
</tr>
</tbody>
</table>
V. Gerontology Graduate Certificate Program

The Graduate Certificate in the Gerontology Program addresses the educational needs of MHA students who will be engaged in planning, administration, and provision of services for older people. The Certificate Program offers specialized preparation for a career in the expanding fields of gerontology and geriatrics. Given the increasing number of older adults in our society, health care administrators benefit from current knowledge about the biological, health, psychosocial, economic, administrative, service delivery, and social policy aspects of aging. The Graduate Certificate in Gerontology is offered through the Gerontology Program at the University of North Carolina at Charlotte, an interdisciplinary program housed within the College of Liberal Arts and Sciences.

Admission to a graduate certificate program is separate and distinct from admission to a graduate degree program.

With a commitment to excellence, the Certificate of Graduate Study in Gerontology Program has been developed in relation to standards and guidelines established by the Association for Gerontology in Higher Education.

The objectives and requirements are listed below. Please also refer to the Gerontology Program website, at www.gerontology.uncc.edu.

Objectives

The Graduate Certificate Program in Gerontology was designed to provide supplementary graduate education in Gerontology for those who already have a graduate degree in another field or those completing a graduate degree in another field who are interested in working with older adults. It requires the completion of a set of core and elective courses related to the study of aging.

The Certificate Program is both interdisciplinary and multidisciplinary. Interdisciplinary Gerontology courses will integrate materials from various disciplines. Multidisciplinary courses will also be included, requiring students to study aging from a variety of disciplinary perspectives. The core of essential material included in the required course sequence will be augmented by selection of elective courses in an individually designed program for each graduate student.

Requirements

The Graduate Certificate Program in Gerontology requires the completion of a minimum of 15 semester hours of graduate course work related to aging and older adults, including:

I. Required Course:
Gerontology 6600: Current Issues in Gerontology (3G credits). Study of current issues and topics in the field of aging from an interdisciplinary perspective; an ethical framework will be used to examine the issues. (Fall)

II. Primary Electives: (Choose at least one course from each of the following groups):

Group 1

Gerontology 6275/Nursing 6275: Health Promotion and Wellness for Older Adults (3G credits). Self-care measures and health promotion practices to promote a healthy lifestyle are discussed. Included are principles of teaching and learning adapted to the elderly client needed by health care and other professionals who teach and plan programs for the older client. Common barriers to health care for the elderly are examined.

KNES 5232: Physiology of Human Aging (3G credits). This course focuses on the normal physiological alterations that occur as the human progresses from a young adult to the latter stages of life. Special attention is given to interventions commonly promoted to combat the physiological changes that result from aging.

Group 2

Gerontology 6124/Psychology 6124: Psychology of Aging (3G credits). Particular emphasis on issues related to community/clinical psychology and industrial/organizational psychology. Topics include myths and stereotypes about aging, problems faced by older workers, retirement, mental health and normal aging, counseling the older adult, and psychological disorders in later life. (Spring)

Gerontology 6130/Sociology 6130: Sociology of Aging: Theories and Research (3G credits). Application of stratification theories and demography are applied specifically to the older population. Issues of race, gender, socio-economic status, age, and geographic distribution are examined in order to investigate the diversity of the older age group and their access to resources. (Fall)

III. Secondary Electives: (Choose remaining electives from the following):

CSLG 7681: Grief and Loss (3G credits)
EIST 6101: The Adult Learner (3G credits)
GRNT 5124: Families and Aging (3G credits)
GRNT 5150: Older Individuals and Society (3G credits)
GRNT 5050: Topics in Gerontology (1-4G credits)
GRNT 5250: Programs and Services for the Aging (3G credits)
MPAD/GRNT 6210: Aging and Public Policy (3G credits)
MPAD/GRNT 6211: Administration of Aging Programs (3G credits)
HADM 6212: Health, Aging and Long Term Care (3G credits)
HADM 6216: Long Term Care Administration (3G credits)
MPAD 6218: Public Policy Analysis & Program Evaluation (3G credits)
NURS 6115: Health Planning in the Health Care System (3G credits)
NURS 6276: Common Illnesses Associated with Older Adulthood (3G credits)

Secondary electives may also be chosen from other appropriate courses as offered with the approval of the Gerontology Graduate Coordinator.

For further information contact:
Dr. Dena Shenk, Gerontology Program Director and Graduate Coordinator, dshenk@uncc.edu or Ms. Shannon Randall, srandall@uncc.edu
VI. Graduate Certificate in Health Information Technology

What is Health Care Information Technology?

Healthcare Information Technology (Health IT) provides comprehensive management of medical information and its secure exchange between healthcare consumers and providers. The “American Recovery and Reinvestment Act of 2009” calls for $19B in expenditures to help with the computerization of health records by 2014. The president of the American Medical Informatics Association estimates that at least 200,000 new Health IT professionals will be needed to support President Obama Administration’s Electronic Health Records initiative. Electronic medical records are coming.

Graduate Certificate in Health Information Technology

The Graduate Certificate in Healthcare Information Technology is designed to train innovators who will bring 21st Century informatics to the U.S. health care system. The certificate requires twelve (12) credit-hours of coursework and a three (3) credit-hour internship, for a total of fifteen (15) graduate credit hours. The certificate may be pursued concurrently with a related graduate degree program at UNC Charlotte.

Program Philosophy

UNC Charlotte’s College of Computing and Informatics and the College of Health and Human Services have collaborated on a groundbreaking curriculum that trains students to meet the 21st century needs of the healthcare industry. Healthcare Information Technology will:

- Improve healthcare quality
- Prevent medical errors
- Reduce healthcare costs
- Increase administrative efficiencies
- Decrease paperwork
- Expand access to affordable care

Admission Requirements

For admission into the certificate program, applicants must meet the following requirements:

1. A bachelor’s degree in related field, including, but not limited to, a life science, health science, health administration, business administration, or computing discipline.
2. Knowledge of applications of information technology, including an understanding of computers, database management, and basic programming skills.

