



UNC  
GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

**Department of Health Policy and Management**  
**EXECUTIVE MASTER'S PROGRAM**

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

CB# 7411, 120 Rosenau Hall  
Chapel Hill NC 27599-7411

Ph: 919-966-7364 F: 919-843-4980  
[emp@unc.edu](mailto:emp@unc.edu)

[http://www.sph.unc.edu/distance/executive\\_mph\\_and\\_mha\\_1220\\_1858.html](http://www.sph.unc.edu/distance/executive_mph_and_mha_1220_1858.html)

---

**STUDENT MANUAL**  
**SPRING 2010**

---

## TABLE OF CONTENTS

<b>CONTACT INFORMATION</b> .....	3
<b>ADMINISTRATIVE OFFICES</b> .....	4
<b>ABOUT THE EXECUTIVE MASTERS PROGRAM</b> .....	5
<b>HISTORY</b> .....	5
<b>MPH/MHA DEGREES</b> .....	5
<b>HPM FACULTY AND PRIMARY AREAS OF INTEREST</b> .....	6
<b>Frequently Called Numbers</b> .....	9
<b>Frequently Accessed Web Sites</b> .....	9
<b>Emergency and Work Related Call Protocol</b> .....	9
<b>Adverse Weather &amp; Emergency Hotline: (919) 843-1234</b> .....	10
<b>GENERAL INFORMATION</b> .....	10
<b>Accreditation</b> .....	10
<b>Administrative Authority</b> .....	10
<b>Admission</b> .....	10
<b>Registration</b> .....	10
Web Registration Procedures .....	11
Proof of Enrollment .....	11
<b>Bio/Demo Information</b> .....	11
<b>PLAN OF STUDY</b> .....	12
<b>POLICIES &amp; PROCEDURES</b> .....	16
<b>Distance Learning Course Attendance</b> .....	16
<b>Honor Code</b> .....	17
<b>Academic Guidelines</b> .....	18
Transfer of Credit.....	18
Other credits.....	19
Exemptions & Substitutions.....	20
Grades .....	20
Academic Eligibility .....	21
Time Limit .....	21
Leave of Absence.....	21
<b>Readmission</b> .....	22
Graduation .....	22
Tuition Payment.....	22
Third-Party Payments.....	23
Residence Status for Tuition Purposes.....	23
Refund Policies .....	23
Financial Aid.....	24
Employee Tuition Waiver .....	24
Senior Citizen Tuition Waiver .....	24
Veterans Education Benefits .....	24
<b>FORMS</b> .....	25
Contact Information Update Form .....	26
Change in Degree Intent Form .....	27
Transfer of Credit FormSchool of Public Health .....	28
Authorization for Exemption from, or Substitution for, a Core Course .....	29
Certification of Awareness of Honor Code .....	330
<b>OTHER POLICIES</b> .....	33
Reading/Independent Study Courses (Guidelines For Setting Up).....	33
Test Proctoring Procedures.....	33
Journal and Workshop Guidelines.....	34



## STAFF

Phone	Name	Email	Room
966-6445	Barrett, Paul	pbarrett@email.unc.edu	1103D
843-7244	Beach, Nancy	nbeach@email.unc.edu	1104
843-6495	Cantrell, John	John.cantrell@unc.edu	1107E
966-7394	Capps, Karen	Karen_capps@unc.edu	1107B
966-9122	Coffin-Smith, Gina	coffin@email.unc.edu	1101A
966-7392	Collins, David	collinsd@email.unc.edu	1107A
966-7391	Jones, Lynnette	ljones3@email.unc.edu	1106A
966-7393	Hamilton, Sarah	Sarah.hamilton@unc.edu	1107C
843-5507	Hunt, Linda	lhunt@email.unc.edu	1104
966-7390	Padgett, Cathy	Cathy_padgett@unc.edu	1106G
966-9121	Richards, Shirley	Shirley_richards@unc.edu	1107E
966-7364	Sieler, Kim	krsieler@email.unc.edu	1106D
966-4609	Siler-Coleman, Jackie	jsiler@email.unc.edu	1106I
966-7386	White, Philip	pcwhite@email.unc.edu	1103I

## Health Policy & Management Offices and Program

### ADMINISTRATIVE OFFICES OF HEALTH POLICY & MANAGEMENT

<b>CHAIR'S OFFICE</b>		
	Peggy Leatt, Chair	843-2748
	Laurel Files, Associate Chair	966-7353
	Gina Coffin-Smith, Assistant to the Chair	966-9122
<b>BUSINESS OFFICE</b>		
	David Collins, Assistant to the Chair for Resource Management	966-7392
	Karen Capps, Human Resources Manager	966-7394
	Sarah Hamilton, Accounting Technician	966-7393
<b>Ph.D. DOCTORAL PROGRAM</b>		
	Morris Weinberger, Director	966-7385
<b>Dr.P.H. DOCTORAL PROGRAM</b>		
	Suzanne Havala Hobbs, Director	843-4621
<b>MASTER'S PROGRAM</b>		
	Bruce Fried, Director	966-7355
<b>EXECUTIVE PROGRAMS</b>		
	James Porto, Director	966-7354
	Bill Gentry, Director, Community Preparedness & Disaster Management	966-4228
	Kim Sieler, Executive Programs Manager	966-7364
		843-1219
<b>UNDERGRADUATE PROGRAM</b>		
	Chris Shea, Director	966-1938
<b>STUDENT SERVICES</b>		
	Lynnette Jones, Registrar	966-7391
	Jackie Siler-Coleman, Assistant Registrar	966-4609
<b>PROFESSIONAL DEVELOPMENT</b>		
	Jeffrey Simms, Director	966-7380
	Cathy Padgett, Career Services Coordinator	966-7390
<b>SYSTEMS SPECIALIST</b>		
	Paul Barrett	966-6445

## **ABOUT THE EXECUTIVE MASTERS PROGRAM**

### **HISTORY**

To answer a special request of the North Carolina Division of Health Services, the Department of Health Policy and Management, with support from the Dean's Office of the School of Public Health, started the off-campus portion of the Executive Master's Program in 1969. At the completion of "Raleigh I" in 1972, the School, having completed its charge, discontinued the Program. Recognizing the critical lack of part-time graduate programs for the many health professionals working across the state of North Carolina who were unable to leave their families, jobs, and communities to move to Chapel Hill, HPM reinstated the program in 1973, and expanded to offer the curriculum at remote sites in Eastern and Western North Carolina.

In 1980, the W.K. Kellogg Foundation provided funding for the Department of Health Policy and Management to develop a master's degree program in Health Management, that was designed to provide part-time graduate study to working health professionals in the Southeastern United States. The first class for this regional program matriculated in May 1981. This program changed its name in 1992 to the National Executive Master's Program to more accurately describe both the focus and the students enrolled in the program.

The Executive Master's Program has served public health and health services managers for 40 years. As the only School of Public Health in the state of North Carolina, UNC-SPH has tried to offer programs and services that address the needs of the public health community throughout the state. HPM's EMP programs are key outreach activities that help implement one of the School's most important missions. This program has enrolled 59 cohorts since 1969 and graduated over 850 students.

### **MPH/MHA DEGREES**

The Executive Master's Program, in the Department of Health Policy and Management, offers two degrees, the Master of Public Health (MPH) and the Master of Healthcare Administration (MHA). Based on the same model as that of the HPM on-campus degree programs and adapted for practicing health managers, the EMP MPH resembles the residential Master of Science in Public Health (MSPH) most closely. The EMP MHA and residential MHA programs are identical.

The curriculum for both degrees is designed to ensure that students:

- understand the historical evolution, current status and emerging trends in the organization, financing and purpose of health programs;
- develop a good comprehension of theories and methodologies of goal setting, decision-making, planning, programming, managing, and evaluation of health systems;
- gain appropriate skills for functioning effectively in interpersonal, organizational and interorganizational contacts;
- develop the self-confidence necessary for effective management through experience with a wide range of health organizations and services.