Program Requirements

The following two courses comprise the required core:
- ITIS 6200 Principles of Information Security and Privacy (3) (for students in the MSIT graduate program)
- ITIS 6201 Computer Security and Privacy (3) (for students not in the MSIT graduate program)
- HADM 6100 Introduction to the U.S. Health Care System (3)

One additional informatics course from the following list of electives is required:

- ITIS 5160 - Applied Database (3)
- ITIS 5166 - Network-Based Application Development (3)
- ITIS 5300 - Advance Web Client Design (3)
- ITIS 6400 - Principles of Human Computer Interaction (3)
- ITIS 6410 - Personalization and Recommender Systems
- ITCS 6160 - Database Systems (3)
- ITCS 6163 - Data Warehousing (3)
- ITCS 6162 - Knowledge Discovery in Databases (3)

One additional health administration course from the following list of electives is required:

- HADM 6104 - Health and Disease (3)
- HADM 6108 - Decision Analysis in Health Care (3)
- HADM 6134 - Quality and Outcomes Management in Health Care (3)
- HADM 6146 - Information Resources Management (3)
- HADM 6150 - Health Law and Ethics (3)

Students must complete an internship:

- ITIS 6198 IT - Internship Project (3) Or
- HADM 6400 - Internship (3)

Transfer credits cannot be applied to this certificate program.

For more information contact:

Dr. David Wilson
davils@uncc.edu

Or

HITINQUIRY@UNCC.EDU

(704) 687-8585

*Information adapted from the UNC Charlotte website.
VII. Graduate Certificate in Community Health

Overview

The Graduate Certificate Program in Community Health contributes to the preparation of community and public health practitioners to take the Certified Health Education Specialist (CHES) examination. The Certificate is also available to students who wish to complement an existing degree in a health profession (for example, nursing or social work), or who wish to explore a career in public health. Completion of the certificate program does not provide admission to the Master of Science degree program.

Admissions

Students are admitted to the Graduate School in a special category for certificate programs. See general information on admission to graduate certificate programs from Graduate Admissions.

Curriculum

The program leading to a Graduate Certificate in Community Health degree requires a minimum of 15 semester hours of graduate credit including 6 hours of core courses, a restricted elective course (3 credit hours), and two additional elective courses (6 credit hours). Students should plan their program of study in consultation with the Graduate Coordinator.

Core Courses (6 hours)

HLTH 6207 Community Health Planning and Evaluation (3 credits)
HLTH 6220 Health Behavior Change (3 credits)

Restricted Elective Course (3 hours) (Choose One Course)

HLTH 6201 Social and Behavioral Foundations of Public Health (3 credits)
HLTH 6221 Community Health (3 credits)

The remaining six (6) credits are chosen by the student in consultation with the Program Coordinator and faculty from among available department offerings. Courses from outside the department may be substituted with written permission of the Coordinator. Transfer credits are not accepted in the Certificate program.

Application deadlines for admission to the Graduate Certificate Program in Community Health Promotion are as follows:

October 1, for Spring Semester
April 1, for 1st & 2nd Summer Sessions
May 1, for Fall Semester
For more information contact:
Dr. Michael Thompson
Assistant Professor
Program Coordinator, MSPH Program
Department of Public Health Sciences
College of Health and Human Services
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001
CHHS 427D
704-687-8980 (Phone)
704-687-6122 (Fax)
methomp1@uncc.edu

*Information from the UNC Charlotte website.
VIII. The MHA Internship

Course Overview and Goals:

The internship in the MHA Program is an opportunity for students to apply theories, ideas, principles, and skills learned in the classroom to health care practice. The internship organization provides an outstanding opportunity to enhance skills to become a successful health care administrator. Knowledge, skills, professionalism, and competencies will continue to develop and grow as each student graduates and becomes a life-long learner and practitioner of health care management. The internship experience provides an opportunity to better understand health care organizations, their culture, management systems, operations, resources, products, services, markets, service areas, and specialty areas. Students are encouraged to select an internship position based on their career interests. In almost all instances, the MHA director supervises the internship with a qualified preceptor at the internship site. The goal is that the preceptor serves as a mentor for the student.

Course Competencies

After successfully completing this course, students should be able to:

1. Create innovative strategies for decision-making and problem-solving; strategies should incorporate perspectives of various stakeholders and be responsive to our increasingly diverse workforce and society.
2. Demonstrate effectiveness in examining data qualitatively and/or quantitatively, and in utilizing methods appropriate for the project to analyze information, and to identify patterns and trends.
3. Articulate and model professional and ethical behavior in the healthcare workplace.
4. Demonstrate effectiveness in working with others in the organization, with particular emphasis on racial, ethnic, and cultural sensitivity, and the ability to work effectively with personnel with diverse backgrounds.
5. Demonstrate effectiveness in working as part of a team, listening and responding effectively to the ideas of others, and successfully using negotiation and conflict resolution skills.
6. Demonstrate effectiveness in organizing, synthesizing, and articulating ideas and information in writing and orally.

Internship Prerequisites and Procedures

Students must have completed HADM 6100 Introduction to the U.S. Healthcare System and 15 additional hours of core course requirements before registering for the Internship course.

Finding a Location

The internship is an extremely important component for MHA students: Planning should begin as early as possible. It is useful for entering students to have a general idea of why they are interested in becoming a health administrator. As students progress in the program, interests may become refined or change due to greater understanding of health care administration. The
first step in planning the internship is to explore all possible options. Faculty advisors can help. As soon as students become aware of opportunities, they should begin to seek out possible locations for the internship. Students should explore a range of options, visit sites, and talk with graduates and managers in health systems organizations to identify where they would like to work. Student initiative is essential here as it is throughout the internship experience as well as the MHA program.