## Department of Health Policy & Management Faculty Primary Areas of Interest

Deborah E. Bender	Research Professor	<ul style="list-style-type: none"> <li>• Human resources management</li> <li>• International maternal and child health</li> <li>• Access/quality of care for Latino immigrant populations</li> <li>• Public health practice</li> </ul>
Edward Baker	Research Professor and Director, NC Institute for Public Health	<ul style="list-style-type: none"> <li>• Workforce Development</li> <li>• Information Systems</li> <li>• Public Health Policy</li> </ul>
Andrea K. Biddle	Associate Professor	<ul style="list-style-type: none"> <li>• Access to healthcare for children</li> <li>• Childhood vaccination</li> <li>• Healthcare reform</li> <li>• Pharmaceutical economics</li> </ul>
Edward F. Brooks	Clinical Associate Professor	<ul style="list-style-type: none"> <li>• Health Services Policy</li> <li>• Rural health services</li> <li>• Alternative forms of medicine</li> <li>• Health care access</li> </ul>
Peggye Dilworth-Anderson	Professor and Associate Director Aging and Diversity, Institute on Aging	<ul style="list-style-type: none"> <li>• Family care giving and aging</li> <li>• Health disparities</li> <li>• Long-term care</li> <li>• Dementia and care giving</li> </ul>
Marisa E. Domino	Associate Professor	<ul style="list-style-type: none"> <li>• Health economics</li> <li>• Mental health economics and policy</li> <li>• Medicaid policy</li> </ul>
Laurel A. Files	Associate Professor and Associate Chair	<ul style="list-style-type: none"> <li>• Organizational development and change</li> <li>• Strategic planning</li> <li>• Graduate education</li> </ul>
Bruce J. Fried	Associate Professor and Director, Master's Program	<ul style="list-style-type: none"> <li>• Human resources management in healthcare</li> <li>• Mental health services research</li> <li>• Global health</li> <li>• Comparative health systems</li> <li>• Strategic Planning</li> <li>•</li> </ul>
William Gentry	Lecturer and Director of CPDM Program	<ul style="list-style-type: none"> <li>• Disaster management</li> <li>• Operations planning</li> <li>• Disaster consequences</li> <li>• Public Health roles in disasters</li> </ul>
Dean M. Harris	Clinical Associate Professor	<ul style="list-style-type: none"> <li>• Healthcare law and ethics</li> <li>• Health administration ethics</li> <li>• Antitrust law and policy</li> <li>• Certificate of need regulation</li> <li>• Healthcare regulation in developing countries</li> </ul>
Suzanne Havala Hobbs	Clinical Assistant Professor and Director, Doctoral Program in Health Leadership	<ul style="list-style-type: none"> <li>• Food and nutrition policy (domestic and international)</li> <li>• Dietary guidance policy</li> <li>• Health communication</li> <li>• Cultural proficiency in health services delivery</li> <li>• Alternative and complementary health services</li> </ul>
Sagar C. Jain	Professor (Emeritus Faculty)	<ul style="list-style-type: none"> <li>• Global Education</li> <li>• Organization behavior</li> </ul>

Arnold D. Kaluzny	Professor (Emeritus Faculty)	<ul style="list-style-type: none"> <li>• Total assessment</li> <li>• Program evaluation</li> <li>• Development and operations of strategic alliances in health services</li> </ul>
Kerry E. Kilpatrick	Professor (Emeritus Faculty)	<ul style="list-style-type: none"> <li>• Operations research in health systems</li> <li>• Healthcare financing</li> <li>• Health policy analysis</li> <li>• Academic medical centers</li> </ul>
Sheila Leatherman	Research Professor	<ul style="list-style-type: none"> <li>• Quality of care</li> <li>• Health systems performance</li> <li>• International health policy</li> <li>• Managed care</li> </ul>
Peggy Leatt	Professor and Chair	<ul style="list-style-type: none"> <li>• Organizational behavior</li> <li>• Health system reform</li> <li>• Quality improvement</li> <li>• Outcomes research</li> </ul>
Jessica Lee	Research Assistant Professor and Associate Professor, Pediatric Dentistry, School of Dentistry	<ul style="list-style-type: none"> <li>• Access to care for children</li> <li>• Evidence-based practice of dentistry</li> <li>• Program evaluation</li> <li>• Dental Public Health</li> </ul>
Daniel Lee	Associate Professor	<ul style="list-style-type: none"> <li>• Social support networks and health</li> <li>• Medical Sociology</li> <li>• Healthcare organization and delivery</li> <li>• Organizational change</li> <li>• Inter-organizational arrangements</li> </ul>
Kristen Hassmiller Lich	Assistant Professor	<ul style="list-style-type: none"> <li>• Applying operations research complex systems and econometrics tools to problems in health and health care</li> <li>• Tobacco policy (domestic and international)</li> <li>• Tuberculosis control</li> <li>• Infectious disease modeling</li> <li>•</li> </ul>
Felicia Mebane	Clinical Assistant Professor and Assistant Dean for Student Affairs	<ul style="list-style-type: none"> <li>• Health politics</li> <li>• Long-term care and aging policy</li> <li>• Health policy and communication</li> </ul>
Joseph Morrissey	Professor and Deputy Director for Research, Sheps Center for Health Services Research	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Substance abuse</li> <li>• Justice services/policy</li> <li>• International systems</li> <li>• Managed care</li> <li>• Depression in primary care</li> <li>• Families and autism</li> </ul>
Jonathan Oberlander	Associate Professor	<ul style="list-style-type: none"> <li>• Medicare</li> <li>• American politics and public policy</li> <li>• Health politics and policy</li> <li>• Health care reform</li> <li>• Medicaid</li> <li>• Aging and public policy</li> </ul>
John Paul	Clinical Associate Professor	<ul style="list-style-type: none"> <li>• Organizational behavior in healthcare</li> <li>• Pharmaceutical development and pharmaeconomics</li> <li>• Health outcomes research</li> <li>• Organization and delivery healthcare in developing countries</li> </ul>

George H. Pink	Associate Professor	<ul style="list-style-type: none"> <li>• Performance measurement</li> <li>• Integrated health care</li> <li>• Health services accounting and finance</li> </ul>
James V. Porto	Clinical Assistant Professor and Director, Executive Programs	<ul style="list-style-type: none"> <li>• Substance abuse treatment</li> <li>• Comparative evaluation methodology</li> <li>• Public policy development and assessment</li> </ul>
Kristen Reiter	Assistant Professor	<ul style="list-style-type: none"> <li>• Healthcare financial management</li> <li>• Healthcare accounting</li> <li>• Hospital pay-for-performance</li> </ul>
Thomas C. Ricketts	Professor and Director, NC Rural Health Research Programs	<ul style="list-style-type: none"> <li>• Rural healthcare</li> <li>• Primary care</li> <li>• Regionalization of services</li> <li>• Political philosophy</li> <li>• Policy implementation and development</li> </ul>
R. Gary Rozier	Professor	<ul style="list-style-type: none"> <li>• Oral epidemiology</li> <li>• Dental public health</li> <li>• Fluoride exposures and outcomes</li> </ul>
Christopher M. Shea	Clinical Instructor and Director, BSPH Program	<ul style="list-style-type: none"> <li>• Organization studies</li> <li>• Information system adoption and implementation</li> <li>• Business communication</li> </ul>
Pam Silberman	Research Associate and President, NC Institute of Medicine	<ul style="list-style-type: none"> <li>• Managed care</li> <li>• Uninsured</li> <li>• Medicaid</li> <li>• State child health insurance program</li> <li>• State health policy</li> <li>• Rural health</li> </ul>
Sally C. Stearns	Associate Professor	<ul style="list-style-type: none"> <li>• Health economics</li> <li>• Health policy</li> <li>• Applied statistical methods</li> </ul>
James E. Veney	Professor (Emeritus Faculty)	<ul style="list-style-type: none"> <li>• International health</li> <li>• Evaluation design and methodology</li> <li>• Strategies for health planning</li> </ul>
J. Bennet Waters	Clinical Assistant Professor	<ul style="list-style-type: none"> <li>• Emergency preparedness/disaster management</li> <li>• Fiscal and operational performance management</li> <li>• Organizational structure/governance</li> <li>• Leadership/administering change in healthcare</li> </ul>
Morris Weinberger	Professor and Director, Doctoral Program	<ul style="list-style-type: none"> <li>• Health services research</li> <li>• Primary care</li> <li>• Patient-centered outcomes research</li> <li>• Pharmaceutical care</li> <li>• Quality of care</li> </ul>
Bryan J. Weiner	Associate Professor	<ul style="list-style-type: none"> <li>• Governance in health care</li> <li>• Quality improvement implementation</li> <li>• Community health partnerships</li> </ul>
Rebecca Wells	Assistant Professor	<ul style="list-style-type: none"> <li>• Strategy process development</li> <li>• Health and human service organizations serving vulnerable populations</li> <li>• Community health centers</li> <li>• Drug abuse treatment centers</li> <li>• Child welfare agencies</li> </ul>

William N. Zelman

Professor

- Healthcare financial management
- Cost management
- Institutional performance measures
- Instructional design
- Distance learning

**Frequently Called Numbers**  
(Area Code = 919)

Health Affairs Bookstore.....	966-2208
International Center.....	962-5661
Student Stores.....	962-5066
Transcripts (SASB).....	962-2350
Transportation and Parking.....	962-3951
Triangle Transit Authority.....	549-9999
UNC Help Desk (Health Sciences Library).....	962-0800
University Cashier's Office.....	962-1368
University General Information.....	962-2211
University Registrar's Office.....	962-3954
Visitor's Center.....	962-1630
UNC One Card.....	962-1385

**Frequently Accessed Web Sites**

Chapel Hill Transit.....	<a href="http://www.townofchapelhill.org/index.asp">www.townofchapelhill.org/index.asp</a>
Executive Master's Program.....	<a href="http://www.sph.unc.edu/distance/executive_mph_and_mha_1220_1858.html">www.sph.unc.edu/distance/executive_mph_and_mha_1220_1858.html</a>
Graduate School On-Line Forms.....	<a href="http://gradschool.unc.edu/forms">http://gradschool.unc.edu/forms</a>
Health Affairs Bookstore (to order textbooks).....	<a href="http://www.store.unc.edu/hab">www.store.unc.edu/hab</a>
Health Sciences Library.....	<a href="http://www.hsl.unc.edu">www.hsl.unc.edu</a>
HPM Department.....	<a href="http://www.sph.unc.edu/hpm">www.sph.unc.edu/hpm</a>
Student Central.....	<a href="http://studentcentral.unc.edu">http://studentcentral.unc.edu</a>
UNC.....	<a href="http://www.unc.edu">www.unc.edu</a>
University Cashier's Office.....	<a href="http://cashiers.unc.edu">cashiers.unc.edu</a>
University Registrar's Office.....	<a href="http://regweb.unc.edu">http://regweb.unc.edu</a>

**Emergency and Work Related Call Protocol**

Emergency:

- |    |              |                           |
|----|--------------|---------------------------|
| 1  | 919-966-7364 | Program Manager's Office  |
| 2. | 919-966-7354 | Program Director's Office |

Advise callers to include the following information in their message: student's name, indication that the student is in the Executive Master's Program, the caller's name, phone number, and nature of the emergency. We will make every possible effort to locate a student when we receive an emergency call.