A wide variety of hospitals and other healthcare organizations as well as state health departments have served as excellent internship sites for our students. Examples include:

Anson Regional Medical Services
Bayada Nurses
Behavioral Healthcare of the Carolinas
Bethesda Health Center
Broughton Hospital
Cabarrus County Dept of Aging-Senior Center
Cabarrus County DSS
Cabarrus Health Alliance
Carolina Neurosurgery & Spine Associates PA
Carolina Panthers (Strength and Condition)
Carolina Spine & Rehabilitation Center
Carolinias Medical Center NorthEast [NorthEast Medical Center]
  Cabarrus Memorial Hospital
  Hospice & Palliative Care of Cabarrus County
  Diabetes Wellness Center
  Medical Cardiac & Pulmonary Rehab
CaroMont Health
  CaroMont Health Services (Courtland Terrace and CaroMont Specialty Surgery)
  CaroMont Medical Group
  CaroMont Specialty Group
  GCLRM Diagnostic Services
  Gaston Memorial Hospital Foundation
  Gaston Hospice
  Gaston Memorial Hospital
Carrolton Home Care, Inc. Community Home Care and Hospice
Catawba County Dept of Public Health
Catawba County Social Services
Catawba Valley Medical Center
Charlotte Community Health Clinic
Char-Meck Hospital Authority/CMC (Carolinas Medical Center)
  CMC-Mercy
  CMC-Myer's Park Outpatient Cardiac Rehab
  CMC-Cardiac Rehabilitation
  CMC-Pineville
  CMC-Randolph
  CMC-University
CMC-Union
Carolina Sports Performance Center
Carolinas Physicians Network, Inc.
Charlotte Institute of Rehabilitation
Huntersville Oaks
Sardis Oaks
Mecklenburg County Health Department
Charlottetown Manor Independent Living Center
Cleveland County HealthCare System (also Carolinas HealthCare System)
   Cleveland Regional Medical Center
   Cleveland Pines Nursing Center
   Kings Mountain Hospital
   Cleveland Regional Rehab
   Cleveland Regional Outpatient Radiology Clinic
Community Health Services
C. W. Williams Community Health Center, Inc.
Davis Regional Medical Center
Dept of Veterans Affairs Medical Center-Durham
Duke University Hospital
Eastover Psychological and Psychiatric Group
Emerald Care, Inc.
Gaston County Health Department
Golden Living Center
HealthSouth Sports Medicine & Rehab
High Point Regional Health System
Holy Cross Hospital, Fort Lauderdale, Florida
Hospice & Palliative Care Charlotte Region
Levine & Dickson Hospice House
Hospice and Palliative Care of Iredell
Hospice of Union County
Hugh Chatham Hospital
Iredell County Health Dept
Lake Norman Free Clinic
Lake Norman Regional Medical Center
Lincoln County DSS
Lincoln County Health Dept
Matthews Health Clinic
Medical Facilities of America, Inc. (Medical Facilities of North Carolina, Inc.)
Metrolina AIDS Project
Metrolina Association for the Blind
Moses Cone Health System
Nash General Hospital
Novant Health
   Presbyterian Cancer Center
   Presbyterian Center for Preventative Cardiology
   Presbyterian Hospital
Presbyterian Medical Care Corp.
Presbyterian Regional Healthcare Corp.
Presbyterian Orthopedic Hospital LLC
Forsyth Memorial Hospital
Foundation Health Systems Corp.
Carolina Medicorp Enterprises Inc.
Medical Park Hospital Inc.
Hospice of Cabarrus County
OrthoCarolina
Premier Health Alliance
Piedmont Behavioral Healthcare
Randolph Hospital
Rowan County Health Department
Rowan Regional Medical Center
Saturn Nursing & Rehabilitation Center
Sims Consulting & Clinical Services
Southeastern Regional Medical Center
Stanly Regional Medical Center
Union County Health Dept
Union Regional Medical Center (Union Regional Home Care)
University of North Carolina at Charlotte Student Health Center
Vision Charlotte Initiative-City of Charlotte
Wake Forest University Baptist Medical Center/North Carolina Baptist Hospital
   Brenner Children's Hospital
   Downtown Health Plaza
   The Nursing Center at Oaks Summit
West Palm Beach VA Medical Center
William G. Hefner Veterans Administration Hospital

Internship Requirements

1. A short formal proposal of tasks to be accomplished must be developed by the student in consultation with the participating organization. Within the first two weeks of the internship, each student needs to meet with the internship preceptor and, using the syllabus as a guide, articulate the objectives for the internship. A report of the student’s objectives must be mailed, electronically mailed (e-mailed), or sent by facsimile to the faculty advisor for approval within the first two weeks of the internship.

2. Students need to complete 160 hours of administrative internship experience with the selected organization during the semester of enrollment in the HADM 6400 Internship course.

3. The student will submit biweekly progress reports/updates via e-mail to the internship faculty advisor.

4. Student will write a well-constructed report detailing the administrative internship experience.
5. The student will be evaluated by a representative of the participating organization, the preceptor.

6. The internship experience will be evaluated by the student.

7. The faculty advisor will evaluate the student’s overall performance in the internship and assign a grade of pass or unsatisfactory.

**Role of Preceptor:**

The preceptor is responsible for the student’s learning during the internship experience.

The preceptor serves as a model for the students to observe, and advises the student routinely.

The preceptor periodically consults with responsible faculty on the student’s progress.

The preceptor completes a student evaluation form at the end of the internship experience.

**Role of Faculty Advisor**

The faculty advisor is the liaison between the student, preceptor, and the MHA Program. The advisor assists in the selection of participating organizations and maintains communication with the student and preceptor throughout the internship experience.

**Important Deadlines:**

The following items need to be submitted to the Faculty Advisor according to the schedule outlined below:

Signed agreement with organization/preceptor, *first week of semester*

Develop written objectives for the internship, in collaboration with the preceptor, within the organization, *two weeks after start date*

Biweekly progress reports/updates via e-mail to the faculty advisor

Student evaluation of internship experience, *beginning of Finals Week* (Appendix B)

Preceptor evaluation of student, *beginning of Finals Week* (Appendix A)

Student Internship Report, *final version at the beginning of Finals Week*
At the end of the internship semester, each student will evaluate the experience using the form included as Appendix B of this syllabus. These assessments must be turned in to receive a grade of pass in this course.