Non-Emergency and Work Related: Non-emergency calls should be directed to your housing location. Daytime calls that are deemed important, but not an emergency should be made to the Program Office (919) 966-7364; a message will be given to the student as quickly as possible.

### **Adverse Weather & Emergency Hotline: (919) 843-1234**

The University offers an Adverse Weather and Emergency Hotline during time of adverse weather. If adverse weather conditions occur, call this number for a recorded message regarding adverse weather or the University's status. This message will indicate if there is indeed such a condition, and what under what status the University is operating. If the University's status is closed, EMP will not hold classes. ***Please keep this number handy for easy access.*** You may also log on to [www.unc.edu](http://www.unc.edu) and look in the left hand column for adverse weather information and updates.

## **GENERAL INFORMATION**

### **Accreditation**

MPH program: Council on Education for Public Health ([CEPH](#)).

MHA program: Commission on Accreditation of Healthcare Management Education ([CAHME](#)).

### **Administrative Authority**

The Executive Master's Program is part of the Graduate School of the University of North Carolina at Chapel Hill. Consequently, ***EMP students are subject to the Graduate School guidelines, deadlines, and policies.***

### **Admission**

Admission to the Executive Master's Programs is both term and program-specific (as stated in the letter of admission). Per policy of the Graduate School, admission can be deferred (moved to a later term) only once. If an EMP student fails to defer admission and does not register for the term admitted, their admission is cancelled and a new application is required if they wish to enroll in the program for a later term. If an EMP student wishes to enroll in the department's residential master's program, the student must make application and be considered for admission to that program, along with any other applicants to that program. If admitted, the director of the residential master's program will evaluate any coursework completed in the EMP program for possible transfer to the residential master's program.

### **Registration**

Registration for the term admitted is required. Continued enrollment in the program beyond the first semester requires successful completion of the first semester of study. If a student withdraws during their first semester of study, or fails to successfully complete their first semester of study, the student must apply again for admission consideration if they wish to return to the program.

In order to complete the program in a timely manner, students are expected to remain continuously enrolled according to the prescribed plan of study. We expect that before applying for admission, a student will have evaluated his or her ability to make the time commitment required, and will have determined it possible to remain continuously enrolled in order to complete the program in the prescribed 3 years. However, we recognize that unexpected life events occasionally require a break from studies in which case a student may request a temporary leave of absence (see below) from the program.

***New students will be registered for their first semester courses.*** Continuing students are required to register themselves by the deadlines advertised by the Executive Programs Manager and via the Web (see <http://regweb.unc.edu/calendars/index.php>), regardless of when the EMP class actually begins. For each semester there is an "early" registration period (well before the semester opens), and this is the registration

deadline EMP adheres to. Should you miss this registration deadline you will fall into a “term” (just before the semester opens), or a “late” (after the semester opens) registration period.

When you register during the early registration period, which is the Program’s requirement, you may do so without first paying tuition; you will subsequently receive a tuition bill from the University Cashier which must be paid by the indicated deadline or registration will be cancelled. If you do not register during the early registration period, you will be asked to first pay tuition, then make a request to the University Cashier’s office to remove the financial stop from your account, and finally contact the Executive Programs Manager with your PID number and preferred classes/section numbers for which you would like to be registered. As you can see, this process is fairly complex and time-consuming. Therefore, it is in your best interest to meet the “early” registration deadlines. In extraordinary circumstances late registration may be necessary, but requires significant justification and approval by both the program director and the Graduate School. Late registration also incurs a significant late fee.

### **Web Registration Procedures**

Access to the Web registration system, <http://studentcentral.unc.edu> requires either Netscape 4.75 or Internet Explorer 5.0, or above. To register, you will need the following information:

- ONYEN-UNC User ID. Used with your password to access Student Central.

To register:

- Access the Web registration system at <http://studentcentral.unc.edu>
- Enter your ONYEN and password
- View any stops against your record. (You will need to resolve the stops before you can register.)
- Go to the *Register for Classes* section
- **To ADD**, use the Course ID shown under "Registration Options" to register for courses. Course ID's can be found in the Directory of Classes. Ex. HPM 715 956.
- To verify you successfully registered, go online to <http://studentcentral.unc.edu> and check your Class Schedule.

\*\*\*Please note: The EMP Office posts a registration memo in First Class before each semester. This memo lists all relevant deadlines as well as course information specific to each cohort. It is each student’s responsibility to check First Class periodically, and before registering to prevent any confusion.

### **Proof of Enrollment**

To have confirmation of enrollment sent to financial institutions, organizations, or agencies requiring proof of registration, you may complete an online request at [http://regweb.unc.edu/regweb/enrollment\\_proof](http://regweb.unc.edu/regweb/enrollment_proof), call (919) 962-3954, or come by 3100 SASB, 450 Ridge Road or mail your request to the University Registrar’s Office, CB# 2100, 3100 SASB, 450 Ridge Road, Chapel Hill, NC 27599-2100.

### **Bio/Demo Information**

It is the **student's responsibility** to keep the EMP office informed of all address/phone number changes before, after and during each term. Please report all necessary changes PROMPTLY via the Student Data Change form located in the Forms section of this manual. You will also need to inform the University of such changes. Changes of address and/or telephone number can be reported on Student Central. Changes in

name should be sent to the Registrar's Office Records section (919-962-3955 or <http://regweb.unc.edu/contact/index.php>).

### **PLAN OF STUDY**

- MPH      16 courses will be taken in the EMP Distance Learning format  
Students have the option of transferring in up to 9 hours.
- MHA      20 courses will be taken in the EMP Distance Learning format  
Students have the option of transferring in up to 12 hours.

The normal course load is:

#### MPH

- 6 credit hours - Each Fall Term(3)
- 6 credit hours – Each Spring Term(3)
- 6 credit hours – Each Summer Term(2)

#### MPH – Dental

- 6 credit hours - Each Fall Term(3)
- 6 credit hours – Each Spring Term(3)
- 6 credit hours – Each Summer Term(2)

#### MHA

- 6 credit hours - Each Fall Term(4)
- 6 credit hours - Each Spring Term(3)
- 6 credit hours - Each Summer Term(3)

A student must receive permission from the program director to take more or less than 6 hours in a Term.

The required CORE courses are:

**MPH MANAGEMENT:**

<u>SPH Core Courses</u>	<u>HPM Dept. Core Courses</u>	<u>MPH Degree Core Courses</u>	<u>Concentration</u>	<u>Elective(s)</u>
ENVR 600	HPM 564	HPM 570	HPM 730	HPM 440
EPID 600	HPM 710	HPM 720	HPM 472	
HBHE 600	HPM 715	HPM 735		
HPM 470	HPM 725			
	HPM 740			
	HPM 755			

**MPH DENTAL:**

<u>SPH Core Courses</u>	<u>HPM Dept. Core Courses</u>	<u>MPH Degree Core Courses</u>	<u>Concentration</u>	<u>Electives</u>
ENVR 600	HPM 564	HPM 570	HPM 750	HPM 472
		HPM 720	HPM 751	
EPID 600	HPM 710	HPM 735	HPM 752	
HBHE 600	HPM 725			
HPM 470	HPM 740			
	HPM 755			

**MHA:**

<u>SPH Core Courses</u>	<u>HPM Dept. Core Courses</u>	<u>MHA Degree Core Courses</u>	<u>Concentration</u>	<u>Elective(s)</u>
ENVR 600	HPM 564	HPM 720	HPM 435	HPM 440
EPID 600	HPM 710	HPM 730	HPM 742	
HBHE 600	HPM 715	HPM 735	HPM 761	
HPM 470	HPM 725	HPM 741		
	HPM 740	HPM 770		
	HPM 755	HPM 775		

## CURRICULUM PLAN – FALL ADMISSION

<b>MHA Curriculum Plan - Health Services Administration - 20 courses</b>			
<b>Year</b>	<b>Fall Session [Aug – Dec]</b>	<b>Spring Session [Dec – May]</b>	<b>Summer Session [May – Aug]</b>
<b>1</b>	<b>HPM 564(D)</b> --Overview of the U.S. Health Care System – 3 CR  <b>HPM 740(D)</b> --Financial Management– 3 CR	<b>HPM 470(D)</b> --Statistical Methods- 3 CR  <b>HPM 725(D)</b> --Health Administration and Planning – 3 CR	<b>HPM 435(D)(E)</b> Marketing – 3 CR  <b>HPM 730(D)</b> --Management of Organizational Change – 3 CR
<b>2</b>	<b>HPM 715(D)</b> --Health Economics- 3 CR  <b>HPM 710(D)</b> --Health Law – 3CR	<b>HPM 720(D)</b> --Human Resources Management – 3 CR  <b>HBHE 600(D)</b> --Social & Behavioral Sciences in Public Health – 3 CR	<b>HPM 775(D)</b> --Analytic Techniques – 3 CR  <b>HPM 755(D)</b> --Health Care Politics – 3 CR
<b>3</b>	<b>HPM 770(D)</b> --Operations Research – 3 CR  <b>HPM 761(D)(C)</b> Quality Control – 3 CR	<b>HPM 741(D)</b> --Management Accounting - 3 CR  <b>ENVR 600(D)</b> —Survey of Environmental Problems-3 CR	<b>HPM 440 (D)(E)(C)</b> <b>Management Information Systems—3CR</b>  <b>HPM 742(C)</b> --Healthcare Finance– 3 CR
<b>4</b>	<b>HPM 735(D)</b> --CAPSTONE-3 CR  <b>EPID 600(D)</b> —Principles of Epidemiology-3 CR		