To demonstrate accomplishment of concrete objectives and assure accountability during the field experience, as well as providing measurable benefits to the organization, each student intern is required to develop a report using the following format.

**Internship Report**

To demonstrate accomplishment of objectives and describe the learning experiences, students are required to develop a report using the following format.

**Title Page:** Give your internship project a concise, professional, descriptive title. Include the title, the course number, the semester (e.g., fall 2010), your name, and the names of your faculty advisor and your preceptor.

**Table of Contents**

1. Executive Summary: your summary needs to concisely describe the internship experience and the essential results and conclusions, in about 500 words, single-spaced. You should organize your content using these subheadings: Objectives, Methods, Results, Discussion.

2. Introduction
   2.1. Statement of the management problem(s)
   2.2 Objectives of the internship experience
   2.3 Review of the relevant literature

3. Methods
   3.1 Methods to achieving each objective or barriers to achieving objectives
   3.2 Timeline outlining at what points in the internship experience you performed the management study
   3.3 Description of the site at which you did the internship
   3.4 Description of the role(s) of your internship preceptor(s)

4. Results
   4.1 Indicate what learning objectives were achieved, and which ones were not achieved and why
   4.2 Describe how your experience in the internship relates back to the literature
   4.3 Describe how the internship experience integrated your coursework in the MHA Program
   4.4 Describe the opportunities the internship afforded you to apply skills acquired in the classroom
   4.5 Describe observations you made that enhanced your training in the MHA program

5. Discussion and Conclusions
   5.1 Your general conclusions drawn from the internship experience
   5.2 Describe any new avenues of inquiry that the internship experience suggested you should
pursue to be a more effective manager
5.3 Describe what kinds of socialization experiences were provided by the internship opportunity, e.g. helped to teach you about professionalism or how to behave in particular roles
5.4 Discuss what opportunities the internship provided to learn about the art of mentorship
5.5 Discuss what opportunities the internship provided to learn about the art of leadership
5.6 Describe how the internship or your preparation for it might be improved

Appendices

One of the appendices should be a copy of the biweekly reports submitted to the faculty advisor during the internship.

References in the literature cited in your report need to be consistent with the American Psychological Association (APA) style.

Report Presentation

The report is generally between 14 and 18 pages long, excluding the title page, executive summary, and appendices. Except for your executive summary, your report needs to be double-spaced, using Times New Roman, 12 point font, at about 275 words per page. You should use 1 inch margins on all sides. You need to paginate your report, i.e. put page numbers on, beginning with the executive summary.

Internship PowerPoint Presentation

In addition to your internship report, students develop 8 to 12 PowerPoint slides to summarize the main goals and accomplishments of your internship. Be sure to use guidelines for effective PowerPoint presentations, e.g. do not put too many words on a page, ensure everything is easily visible, select an attractive background with clear color contrast, avoid gray on black or red on black, and so forth. I will ask each of you to make a brief presentation of your internship at one MHA meeting in the fall. This will provide you with an opportunity to describe your internship experiences to other MHA students, and for incoming students to learn more about the internship process.

Procedures for Approval to Take the Internship Course – Updated September 2010

An Internship must be approved by the MHA Program Director prior to enrollment, guided by the requirements described below. A permit to register for the internship course will be provided only after the following have been complied with:

Student has confirmed with the Program Director their interest in doing an internship at least a semester prior to the time the internship is to occur.

1. Your organization must have an Affiliation Agreement with UNC Charlotte.

You need to contact the administrative assistant in Public Health Sciences to confirm that your
organization has an Affiliation Agreement with the College. If it does not, one will need to be developed. Only the College can develop an Affiliation Agreement with an agency, and the process can take up to two months. If the organization does not have an Affiliation Agreement, you need to email the administrative assistant in Public Health Sciences the following information: name and contact information of the person in the organization who is authorized to sign a legal Affiliation Agreement. This may not be the same person as your preceptor. Contact information required includes: name, title, phone and fax numbers, mailing address, and email address.

2. You need to fulfill all of the following requirements:
   (a) Current record of immunizations
   (b) Criminal background check
   (c) Drug screen
   (d) Liability insurance
   (e) Additional requirements of the organization, including but not limited to: CPR, HIPAA training, blood borne pathogen training.

3. A Preceptor agreement letter must be signed by your Preceptor. This letter is prepared on your behalf by the Department of Public Health Sciences after you have satisfied requirements 1 and 2 above. The Preceptor letter is signed by the Chair of Public Health Sciences, and sent to your preceptor. Some affiliation agreements require that your preceptor sign the letter and return it to the Department of Public Health Sciences.

Only after all of these requirements have been met can you begin your internship.

Student requirements:

(1) As you plan to register for HADM6400 Internship, send the following information to the administrative assistant in Public Health Sciences via email: your full name, your Banner ID, your UNC Charlotte email address, and your date of birth. The administrative assistant in Public Health Sciences will send this information to Sandra Mann in the College of Health and Human Services' Advising Center. When your information is recorded by Sandra Mann you will automatically receive an email directly from the company that conducts the criminal background check (CERTIPHI). The email will explain how to log in to their system and process your request. Once the background check is completed you should print a copy of the report for your records, especially in case the agency requires a copy of the report. The College will also be notified when you have completed your criminal background check. You should keep a copy of the report for your records, in case the agency requires a copy of the report.

(2) Bring your completed/current record of immunizations, including evidence of a TB test within the past 12 months, to Sandra Mann in the College of Health and Human Services' Advising Center (CHHS Room 103). You may also fax your immunization records to Sandra Mann (704-687-1785). You should keep a copy of the report for your records, in case the agency requires a copy of the report.

(3) Complete a drug screening at the vendor/laboratory of your choice:
http://publichealth.uncc.edu/index.php?option=com_content&task=view&id=105&Itemid=165

Bring the results of the drug screening to Sandra Mann. You should keep a copy of the report for your records, in case the agency requires a copy of the report.

(4) **Liability insurance** is required of all interns. You must purchase liability insurance on your own with coverage comparable to $3M max, $1M per incident, $15K medical expenses -- and provide us proof of coverage (they will email a PDF of the policy binder when the coverage is provided). See below for our suggestion to obtain liability insurance.