<b>MPH Curriculum Plan - Management - 16 courses</b>			
<b>Year</b>	<b>Fall Session [Aug – Dec]</b>	<b>Spring Session [Dec – May]</b>	<b>Summer Session [May – Aug]</b>
<b>1</b>	<b>HPM 564(D)</b> --Overview of the U.S. Health Care System – 3 CR  <b>HPM 740(D)</b> --Financial Management – 3 CR	<b>HPM 470(D)</b> --Statistical Methods – 3 CR  <b>HPM 725(D)</b> --Health Administration and Planning – 3 CR	<b>HPM 440(D) (E)(C)</b> --Management Information Systems – 3 CR  <b>HPM 730(D)</b> --Management of Organizational Change – 3 CR
<b>2</b>	<b>HPM 715(D)</b> --Health Economics – 3 CR  <b>HPM 710(D)</b> --Health Law – 3 CR	<b>HBHE 600(D)</b> –Social & Behavioral Sciences – 3 CR  <b>HPM 720(D)</b> --Human Resources Management – 3 CR	<b>HPM 472(D)E)</b> --Program Evaluation – 3 CR  <b>HPM 570(D)</b> --Theory & Practice – 3 CR
<b>3</b>	<b>EPID 600(D)</b> Principles of Epidemiology-3 CR  <b>ENVR 600(D)</b> --Survey of Environmental Problems – 3 CR	<b>HPM 735(D)</b> --CAPSTONE– 3 CR  <b>HPM 755(D)</b> --Health Care Politics-3 CR	

<b>MPH Curriculum Plan - Dental - Management - 16 courses (Even Year Admissions)</b>			
<b>Year</b>	<b>Fall Session [Aug – Dec]</b>	<b>Spring Session [Dec – May]</b>	<b>Summer Session [May – Aug]</b>
<b>1</b>	<b>HPM 564(D)</b> --Overview of the U.S. Health Care System– 3 CR  <b>HPM 740(D)</b> -- Financial Management – 3 CR	<b>HPM 470(D)</b> --Statistical Methods – 3 CR  <b>HPM 710(D)</b> –Health Law – 3 CR	<b>HPM 472 (D)(E)</b> Program Evaluation – 3 CR  <b>EPID 600(D)</b> --Principles of Epidemiology – 3 CR
<b>2</b>	<b>HPM 750(D)(E)</b> --Introduction to Dental Public Helath – 3 CR  <b>HPM 720(D)</b> --Human Resources Management – 3 CR	<b>HBHE 600(D)</b> --Social & Behavioral Sciences – 3 CR  <b>HPM 751(D)</b> --Dental Public Health Practice – 3 CR	<b>HPM 752(D)</b> --Oral Epidemiology– 3 CR  <b>HPM 570(D)</b> --Theory & Practice– 3 CR
<b>3</b>	<b>HPM 725(D)</b> --Health Administration & Planning – 3 CR  <b>ENVR 600(D)</b> --Survey of Environmental Problems – 3 CR	<b>HPM 735(D)</b> --CAPSTONE-3 CR  <b>HPM 755(D)</b> --Health Care Politics-3 CR	

<b>MPH Curriculum Plan - Dental - Management - 16 courses (Odd Year Admissions)</b>			
<b>Year</b>	<b>Fall Session [Aug – Dec]</b>	<b>Spring Session [Dec – May]</b>	<b>Summer Session [May – Aug]</b>
<b>1</b>		<b>HPM 564(D)</b> --Overview of the U.S. Health Care System – 3 CR  <b>HPM 750 (C)</b> -- Introduction to Dental Public Health – 3 CR	<b>EPID 600 (D)</b> —Principles of Epidemiology – 3 CR  <b>HPM 752(C)</b> --Oral Epidemiology– 3 CR
<b>2</b>	<b>HPM 751(C)</b> --Dental Public Health Practice – 3 CR  <b>HPM 710</b> --Health Law – 3 CR	<b>HPM 470(D)</b> --Statistical Methods – 3 CR  <b>HPM 720</b> --Human Resources Management – 3 CR	<b>HPM 472(E)</b> --Program Evaluation – 3 CR  <b>HPM 570(D)</b> --Theory & Practice– 3 CR
<b>3</b>	<b>HPM 725(D)</b> --Health Administration & Planning – 3 CR  <b>HPM 740(D)</b> -- Financial Management – 3 CR	<b>HPM 735(D)</b> --CAPSTONE- 3 CR  <b>ENVR 600(D)</b> —Survey of Environmental Problems- 3 CR	<b>HBHE 600(D)</b> --Social & Behavioral Sciences- 3 CR  <b>HPM 755(D)</b> —Health Care Politics- 3 CR

(C) = Concentration  
(D) = Department or Degree Core  
(E) = Elective

## POLICIES & PROCEDURES

Highlighted here are a number of frequently referred to regulations, policies and procedures of the Executive Master's Program, as established by the program faculty and by the actions of the Administrative Board of the Graduate School. Each student should become familiar with the material pertaining to his or her degree program, and, together with their advisor, make certain that their course of study complies with the pertinent requirements. Refer to the *Graduate School Handbook* for additional information regarding these, as well as other, requirements.

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

### Distance Learning Course Attendance

By definition, all students in the Executive Master's Program are "working health professionals," and as such it is understood that all must take time off from work to attend class. By policy adopted in 1988, the Executive Master's Program requires attendance by students at all classroom modules and distance learning courses, in their entirety. Faculty may not negotiate exceptions for individual students since doing so could create disparity in treatment and an ethical dilemma for faculty. For instance, how can the instructor require attendance from some, if not all students, and on what basis is one person's job judged to be more important than another's? Your understanding of and compliance with this policy is appreciated.

If a student has registered for a distance learning course and subsequently becomes aware of a work-related conflict which would necessitate absence from class, if prior to the first day of class we suggest that the student consider canceling their registration and plan to take the course in a following semester. NOTE: There are significant consequences to this action if the course is the only course registered for and/or it's the first semester of enrollment in the program. Therefore, prior discussion with EMP faculty/staff is essential. In the case of unforeseen illness of a student, spouse or immediate family member, the Executive Master's Program Office and the faculty instructor must be notified.

Policy for missing campus time.

Students can be excused from on-campus course time if

1. Medical emergencies prevent attendance (for example)
  - Giving birth
  - Hospitalization
  - Military or Disaster deployment
2. Sickness or death in a family places a hardship on the family if student attends. (for example)
  - Death in the family the week before class
  - Hospitalization of immediate family member in the week before class
3. Unavoidable course conflicts with other EMP courses. (due to students getting out of sequence with their courses)

Students who miss the on-campus session for all other reasons will be non-excused absences (for example)

1. No shows
2. Business conflicts
  - Conferences
  - Accreditation

- Big meetings
- Deadlines on projects

### 3. Non-essential family conflicts

- Vacation

In cases of excused absences from on-campus sessions, faculty may subtract a small number of points from a “participation” grade, but the student will still receive a final grade. Unless the student wants to complete an “extra” assignment so their grade will not drop after participation is subtracted from their final score. These students should be given an IN (incomplete) if they cannot turn in the make-up assignment by the time class meets on campus.

**In the case of non-excused absences at the beginning of the course, faculty may, at their discretion, allow students to enroll in the class if the student completes 8 hours worth of work that covers material in the beginning of the seminar. Typically faculty do not have time to make special assignments, so starting a course without attending the on-campus session is rarely allowed.**

In cases of non-excused absences at the end of course, faculty will assign a grade of IN (incomplete) until students complete an assignment entailing at least 8 hours of student effort covering material they may have missed or they poorly understand. Furthermore, *the Maximum a student can earn if they are absent without excuse is a P (Passing). They will not be eligible for an H (honors) if their absence is unexcused.*

Students who miss part or all of an on-campus session because of unavoidable scheduling conflicts with other EMP courses must also complete an assignment equivalent to the time they missed.

I hope this will make it easier for you to deal with those few requests you get every term.

NOTE: The Capstone course is the required substitute for BOTH the major paper and the comprehensive exam, and unless students can participate fully regardless of reason, they should wait and take the course at the next offering.

### **Honor Code**

Students of the University have accepted responsibility for their conduct and discipline in academic and non-academic affairs. The University Honor System was created by students, faculty and administrators and is maintained, fostered, and administered largely by students. It’s up to all students to keep the system working well.