The source listed below is currently used by our nursing students, and also provides coverage to other allied health students.

Be sure to select student status and to provide coverage dates beginning the day after you apply. The policy is good for 1 year but must be valid as of the date we apply for your preceptor letter.

HSPO (www.hpso.com) offers an annual policy [$3M total/$1M incident] for public health (fitness/health educators) for $29.50 with next day coverage.
- Select your state of legal residence
- Indicate health educator
- Indicate student

(5) Additional items may be required by the organization, including but not limited to: CPR, HIPAA training, and blood borne pathogen training. Contact the administrative assistant in Public Health Sciences to learn if there are other items required by the organization.

**Preceptor Letter:** Complete Appendix C in the MHA Handbook with the name and title and contact information of the person who will serve as your preceptor. After you have completed all student requirements, the administrative assistant in Public Health Sciences will prepare the Preceptor letter. The Preceptor letter is signed by the Dean and sent to your preceptor; note, some affiliation agreements require that your preceptor sign the letter and return it to the Department of Public Health Sciences. If this is required, once the letter is returned to the College you may begin your internship.

**Preceptor Evaluation of Intern**

At the end of the semester the intern’s preceptor will be asked to supply the academic advisor with an evaluation of the intern. The evaluation will follow the format included in this Handbook as Appendix A.

**Intern Evaluation of Internship Experience**

At the end of the semester the student will supply an evaluation of the internship experience using the form included in this Handbook as Appendix B.
Internship Contact Form

Before the internship starts, the student will provide information about their contact person at the organization using the form included in this Handbook as Appendix C.

MHA Internship: Responses to Frequently Asked Questions, Immunization, Drug Screening and Criminal Background Check Policies

What is the purpose of an internship?
The MHA internship is an opportunity to complete a project focusing on an applied topic in health care administration. Students are expected to produce an original applied health administration paper (the length is usually 14 to 18 pages, and may vary depending on the specifics of the project), demonstrate expertise in their topic, and demonstrate strong skills, including analytical, financial analysis, writing, and teamwork. Your report is a valuable part of your professional portfolio.

How are internships obtained?
We encourage and expect MHA students to explore internship options through opportunities provided through the program, including: (1) health care professionals you have met through the program, such as guest speakers; (2) MHA faculty affiliates and part time MHA faculty members; (3) recent alumni, particularly MHA students who graduated in the previous year; (4) your classmates; and (5) Public Health Sciences faculty. Networking effectively is an essential skill for a health care administrator. Using your own initiative will help you develop important skills and help you to obtain an internship that is a closer fit with your professional interests and succeed in your career.

Are there exceptions to the usual process of obtaining an internship?
Public Health Sciences faculty are a "professional safety net." If a student cannot obtain an internship, or arrangements "fall through" for some reason, faculty will arrange one internship placement so that the academic requirement can be met.

How do students select a faculty advisor?
Each student needs to identify a faculty member who will serve as their faculty advisor for their internship before they begin the internship. Your faculty advisor can be the same as your academic advisor. You can select a different faculty member if you prefer.

Immunizations, Drug Screening, Criminal Background Check, and Liability Insurance

Immunizations: All students must also provide evidence that they have had immunizations for DTP (diphtheria, tetanus, pertusis) or TD (tetanus, diphtheria), MMR (measles, mumps and rubella) and polio or poliomyelitis, submit results of a TB test (within the past 12 months), and provide evidence of at least starting the process for taking a Hepatitis B vaccination or submit a letter refusing to take the Hepatitis B vaccine series. The immunizations are the responsibility of the student.
IX. Academic Standards and Graduation Requirements

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

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

Useful websites are listed below:

Application for degree: [http://www.uncc.edu/gradmiss/c_graduation.html](http://www.uncc.edu/gradmiss/c_graduation.html)
Application for candidacy form: [http://www.uncc.edu/gradmiss/c_graduation.html](http://www.uncc.edu/gradmiss/c_graduation.html)

Accumulated low grades. A total of three grades of C or a single grade of U results in suspension. A suspended student may not register for classes unless approved for reinstatement. If a program does not approve reinstatement, the student is dismissed from the program. If the program reinstates a student, a subsequent grade of C or U will result in immediate dismissal from the program.

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

Transfer Credit. Consistent with the policies of UNC Charlotte, students in the MHA Program can transfer up to 6 graduate course credits. These credits cannot have been applied to a graduate degree or certificate at UNC Charlotte or another institution; the student must obtain a grade of at least a B in coursework considered for transfer credit. Please refer to the UNC Charlotte Graduate School website for university-wide policy and procedure details and for a form. Also, note that 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 the processing time needed 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.
X. Charlotte Healthcare Executive Student Organization (CHESO)

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

Please visit us online!

http://www.sco.uncc.edu/cheso/

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

Vision

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

Mission

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

Values

- **Excellence** — CHESO believes that excellence in healthcare education leads to excellence in healthcare management and leadership. Excellence in healthcare management education will be embodied in CHESO membership, and served through unique programs and services.

- **Collaboration** — CHESO as a member of the ACHE Higher Education Network will have the opportunity to collaborate with the national society as well as other University affiliates in the network. CHESO collaborates with the Greater Charlotte Healthcare Executives Group (GCHEG), which is an independent chapter of the American College of Healthcare Executives.

*These relationships are vital as healthcare management education programs as well as networking elements that prepare students to succeed in inter-professional work environments.*
- **Diversity** — CHESO believes in diversity in people, programs, and perspectives as essential for an effective inter-disciplinary professional workforce. UNC Charlotte is a diverse community, and CHESO draws on that diversity in unifying around the purpose of promoting excellence and collaboration in healthcare management education.