*The Instrument of Student Judicial Governance* is the “constitution.” It specifies offenses, sanctions, the rights of defendants, and procedures for reporting violations. Copies are available at <http://instrument.unc.edu/> or by visiting the Student Attorney General’s office, Room 207 of the Carolina Union (966-4084) or the Office of the Dean of Students, 01 Steele Building (966-4041).

Our Honor Code states that “it shall be the responsibility of every student ... to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University student or academic personnel acting in an official capacity.”

It is the consensus of the student body that academic cheating cannot be tolerated at UNC-CH. In 1978, the students voted to make suspension the normal sanction for cheating. Unless unusual mitigating circumstances exist, a student who is found guilty of cheating on a test or of plagiarizing a paper, for example, will be suspended. The decision reflects the strength of the Honor Code.

The Campus Code requires that every student “...conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.” The Campus Code covers violations such as hazing, damaging property, the selling or possession of illicit drugs, and the physical abuse of another individual.

The honor and Campus Codes apply to *ALL* students, including graduate and professional students. Students with questions or those who are interested in becoming involved in the Graduate Judicial System should stop by the Student Attorney General's office (Room 207 of the Carolina Union) or the Office of the Dean of Students (01 Steele Building).

#### Student Responsibilities Under the Honor Code

To conduct all academic work within the letter and spirit of the Honor code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

To consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aids to be used during examinations or in completion of any graded work.

To sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.

To comply with faculty regulations designed to reduce the possibility of cheating -- such as removing unauthorized material or aids from the room and protecting one's own examination paper from view to others.

To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.

To report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. Such report should be made to the Office of the Students Attorney General or the Office of the Dean of Students.

To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and the trial of any incident of alleged violation, including the giving of testimony when called upon. Nothing herein shall be construed to contravene a student's rights enumerated in Sec. V.A. 2.b of the Instrument.

(Extracted from *The Instrument of Student Judicial Governance*, Section I.A.6.a)

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. Therefore, in relation to the honor Code, specific faculty responsibilities parallel the students' responsibilities.

### **Academic Guidelines**

#### **Transfer of Credit**

Up to nine hours (MPH) or twelve hours (MHA) of graduate credit may be transferred from other accredited institutions, or from UNC-CH prior to admission to the program, toward meeting the degree requirements in the EMP. Because of the content of the core courses, we recommend that transfer courses be used in place of electives. Please contact your advisor or the Program Manager to discuss options for transferring courses.

#### Criteria:

1. The coursework must be relevant to the student's major in health administration and fit within the required and elective course plan as judged by his/her advisor and the departmental chairman.

2. The course must be a graduate level course from a fully accredited institution and may not be an extension course, correspondence course, or professional school course (MD, DDS, etc) which is not cross-listed as a graduate course.

Procedure:

1. Submit a course syllabus to your advisor for review.
2. If course meets approval of the offering department, student will be notified in writing of same; however, final approval of course for transfer is given by the Graduate School, only after successful completion of the course.
  - Courses that have been used to earn a degree in another program may not be transferred in for credit in the Executive MHA or MPH degree program. Only excess credits can be used to transfer in courses. For example, if a student previously enrolled in a graduate program that required a total of 46 earned credit hours to receive the degree and the student earned those 46 credit hours only, no course could be transferred in. Content of these courses can be exempted (see below), though the total credit hours for either program would still be required. However, if said student earned a total of 49 credit hours in the graduate program, pending approval of the Faculty Policy Committee, one 3-credit hour course could be used to transfer in.
3. After completion of course, submit official transcript (showing grade earned of "B" or better), and letter of request that credits be applied to degree requirements, to the Executive Programs Manager.
4. The Executive Programs Manager will submit paperwork to Graduate School, and student will be notified, in writing, by the Graduate School when transfer of credit has been finalized.
5. Student should keep copy of Graduate School approval in files.

**Other Credits**

**AMA Credit**

Physicians can count their studies toward AMA credit. Once you graduate, you can submit a copy of your diploma or final transcripts to the AMA for 25 AMA PRA Category 1 Credits. You will just have to fill out a form and send to AMA. There is a small fee for processing. To obtain an application (print or online) for AMA PRA direct credit activities:

Web: [www.ama-assn.org/go/cme](http://www.ama-assn.org/go/cme)

E-mail: [pra@ama-assn.org](mailto:pra@ama-assn.org)

Phone: (312) 464-5296

**CPE Credit**

Certified Public Accountants can count their studies toward CPE credit. Below is information for licensed North Carolina CPA's. If you are licensed in other states, check with your states policy on college credit and it's sufficiency for CPE.

## **08G .0409 COMPUTATION OF CPE CREDITS**

(b) Completing a College Course. CPE credit for completing a college course in the college curriculum shall be granted based on the number of credit hours the college gives the CPA for completing the course. One semester hour of college credit shall be 15 CPE credits; one quarter hour of college credit shall be 10 CPE credits; and one continuing education unit (CEU) shall be 10 CPE credits. However, under no circumstances shall CPE credit be given to a CPA who audits a college course."

This is the link to the entire Subchapter

[http://www.nccpaboard.gov/Clients/NCBOA/Public/Static/subchapter8g.htm#8G\\_.0409\\_COMPUTATION\\_OF\\_CPE\\_CREDITS](http://www.nccpaboard.gov/Clients/NCBOA/Public/Static/subchapter8g.htm#8G_.0409_COMPUTATION_OF_CPE_CREDITS)

### **Exemptions & Substitutions**

#### Exemptions

A student may request exemption from a required course on the basis of similar prior coursework completed previously at UNC or elsewhere. If an exemption is granted, the exemption is specific to the course, NOT to the relevant course credits, which means that the student must take an additional course in lieu of the exempted course. The procedure for requesting exemption is as follows:

If course is a department core course:

- 1) Submit a course syllabus to your advisor for review;
- 2) Submit official transcript to Executive Programs Manager, along with completed exemption form for exemption.
- 3) if course is approved by department, student will be notified in writing of same.

#### Substitutions

The procedure for requesting substitution (for credit) of a course taken previously for a required course EMP course is the same as above, with the additional requirement that the students must have earned a grade of "B" or better in the course.

Exemptions may be granted on the basis of prior academic or work; however, substitutions may be approved only for prior graduate coursework taken within the past five years. (See policy on Transfer of Prior Courses for additional information.)

### **Grades**

Graduate programs within the Graduate School of the University of North Carolina at Chapel use the following grading system. There is no numerical equivalent to the grades used. Consequently, no GPA is calculated.

H	Clear Excellence
P	Entirely Satisfactory
L	Low Passing
F	Failed
S	Satisfactory Progress Research and Thesis
IN	Work Incomplete
AB	Absent from Exam

### Accessing Grades

The Office of the University Registrar provides three methods in which students may gain access to term grades.

#### *Method 1 ::: World Wide Web*

Students can access grades by using Student Central on the World Wide Web. Grade information is accessed using your ONYEN and password.

#### *Method 2 ::: In Writing*

Written requests should be submitted after the first day of classes, but before the last day of classes for each term of enrollment. Written request for grades should include the following instructions: full name, Person Identification Number, and the term for which grades are being requested. The grade reports will only be mailed to the grade/billing address that is provided by the student. Requests for printed term grades should be mailed to:

Office of the University Registrar  
UNC-Chapel Hill  
CB# 2100, 3100 SASB, 450 Ridge Road  
Chapel Hill NC 27599-2100

#### *Method 3 ::: In Person*

Students may come in person to the Office of the University Registrar, 3100 SASB, 450 Ridge Road, to request a printed copy of grades for their last term of enrollment. The student must present some form of photo identification to receive grades. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Please call the Office of the University Registrar at (919) 962-0495 if you have questions about the grade reporting services.

### Academic Eligibility

A graduate student becomes academically ineligible to continue if he or she receives a grade of F, F\*, or nine or more hours of L. No mark falling below the standard represented by the grade of L is counted for graduate credit.

NOTE: A grade of "IN" will automatically convert to an "F\*" one year following the end of classes according to the University Calendar semester (not the Executive Master's Schedule) in which the course was taken if a permanent grade has not been earned and reported.

### Time Limit

By following the prescribed course of study, the Executive Master's Program may be completed within 3.5 years (MHA) and 2.5 years (MPH). We strongly encourage *continuous enrollment* according to the prescribed plan of study in order to complete the program within this timeframe. However, the Graduate School requires a graduate student working toward a master's degree to complete all requirements for the degree no more than five calendar years from the date of first registration. When special circumstances warrant, extension of time may be granted upon petition by the student to the director of the EMP program, and ultimately to dean of the Graduate School.

### Leave of Absence

Within the five-year limit, a graduate student in good academic standing may request a leave of absence from graduate study for a definite, stated period of time during which the student does not plan to make academic progress. In advance of the leave period, the graduate student shall present to the director of the Executive Master's Program, and ultimately to the dean of the Graduate School (if approved by program director) a written request that explains why he or she wishes to take a leave. This request must be

accompanied by written approval from the student's department chair or director of graduate studies. If the Graduate School approves the leave of absence, the time of that leave shall not count against the total time allowed for the degree. Readmission to the Graduate School after an approved leave of absence requires completion of an "Application for Readmission" form and is generally granted without problem. Ordinarily, a leave of absence may not be renewed. Leave of absence forms are available at <http://gradschool.unc.edu/forms.html>

### **Readmission**

Any deviation from the prescribed plan of study that results in a break in enrollment will result in the student having to apply for readmission to the Graduate School before enrollment can resume. To resume studies, an application for readmission, along with an application for North Carolina residency status (if applicable), MUST be submitted to the department for consideration no *less than one week in advance* of the Graduate School deadlines indicated below. If readmission is approved the department will forward to the Graduate School for consideration by their deadline indicated below. Forms are available at <http://gradschool.unc.edu/forms.html>.

<b>TERM</b>	<b>EMP DEADLINE</b>	<b>GRADUATE SCHOOL DEADLINE</b>
Fall	June 23	July 1
Spring	November 23	December 1
Summer session	March 23	April 1

### **Graduation**

Students *must* notify the program office and the Graduate School of their plan to graduate by submitting an application for graduation no later than the deadline shown in the University Registrar's Calendar (found in the directory of classes on the web at : <http://regweb.unc.edu>) for the semester in which they expect to graduate. In order to meet the Graduate School deadline, applications must be submitted in advance of this deadline so that a preliminary, internal degree audit can be accomplished.

<b>Graduating</b>	<b>Submit Graduation App online By ...</b>
Fall (December)	2nd Friday in October
Spring (May)	2nd Friday in February
2nd Summer (August)	1 <sup>st</sup> Friday in July

Applications for graduation serve one semester only; a new application is required if degree requirements are completed in a later semester. *Students are required to file an Application for Graduation.* You may do this online at: [http://cfx.research.unc.edu/grad\\_appOnline/](http://cfx.research.unc.edu/grad_appOnline/) The application is put on file with the University and helps ensure that students receive their degrees in a timely manner.

The Executive Master's Program class schedule does not always conform to the traditional University Academic Calendar. However, regardless of the actual begin/end dates of EMP classes, we are required to adhere to the University calendar regarding registration, grade submission, application for graduation, etc. Consequently, students may have completed the program degree requirements but not be officially eligible to graduate until the following semester after fulfilling requirements. This is unfortunate and unavoidable. If needed for employment or reimbursement purposes, students may request a letter from Graduate School verifying that degree requirements have been met.

### **Tuition Payment**

If you register during the early registration period, which is our preference, a tuition bill, along with a Tuition and Fees Deferment Form, will be mailed to you at the address provided on your admission application. NOTE: Tuition payment, or if receiving financial aid, a Tuition and Fees Deferment form, must be received by the University Cashier's Office on or before the published deadlines for each semester

to avoid cancellation of registration. The Executive Programs Office does not have any control over these dates.

If you did not register during the early registration period, you must submit payment for tuition before you can register.

**Tuition payment must be made directly and payable to the "UNC-Chapel Hill University Cashier."**

Checks, Diner's Club and MasterCard are accepted. The address for payment by check is:

UNC-Chapel Hill University Cashier  
CB# 1400, SASB North, 450 Ridge Road  
Chapel Hill, NC 27599-1400

Credit card payments can be securely made online by going to <http://studentcentral.unc.edu>, under the Cashier Services section and click on "Pay Your Bill." If you decide to make your payment with a credit card, a non-refundable "transaction fee" will be added to your bill. The transaction fee is currently 2% of the total charges and is subject to change. If you choose to pay by check, a \$1.00 transaction fee will be added to your bill. You will NOT be provided with tuition payment verification, and you will NOT be mailed a receipt of payment. This information can be accessed at <http://studentcentral.unc.edu>. Click on Cashier Services, Billing Information, and History. You can print receipts on University Cashier letterhead for any sessions needed.

**Third-Party Payments**

Third-party payments (employers, etc.) are accepted by and negotiated directly with the University Cashier's Office. Tuition payment by third parties must also be received or documentation via the Tuition and Deferment Form verifying that payment is guaranteed by the third party must be received by the UNC-Chapel Hill University Cashier before the deadline. If third party payments and/or payment verifications are not timely, UNC expects the student to submit payment and seek reimbursement by the third party.

**Residence Status for Tuition Purposes**

By default, an applicant/student is assumed to be a non-resident of the state of North Carolina for tuition purposes unless that student petitions directly to the Graduate School (via a residency application) for in-state status. An individual who wishes to be considered for in-state status must submit an application for residency to the Graduate School. This application is usually accomplished during the admission application process, but can be submitted at any time during enrollment. When breaks in enrollment occur, a new residency application is required as part of the readmission application process. If you are a North Carolina resident, be sure to verify your residency status each semester by logging on to the Student Central Portal at <http://studentcentral.unc.edu>, click on Semester Enrollment Information, and look at Residency Status. Additional information as well as an online Application for North Carolina Residency for Tuition Purposes can be found at <http://gradschool.unc.edu/residency/index.html>. If you have questions regarding residency contact Trish Bunn at (919) 962-2632 or at [tbunn@unc.edu](mailto:tbunn@unc.edu).

**Refund Policies**

Refund policies are established by the University Cashier. If you decide to drop a course after the official first day of classes for the specific term (regardless of the actual begin date of the EMP class), you may be entitled to a partial refund of your tuition and fees depending on the time you remain in a course prior to your withdrawal. Refer to <http://www.unc.edu/ugradbulletin/regulations.html#Proration>. If you received financial aid for the course being dropped, you may also be liable for repayment of a portion of financial aid funds. Contact Financial Aid at 919-962-8396 or visit their web page at <http://studentaid.unc.edu/> for details.

### **Financial Aid**

University sponsored financial aid is not typically available to students in the Executive Master's Program due to their part-time status. However, employers, professional associations, fraternal organizations, tribal councils, and community groups have all been sources of sponsorship and scholarship funding for students in the past. In addition, many students have obtained low-interest loans through their local lending institutions. We recommend that you discuss these options with your employer or Human Resource Director to identify any available funding opportunities. For further guidance regarding additional sources of financial aid, call the Office of Scholarships and Student Aid at 919-962-8396 or visit their web page at <http://studentaid.unc.edu/>

### **Employee Tuition Waiver**

EMP students who are employees of the University of North Carolina or the UNC School of Medicine may have one free course a semester (Fall, Spring, Summer), up to a yearly maximum of three (3) free courses per academic year (fall semester through second summer session). This waiver applies to tuition only (not fees) for the course being taken. Please refer to <http://hr.unc.edu/Data/benefits/tuitionprograms/tuitionwaiver> for more details.

To receive the employee tuition waiver you must complete and submit the "Tuition Waiver Request for UNC CH Employee" form that can be obtained from the web site above or by calling (919) 962-2550. This form, reflecting the appropriate approval signatures, must be submitted to the Training and Development Office for consideration well in advance of the stated Cashier's Office tuition payment deadlines. Once approved, T&D forwards the form to the University Cashier's Office.

### **Senior Citizen Tuition Waiver**

EMP students who are NC residents and are 65 years of age or older are eligible for student charges to be waived. Complete the form located on the Cashiers Office Web site, <http://www.unc.edu/finance/cashiers> and mail it back to their office by the deadlines indicated.

### **Veterans Education Benefits**

Veterans who expect to use veterans educational benefits should register and then contact Veterans Services, CB#2100, 3100 SASB, 450 Ridge Road (919) 962-9864. For further information, please visit the Web site at: [http://regweb.oit.unc.edu/students/va\\_services.php](http://regweb.oit.unc.edu/students/va_services.php)

## FORMS

- Contact Information Update Form
- Degree Intent Change
- Transfer of Credit Form  
(see pdf document titled “transfer form.pdf”)
- Exemption Form
- Honor Code Certification Form

To be submitted for clearance to graduate and MUST be submitted online at:

[http://cfx.research.unc.edu/grad\\_appOnline/](http://cfx.research.unc.edu/grad_appOnline/)

- Graduation Application

**PLEASE FAX, MAIL, OR SEND IN AN EMAIL ATTACHMENT, ALL FORMS TO THE APPROPRIATE PERSON, FAX NUMBER, OR ADDRESS AS PROVIDED ON EACH FORM**

## Contact Information Update Form

CURRENT NAME: \_\_\_\_\_

PID: \_\_\_\_\_

COHORT: \_\_\_\_\_

NAME CHANGE: \_\_\_\_\_

### HOME INFORMATION

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

### WORK INFORMATION

TITLE: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

FAX #: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

Please include any other changes on a second sheet of paper.

Effective Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Please fax to Executive Master's Program @ (919) 843-4980  
or email to [emp@unc.edu](mailto:emp@unc.edu) or mail to:  
Executive Master's Program  
Health Policy and Management  
UNC-CH, CB# 7411  
Chapel Hill, NC 27599-7411

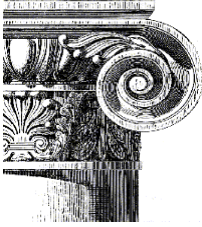
## CHANGE IN DEGREE INTENT FORM

I hereby request my change of degree intent for the Executive Master's Program. Please change my degree from \_\_\_\_\_ to \_\_\_\_\_.

EFFECTIVE DATE: \_\_\_\_\_  
SIGNATURE: \_\_\_\_\_  
PRINTED NAME: \_\_\_\_\_  
PID No.: \_\_\_\_\_  
PROGRAM/COHORT: \_\_\_\_\_

Please fax to Executive Master's Program @ (919) 843-4980  
or mail to:  
Executive Master's Program  
Health Policy and Management  
UNC-CH, CB# 7411  
Chapel Hill, NC 27599-7411

# **Transfer of Credit Form**



**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

The Graduate School

**TRANSFER CREDIT RECOMMENDATION FORM**

(Note: **Official** transcripts supporting this request must be either attached or on file with The Graduate School.)