**What we do**

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

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

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

**Benefits of Student Membership in ACHE**

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

**Membership Fees & Dues:**

ACHE Annual Student Membership Fee: $75.00
XI. Greater Charlotte Healthcare Executives Group MHA Scholarship

Description of the Scholarship

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

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

Applications:
To be considered for the award, applicants are asked to submit the following to the MHA director via email by March 31, 2011.
1. Resume
2. 1-2 page personal statement, including how their academic pursuits and community involvement, particularly with the GCHEG, align with the mission and values of ACHE
3. Recommendation from a faculty member or member of the healthcare community

Award Amount: $1,000
XII. Faculty

Ahmed Arif, MD, PhD, University of Texas at Houston, 2001. Associate Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Epidemiology of Asthma and Occupational Asthma, Occupational epidemiology.

William P. Brandon, PhD, Duke University, 1975; MPH, University of North Carolina at Chapel Hill, Metrolina Medical Foundation Distinguished Professor of Public Policy on Health, Department of Political Science, College of Liberal Arts and Sciences, and Adjunct Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Health policy & politics, managed care, issues of ethnic and racial disparities in health, aging policies, and central Asia.

Camina Davis, MSPH, CHES, University of North Carolina at Charlotte, 2003. Lecturer, Department of Public Health Sciences, College of Health and Human Services. BSPH Internship Coordinator.

Andrew Harver, PhD, Ohio University, 1984. Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Asthma; dyspnea; chronic obstructive pulmonary disease.

Larissa Huber, PhD, Emory University, 2005. Associate Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: epidemiology; reproductive health; maternal and child health; contraceptives.

James Laditka, DA, MPA, PhD, Syracuse University, 2002. Associate Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Health services research; health disparities; gerontology; long-term care; chronic disease epidemiology; active life expectancy; promotion of brain health; ambulatory care; sensitive conditions/preventable hospitalization; social epidemiology and longitudinal data analysis.

Sarah Laditka, PhD, MA, MBA, Syracuse University, 1995. Associate Professor and MHA Program Director, Department of Public Health Sciences, College of Health and Human Services. Research interests: formal and informal long-term care, healthy life expectancy for older people, public health preparedness for frail and disabled older populations, and access to primary health care for people in vulnerable groups.

Vivian B. Lord, PhD, North Carolina State University, 1992. Professor, Criminal Justice and Criminology, Interim Chair, Department of Public Health Sciences, College of Health and Human Services. Research interests: policing areas such as police selection and training, suicide by cop, comparative law enforcement systems, crisis intervention teams, cold case investigation units and criminal justice education areas such as education in ethics and retention of transfer students.
Crystal N. Piper, MPH, MHA, PhD, University of South Carolina, 2007. Assistant Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Racial disparities in childhood asthma, perceptions about HIV testing among adult women, and rural health disparities.

Elena Platonova, MHA, PhD, University of Alabama at Birmingham, 2005. Assistant Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Strategic health care management, human resources management, patient loyalty to primary care physicians.

Sharon Portwood, PhD, University of Virginia, 1996. Executive Director of Institute for Social Capital, Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Child maltreatment; child trauma; community psychology; family violence; health promotion; human development; prevention; program evaluation; psychology and law; public policy; therapeutic jurisprudence; violence prevention; youth development.

Elizabeth F. Racine, RD, DrPH, Johns Hopkins University, 2003. Assistant Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Maternal and child health; breastfeeding; nutrition; physical activity measurement; food assistance; food security.

James Studnicki, MBA, MPH, ScD, John Hopkins University, 1972. Professor, Department of Public Health Sciences, and Irwin Belk Endowed Chair in Health Services Research, College of Health and Human Services. Research interests: Data warehousing/mining of large scale databases (vital statistics, hospital discharges) for decision support for both clinical and public health research domains; physician and hospital performance; risk adjustment methodologies; community health status assessment.

Amanda Tanner, PhD, Indiana University, 2007. Assistant Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: sexual and reproductive health, including HIV/AIDS, contraception, and pregnancy.

Michael Thompson, MS, DrPH, Johns Hopkins University, 2002. Assistant Professor and MSPH Coordinator, Department of Public Health Sciences, College of Health and Human Services. Research interests: Competency-based education; accreditation; community assessment; program evaluation; chronic disease; health disparities; community-based research; translational research; international/global health; health services research; survey design; quality of care.

Rosemarie Tong, PhD, Temple University, 1978. Distinguished Professor in Health Care Ethics, Center for Professional and Applied Ethics, College of Liberal Arts and Sciences, and Adjunct Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests include: ethics; private, professional, and public morality; global bioethics; genetic and reproductive technology; health care reform, biomedical research (insofar as it involves vulnerable or underrepresented populations); foundations of feminist thought; and mind/body medicine.
Jennifer Troyer, PhD, Florida State University, 1999. Associate Professor, Department of Economics, Belk College of Business and Adjunct Associate Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Health economics, health policy, and long term care.

Jan Warren-Findlow, PhD, University of Illinois at Chicago, 2005. Assistant Professor, Department of Public Health Sciences, College of Health and Human Services. Research interests: Older adults; African Americans; health disparities; chronic illness; heart disease; women; social and behavioral health.

Professional Associate Affiliates

Robert L. Barber, DHA, FHFMA, Director of Financial Services, Carolinas HealthCare System.

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

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

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

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

Thomas S. Elmore, MBA, FACHE, Vice President of Growth & Development, Novant Health Inc.

Agnes Ozelkan, PhD, Instructor, Mechanical Engineering Department, UNC Charlotte.

Angela D. Sanford, MBA, Assistant Vice President, Finance, Carolinas HealthCare System.

Stephen L. Wagner, Ph.D., FACMPE, V.P. Division of Medical Education and Research, Physician Network leadership Council, Leadership and Organizational Development, Carolinas HealthCare System.