Student's Name \_\_\_\_\_ PID# \_\_\_\_\_  
 Address \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_  
 \_\_\_\_\_ Phone # \_\_\_\_\_  
 Major: \_\_\_\_\_ Degree Intent: \_\_\_\_\_

After thorough evaluation, we recommend the following courses for transfer credit:

These columns for  
 Grad School use only  
 ↓ ↓

University/Institution	Year	Term	Q'ter or * Semester	Course	Grade	Recom. Approved	
						Credit	Credit

\_\_\_\_\_  
*signature of Director of Graduate Studies*

\_\_\_\_\_  
*date*

**Transfer Credit Limits**

**Master's Students:** Up to six of the 30 minimum credit hours, or up to 20% of the total credit hours required for programs requiring more than the 30 hour minimum, may be transferred from another accredited institution, from this institution for courses taken before admission to the Graduate School, or from a different master's program at this institution. Grades earned on transferred work must be equivalent to B or better. *Transfer credit does not satisfy residence credit.* **For additional information regarding policies governing transfer credit, please refer to *The Graduate School Handbook*.**

**Doctoral Students:** A doctoral student may request transfer credit for relevant graduate courses from accredited institutions or from other graduate programs within this institution. Grades earned on transferred work must be equivalent to B or better; dissertation credit is not transferrable. *Transfer credit does not satisfy residence requirement.* **For additional information regarding policies governing transfer credit, please refer to *The Graduate School Handbook*.**

**\*Quarter Hours to Semester Hour Conversion.**

Quarter Hours = Semester Hours	Quarter Hours = Semester Hours	Quarter Hours = Semester Hours
1 = 0.7	5 = 3.3	9 = 6.0
2 = 1.3	6 = 4.0	10 = 6.7
3 = 2.0	7 = 4.7	11 = 7.3
4 = 2.7	8 = 5.3	12 = 8.0

**Instructions:** Submit this form to the Graduate School. The Graduate School will return a copy to the program reflecting credit awarded.

**School of Public Health**  
**UNIVERSITY OF NORTH CAROLINA**

**Authorization for Exemption from, or Substitution for, a Core Course**

Name of Student: \_\_\_\_\_ Major Department: \_\_\_\_\_

Core Course to be Exempted: \_\_\_\_\_

Basis for Exemption:

1. Qualifying Examination:

2. Prior Completion of an  
Equivalent Course:

Title:

Institution:

3. *Substitution:*

Course to be Substituted:

Basis for Approving Substitution:

Signatures:

Date

Student's Advisor: \_\_\_\_\_

Instructor of Course: \_\_\_\_\_

Associate Dean: \_\_\_\_\_

NOTE: For each student involved, please submit two signed copies of this form to the SPH Registrar's Office. One will be filed in the student's folder in his major department, and the second will be sent to the instructor of the core course being exempted.

Revised July 1995

**HPM Course Exemption Application**  
**The School of Public Health**  
**The University of North Carolina at Chapel Hill**

Use this form to request exemption from the following HPM courses:

**INSTRUCTIONS TO THE STUDENT:**

1. Discuss the possibility of a course exemption with your academic adviser.
2. If your adviser concurs, complete this form. Email the completed form and supporting materials to the Student Services Manager (SSM) in your home department. Note: Missing information may delay approval of your request.
3. The SSM will check your transcript and confirm that you took the course (including the date and the grade). The SSM will complete their section of the form, confirming details of previous coursework. The SSM will forward the form and supporting materials to the course instructor or print all forms and forward to course instructor.
4. The course instructor will review the materials, indicate approval or disapproval, sign the form, and forward the form to the Associate Dean for Academic Programs.
5. The Associate Dean will review the materials, indicate approval or disapproval, and forward the form back to the SSM in the student's home department.
6. Upon receipt of the completed form, the SSM will communicate the decision to the student.

<b>A. Information about the Student Requesting an Exemption</b>	
<b>HPM course for which exemption is requested:</b>	
<b>Student's Name:</b>	
<b>Student's PID:</b>	
<b>Student's Email Address:</b>	
<b>Student's Telephone Number(s):</b>	
<b>Student's Department:</b>	
<b>Student's Program (degree or certificate sought):</b>	
<b>Student Services Manager in Student's Home Dept:</b>	
<b>Student Services Manager's Email Address:</b>	

<b>B. Information about Previous Course(s)</b>	
<b>Complete this section about coursework that you regard as equivalent to the required HPM course.</b>	
<b>Course(s) abbreviation:</b>	
<b>Course(s) name:</b>	
<b>Institution, school, and department where course was taken:</b>	
<b>Year and semester when course was taken:</b>	
<b>Grade in course:</b>	
<b>Course web page (if publicly accessible –</b>	

<b>please verify the URL):</b>	
<b>Course instructor name and email address:</b>	
<b>Number of weeks:</b>	
<b>Number of lecture hours/week:</b>	
<b>Number of recitation/discussion hours/week:</b>	
<b>Course materials (briefly describe, including authors, title, and edition of any published textbook):</b>	
<b>Assessment methods (list graded work, such as quizzes, exams, homework, presentations, papers):</b>	
<b>Description of course topics (include textbook chapters covered, if appropriate):</b>	
<b>** In addition to completing section B. of this form, please attach the syllabus for the course(s) you have taken, that you are using to request exemption.</b>	

### **C. Information about Relevant Work Experience**

**If competencies were or are being met through work experience, please describe your relevant experience, including the name and email address of your supervisor: (In addition to completing this section, please attach your resume or CV.)**

--

### **D. Core Competencies**

**Refer to list of core competencies for the required HPM course- available at [http://www.sph.unc.edu/student\\_affairs/taking\\_classes.html](http://www.sph.unc.edu/student_affairs/taking_classes.html). Describe how you have met each core competency for the course being exempted. For each topic covered in the HPM course, describe how you fulfilled that competency, such as the chapter covered in a previous course or specific work experience. If you have not completed a core course topic through previous course work or work experience, please indicate that as well.**

--

### **E. Other Supporting Information**

**1. Please attach a syllabus of previous course(s), if competencies were met through previous coursework. Attaching the syllabus does not eliminate the need for completing section B. of this form.**

**2. Please attach your resume or CV. Attaching your resume or CV does not eliminate the need for completing section C. of this form.**

---

**For Office Use Only**

**Student Services Manager**

Student has taken the course listed above.

Date taken \_\_\_\_\_

Grade Received \_\_\_\_\_

**HPM Course Instructor**

Approved

Disapproved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If approved, please paste in scanned signature and forward application as an attachment to the Associate Dean for Academic Programs ([leatt@email.unc.edu](mailto:leatt@email.unc.edu)). Or print all documents, sign, and forward to the Associate Dean for Academic Programs, Peggy Leatt.

**Associate Dean for Academic Affairs**

After decision is made, please send the application as an attachment to the departmental Student Services Manager in the student's home department.

Approved

Disapproved

**The University of North Carolina at Chapel Hill**  
**Certification of Awareness of Honor Code**

I certify that:

- 1) I have received a copy of the *Instrument of Student Judicial Governance* (<http://www.unc.edu/student/policies/isjg/>).
- 2) I understand that, as with all students at UNC, I am bound by the policies and procedures of the *Instrument of Student Judicial Governance*.
  - a. I understand that it is my obligation to be familiar with the contents of the *Instrument of Student Judicial Governance*.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

PID: \_\_\_\_\_

This is a copy of the same document you signed at Orientation, which was also placed in your permanent folder.

## **OTHER POLICIES**

### of the Executive Master's Program

#### **READING/INDEPENDENT STUDY COURSES (GUIDELINES FOR SETTING UP)**

On occasion, a student may find him/herself interested in completing an independent study (or reading) course. A student's desire to register for a reading course should be discussed with his/her advisor in advance to formulate a study proposal. If such a plan is approved, the student will submit a copy of the study proposal to the Executive Master's Program Director well in advance of beginning the course.

Students taking these courses will be registered in HPM 496 (section TBD for distance learning), and students must contact the Program Manager in order to have the special course set up.

#### Instructions for students who wish to set up a reading course:

1. Student selects faculty and obtains agreement from faculty to offer the course.
2. Student drafts the study proposal outlining plans for:
  - a. Topic to investigate
  - b. Time frame and schedule
  - c. Evaluation mechanism; i.e., examination, paper or both
  - d. Type and frequency of student/faculty contact. (NOTE: Including contact, students should expect to spend, on the average, approximately 120 total hours for a 3-credit hour course which may include written assignments, in-person discussions, etc.)
3. Faculty and student must agree on an independent study plan in writing; copies should be kept by faculty and student.
4. As a guideline for minimum assignments, students should expect the following:
  - a. Student should identify (with help from faculty) at least one or two books to read as background for the study topic;
  - b. Student should maintain a bibliography of articles read;
  - c. Student and faculty should agree on mechanism to synthesize topic covered. The most frequently used mechanism is a paper (8-12 pages) covering the topic. The paper can be used to evaluate the student's performance (2d above).
5. Faculty will normally grant only one extension beyond the end of the term (by giving an incomplete grade). A grade will be assigned at the end of the extension period even if work has not been completed. Student should not expect an H grade unless the faculty judges that the performance of the student is clearly outstanding (for example, writing a paper of publishable quality).
6. A maximum of two courses in this format will be allowable for degree completion.