Administrative Staff

Shashi Gnanasekaran, Administrative Support Associate to the Chair

Julie Ann Howell, Administrative Support Associate
Master of Health Administration Advisory Board

Elisa Alfieri, MHA
Data Analyst, Premier HealthAlliance
Charlotte, NC

Alex Barker, JD, MHA
Administrative Director for the Private Diagnostic Clinic PLLC
Duke University

Robert Barber, DHA, FHFMA
Director of Financial Services, Carolinas HealthCare System
Charlotte, NC

Ms. Susan DeVore
Chief Executive Officer, Premier HealthAlliance
Charlotte, NC

Byron Grimmett, MS
Practice Manager, Mecklenburg Medical Group, SouthPark
Charlotte, NC

Thomas Elmore, MBA, FACHE
Vice President of Growth and Development, Presbyterian Novant Health
Charlotte, NC

Fred Hargett, MACC
Executive Vice President of Finance, Presbyterian Novant Health
Charlotte, NC

Linda Heeg-Krause, RN, MSN
Facility Planner, William G. Hefner Veterans Administration Hospital
Salisbury, NC

Clay V. Locklear, MHA
Director of Business Operations, Levine Children's Hospital, Carolinas HealthCare System
Charlotte, NC

Frank Spencer, MBA
President and Chief Executive Officer, Cogdell-Spencer Company
Charlotte, NC

Distinguished Executive Advisor of the MHA Program

Michael C. Tarwater, MS, FACHE
CEO, Carolinas HealthCare System; Charlotte, NC
XIII. Career Services

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

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

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

Appendix A: Preceptor Evaluation of MHA Student Intern

Master of Health Administration Program
Tel: (704) 687-7191
Fax: 704-687-6122

MHA Internship Evaluation by the Preceptor

Thank you so much for sponsoring our MHA student intern. Your evaluation is a key part of the internship process. This information will provide useful feedback for the student intern. It will also help us to better prepare future MHA students. Your evaluation is confidential; we will share only summary information, in a way so that no preceptor or student can be identified.

Student’s Name: ____________________________________________________________

Preceptor’s Name: __________________________________________________________

Preceptor’s Title: __________________________________________________________

Date: ______________________________________________________________________

Organization in which the internship was served, including division/unit if applicable:

____________________________________________________________________________

Please circle one response for each of the two questions below:
1. The student fulfilled agreed-upon time commitment, and completed internship assignments in the time frame we agreed on in advance.

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (optional):

2. The student demonstrated professionalism in her or his performance, appearance, and in all interactions with the preceptor and with other employees in the organization.

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (optional):

Using the scales below, please indicate the degree to which the student demonstrated that she or he met your expectations for each competency during the internship experience.

<table>
<thead>
<tr>
<th>Competency Domain – Leadership and Critical Thinking</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated professionalism in value systems, ethics, and in interactions with others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2. Demonstrated cultural sensitivity and respect for all employees in the organization.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3. Demonstrated a high level of emotional intelligence.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4. Demonstrated that she or he is an effective team player.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5. Demonstrated the ability to critically analyze information and situations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6. Demonstrated the ability to use system and strategic thinking models and methods to make decisions and solve problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Competency Domains – Science and Analysis

<table>
<thead>
<tr>
<th>1. Demonstrated the ability to examine data appropriately, including, as appropriate for the project, qualitative analysis (e.g., case studies) and quantitative analysis (e.g., descriptive statistics, survey analysis) to identify patterns and trends.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Demonstrated the ability to use and manage relevant computer technology.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Demonstrated a working knowledge of management information systems.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

### Competency Domain – Management

<table>
<thead>
<tr>
<th>1. Demonstrated the ability to apply concepts and tools of strategic planning and/or management.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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<table>
<thead>
<tr>
<th>2. Demonstrated an ability to interpret the impacts of legal, regulatory, and political environments on health care organizations.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Demonstrated an ability to apply a public health perspective to health care management.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

### Competency Domains – Political/Community Stakeholder & Communication

<table>
<thead>
<tr>
<th>1. Demonstrated the ability to identify all of the major stakeholders of health services organizations and understand their interests.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Demonstrated the ability to use negotiation, consensus, and conflict resolution to promote relationships in the health care organization and, if appropriate, in the community.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Demonstrated the ability to listen, hear, and respond effectively to the ideas and thoughts of others.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Demonstrated the ability to speak clearly and effectively with individuals and in groups, in formal and informal settings.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Demonstrated the ability to write clearly and effectively.</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Comments: Please respond to all of the following:

1. Please provide an example(s) of competency area(s) in which the student demonstrated strengths.

2. In any instances in which the student did not meet your expectations for performance in the competency areas rated above, or in other competency areas, please provide specific examples of the student’s behavior or performance.

3. Please describe your overall impression of the student’s performance.

4. Any areas where the student’s academic preparation for assigned work could be improved?

5. The value of the internship for your organization?
6. If you have an opportunity in the future, would you consider sponsoring another intern from the UNC Charlotte MHA Program?

Thank you!

Preceptor’s Signature: ________________________________

Date: ________________________________________________________________________

Revised, July 2010
Appendix B: MHA Student Evaluation of Internship Experience

Master of Health Administration Program
Tel: (704) 687-7191
Fax: 704-687-6122

MHA Internship evaluation by the student

Please complete this evaluation form. The information will help us to enhance the MHA internship for future MHA students. Your evaluation is confidential; we will only share summary information in a way so that no preceptor or student can be identified.

Student’s Name:______________________________________________________________

Preceptor’s Name:____________________________________________________________

Preceptor’s Title:______________________________________________________________

Date: ______________________________________________________________________

Organization in which the internship was served, including division/unit if applicable:

____________________________________________________________________________

Estimate how many hours you spent at the internship site ________________________

For each of the five questions below, please circle one response:

1. The practice site preceptor fulfilled her/his responsibilities as we had agreed, and as outlined in the syllabus for HADM 6400.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
2. The preceptor was available and provided information and mentorship during the internship.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

3. My needs for resources, including space and computer equipment, were met during the internship.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

4. The internship and project allowed me to integrate course theory and content presented in the MHA program in a practice setting.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

5. My faculty advisor was available to address questions and provide feedback during the internship.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Competency Domains – Compare your confidence in your ability at the beginning of the MHA internship to your ability now:

Leadership and Critical Thinking

**I now feel more confident:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To articulate, model, and reward professional values and ethics in health care organizations and individuals working in these organizations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2. To understand, demonstrate, and reward cultural sensitivity and diversity in the health care sector.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3. To demonstrate a high level of emotional intelligence.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4. To use effective team development methods, and be an effective team player.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5. To critically analyze information and situations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6. To use system and strategic thinking models and methods to make decisions and solve problems in health services organizations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Management</td>
<td>I now feel more confident:</td>
<td>Strongly Agree</td>
<td>Moderately Agree</td>
<td>Neutral</td>
<td>Moderately Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>---------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1. To understand and apply basic concepts and tools that are integral to strategic planning and/or management in the health care sector.</td>
<td>5  4  3  2  1  NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To understand, monitor, and interpret the impacts of legal, regulatory, and political environments on health care organizations.</td>
<td>5  4  3  2  1  NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To apply a public health perspective to health care management.</td>
<td>5  4  3  2  1  NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science and Analysis</th>
<th>I now feel more confident:</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To examine data appropriately, including, as appropriate for the internship, qualitatively (e.g., case studies) and quantitatively (e.g., descriptive statistics, survey data, descriptive epidemiology) to identify patterns and trends.</td>
<td>5  4  3  2  1  NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To use and manage relevant computer technology in health services organizations (application software and database technology.)</td>
<td>5  4  3  2  1  NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. That I have a working knowledge of management information systems in health care organizations</td>
<td>5  4  3  2  1  NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Political / Community Stakeholders & Communication**

<table>
<thead>
<tr>
<th>I now feel more confident:</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify all of the major stakeholders of health services organizations and understand their specific interests and historical relationships.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2. To use negotiation, consensus, and conflict resolution to promote relationships within health care organizations and in the community.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3. To listen, hear, and respond effectively to the ideas and thoughts of others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4. To speak clearly and effectively with individuals and in groups, in formal and informal settings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5. To write clearly and effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Please respond to all of the following:**

1. Describe any areas in which you believe you were well prepared for the internship:

2. Describe any areas in which you believe you were not well prepared for the internship:

3. Describe specific positive aspects of the internship (e.g., the organization, the preceptor):

4. Describe your suggestions to improve the internship experience.
5. Would you recommend this site for another intern from the UNC Charlotte MHA Program? If yes, why? If not, why not?

Intern’s Signature: ____________________________

Date: ____________________________

Revised, July 2010
Appendix C: Internship Contact Form

**Student Information**

<table>
<thead>
<tr>
<th>Graduate Student’s Name:</th>
<th>___________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address while on Internship:</td>
<td>___________________________________________________</td>
</tr>
<tr>
<td>Email:</td>
<td>___________________________________________________________________</td>
</tr>
<tr>
<td>Phone No:</td>
<td>___________________________________________________________________</td>
</tr>
</tbody>
</table>

**Preceptor Information**

| Preceptor’s Name: | ___________________________________________________ |
| Title: | ___________________________________________________ |
| Agency/Organization: | ___________________________________________________ |
| Address: | ___________________________________________________ |
| Telephone: | ___________________ |
| Fax: | ___________________ |
| Email: | ___________________________________________________ |

Date of Internship Commencement: ____
Date of Internship Completion: _______

Objectives of Internship:

| | | |
| | | |
| | | |

Project Agreement Signatures and Dates

(Student) (MHA Director)
Appendix D: Drug Screening Acknowledgement and Agreement Form

DRUG SCREENING AND CRIMINAL BACKGROUND CHECK
ACKNOWLEDGEMENT AND AGREEMENT

UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES
EDUCATION PROGRAMS REQUIRING EXTERNAL HEALTH OR HUMAN SERVICE AGENCIES

________________________________________  ______________________
Student Printed Name                              CHHS Program

1. I understand and acknowledge that the UNC Charlotte College of Health and Human Services (CHHS) has affiliated with several health care and human services facilities (hereinafter "Agencies") to provide internships, field placements, or clinical experiences for students in the CHHS (hereinafter "Students"). I further understand and acknowledge that the Agencies have a compelling interest in the integrity of their services and the health and safety of their patients, others who may come into contact with Students, and the Students themselves.

2. I understand and acknowledge that in order to protect their interests, many Agencies require Students to comply with their drug testing and/or criminal background check policies and to undergo drug testing and/or criminal background checks as conditions of participating in their education programs. In addition, such Agencies often require that Students submit to the required drug testing and/or criminal background checks at the Students’ own expense. I understand that the CHHS will provide Students with information to obtain the drug testing and/or criminal background checks required by the Agencies.

3. I understand and acknowledge that an Agency may, in accordance with its policies, reject or expel a Student from its Agency based on the results of the drug testing and/or criminal background checks.

4. I am or will be enrolled as a student in the CHHS, and I plan to participate as a Student in an educational experience at an Agency.

5. Because participation in agency-related educational programs is a degree requirement for students in the CHHS program indicated above, I understand that I may be required to undergo a criminal background check and/or drug screening as a condition of my participation in an internship, field placement, or clinical experience at an external health and human service agency.

6. As a condition of participating as a Student in an education program, I hereby agree to comply with the criminal background check requirements at each Agency to which I am assigned. If the Agency facilitates criminal background checks, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the Agency requires that I undergo a criminal background check prior to my placement, I agree to undergo a criminal background check by a CHHS-approved agency at my own expense. I will then submit my original results to the Agency, which shall determine whether the results of my criminal background check are acceptable.

7. I hereby agree to comply with the drug screening test requirements at each Agency to which I am assigned. If the Agency facilitates drug screening, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the requires that I undergo drug screening prior to my placement, I agree to undergo drug testing by a CHHS-approved testing laboratory at my own expense. I will then submit my original results to the, which shall determine whether the results of my drug screening are acceptable.

8. I have read both the CHHS Criminal Background Check and Drug Screening Policy and this Acknowledgement and Agreement, and I understand its contents. I have had the opportunity to ask questions and discuss the Policy and this Acknowledgement and Agreement with appropriate administrators in the College of Health and Human Services. I understand that I am responsible for meeting the requirements set forth in the Policy and this Acknowledgment and Agreement.

________________________________________  ______________________
Student’s Signature                              Date