#### **TEST PROCTORING PROCEDURES**

(Last revised: April 2002)

Occasionally the need arises for a student to secure a proctor to administer an exam. No later than 3 weeks before an exam is to be given, faculty will contact their students to advise them to obtain a proctor for taking their exams and to provide the information below on what is expected of the proctor. Ideally, students should be able to use the same proctor for ALL their courses. The constraints for taking the exam will be provided to students, with a copy to the Program Manager. Faculty will also ask students to provide the following information directly to the Program Manager no later than 2 weeks prior to exam:

Information about student (To ensure privacy when corrected exams are returned):

1. Name
2. Address (Where we should send a copy of test after we correct it).
3. Email (Where we should send a copy of corrected test. if we use the high-speed scanner). If we are to use your First Class address, just type in "First Class."

If this information is not received from the student, we will use the information we have.

Information about the proctor:

1. Name
2. Position
3. Organization
4. Address of Organization
5. Email address (So we can email instructions in the next few days, and later, the test)
6. FAX #: (In case of trouble with the email and have to FAX a copy)
7. Telephone Number (In case there is a problem in transmitting the test or if we have not received their Faxed and/or mailed copy of the exam)
8. Time and date of when your student(s) plan on taking the exam

**The Role of a Proctor for HPM \_\_\_\_\_**

Before the Test

- 1) Arrange for the location of the test.
- 2) Let us know if you have not received the test from us (via email) by the close of business on (Date). This may be done by emailing Kim Sieler at [krsieler@email.unc.edu](mailto:krsieler@email.unc.edu) or phoning her at 919-966-7364.
- 3) Print out a copy of the test for each student who you are proctoring

Administering the Test

- 4) Hand out the exam. The students will have (#) hours in which to take the exam.
- 5) Ensure that the students are working independently while the exam is being administered -- the only tool allowed is a calculator. (Faculty can change this text if necessary)
- 6) Collect the completed test.
- 7) Proctor to sign name on the cover page of the test.

After the Test

- 8) Please FAX a copy to Kim Sieler (919-843-4980)
- 9) Send us the original copy of the test via regular mail. For those outside the United States, please retain the original.
- 10) Enjoy--knowing that we appreciate your efforts.

## **PRACTICE EXPERIENCE: HPM EXECUTIVE MASTER'S PROGRAM**

### **Practicum Format**

The EMP practice experience comprises a program-long Journal Practicum through which students monitor their learning processes, identify where knowledge and skills learned in courses are helpful and relevant to areas of their professional responsibility, and apply that knowledge and those skills to actual work situations. These entries will also help identify knowledge and skills that students feel need improving. The Journal Practicum is NOT a course or instructor evaluation. It IS the opportunity for students to grow professionally by thinking carefully about what they have learned, what they need to learn, and how they can apply—and have applied—what they have learned.

The Journal Practicum is designed to meet the practice experience requirement for CAHME and CEPH accreditation, and meets the intent of this requirement without asking employed, professional students to take a leave of absence to complete a field internship. Journal Practicum objectives are:

1. The student will complete a planned, supervised, and evaluated reflective practice experience.
2. The student's practice experience will be overseen by a qualified and approved field preceptor, a public health or health services professional who may become a professional mentor.
3. The student will reflect on the knowledge and skills learned and how these can be, and have been, applied by the student in the professional setting.

### **Practicum Process**

Students will set up a Journal Practicum blog in Wordpress with a separate category for each course in the program. Entries will be posted to this blog regularly, and reviewed by the student's practicum preceptor, course faculty, and faculty advisor.

Students will post *a minimum* of two entries per course to the Journal Practicum blog, each of which reflects on *at least two* of the following:

- Insights gained from course content that relate to the function and performance of the student's current work environment;
- Applications of knowledge or skills learned from the course to normal duties carried out in the student's current work environment;
- Changes or improvements implemented, along with estimates of either cost savings or quality improvement, made as a result of knowledge or skills learned from the course.

### **Practicum Activities**

Activities associated with the structured Journal Practicum will include the following:

- *Student*: Complete an entrance interview with faculty advisor and complete a professional strategic plan (for personal use, not to be reported in the journal).
- *Student*: Attend and complete a 1-day workshop on self-leadership.
- *Student*: Identify a field preceptor, to be approved by the program director.
- *Field Preceptor*: Review and comment upon the student's journal after each term (3 times a year) and upon completion of the program.
- *Faculty Advisor*: Review and comment upon the student's journal after 6 courses, 12 courses, and upon completion of the program.
- *Course Instructors*: Review and comment upon the student's journal at the end of their course(s) by posting to entries on the journal blog. Students may update their Journal Practicum blog at any time, but original comments must be retained.
- *Program Director (or designee)*: Review and approve the student's field preceptor. Upon completion of all degree courses, journals will be audited and, if all entries and reviews have been made, the practice experience

requirement will be certified as met. Journal auditors may solicit advice from faculty reviewers for recommendations of acceptability.

Students may not graduate without receiving a certification of completion on their journal. If a student fails to gain certification through submission of his or her structured journal, then an 8-week structured field internship may be required to fulfill the practice experience requirement.

### Workshop Requirements

As part of the practice experience requirement, students will also be required to complete Effective Executive Workshops while they are on campus:

- 15 workshops for MHA
- 12 workshops for MPH

These workshops are currently provided to students as part of the curriculum and are scheduled during the Fall and Spring 7-day visit to campus. They are intended to provide training and education in specific skill sets that are needed during the program and can be applied as part of the Journal Practicum.

Students should set up a “workshop” page on the blog that lists all workshops taken; the program administrator will keep the official attendance records for workshops.

#### Current List of Workshops for EMP Journal Requirement

- 1 **Excel Basic**
- 2 **Excel Advanced**
- 3 **Accounting**
- 4 **Creative Thinking**
- 5 **Effective Presentations**
- 6 **Writing Effectively**
- 7 **Political Savvy**
- 8 **Seeking and Managing Information**
- 9 **Team Dynamics**
- 10 **Self-Leadership**
- 11 **Critical Thinking**
- 12 **Systems Thinking**
- 13 **Project Management**
- 14 **Time Management**
- 15 **Memory Management**
- 16 **Conflict Resolution/Negotiation**
- 17 **Crisis Communication**
- 18 **Life Values, Diversity, and the Hero Spirit**
- 19 **Dysfunctional Management**
- 20 **Disaster Management**
- 21 **Fitness: Personal and Workplace**

# *The Effective Executive Workshops*

*Presented by the Executive Master's Program  
Department of Health Policy and Management  
School of Public Health  
University of North Carolina at Chapel Hill*

## **Introduction**

*Being good just doesn't cut it anymore.*

*Healthcare managers throughout the U.S. and the world direct complicated projects, balance challenging budgets, and lead dedicated staffs of all shapes and sizes. But are they effective? That is, are these executives maximizing the potential of each and every opportunity they face? Or are their efforts hampered by a lack of real-world skills – skills that if learned would dramatically improve the results for which they are responsible for?*

*The Executive Master's Program has put together a series of 2-day workshops designed to do just that – to improve many of the fundamental skills required of healthcare executives in order for them to be more effective and successful. Taught by highly skilled instructors in their respective fields, these free, hands-on workshops will transform participants from capable managers to leaders in their respective organizations and communities.*

## **Patterns for Effective and Efficient Business Writing**

Instructor: Heidi Schultz

This workshop introduces you to communication patterns designed to make you a more *effective* and *efficient* business writer. To that end, this workshop will teach you how to:

- Use a communication strategy to make informed rhetorical choices.
- Organize informative, negative, and persuasive business messages.
- Design documents with high 'skim value.'
- Construct effective paragraphs and sentences that show important rhetorical relationships.
- Apply style techniques that result in efficient prose.
- Punctuate for clarity.

By internalizing the patterns presented in the workshop, you'll develop the skills to write with speed and clarity – two skills that busy professionals value in the fast-paced world of work.

Heidi Schultz has taught business writing at the undergraduate, graduate, and executive levels for the past 20 years. She has also authored *Business Writing Basics* (© 2005 McGraw-Hill), a streamlined text that addresses writing within a business context.

## **Effective Presentations**

Instructor: Judy Tisdale

You've likely delivered countless presentations in your career to date: talks to small groups, one-on-one presentations, informational sessions, speeches to large groups, rallies for your department, sales pitches, donor requests, explanations of upcoming changes, etc. *You know how to make a presentation.* But what impressions do you give an audience—beyond the spoken content—about your professionalism and credibility? Is your message content synchronized with your non-verbal communication cues? Does such synchronization even matter? Bottom line: how effective are your delivery skills?

This intense and customized two-day workshop will help you answer these questions and give you the tools to learn how to convey the most polished, confident impression possible. Through extensive collegial feedback, "target practice," and videotaping, participants will identify their unique delivery strength and challenge areas and utilize strategies to refine specific skills. This workshop is taught by UNC Kenan-Flagler Business School Management Communication Professor, Judy Jones Tisdale, Ph.D., who also has 13 years of corporate experience in sales and sales management.

By participating in this workshop, you will:

1. Gain confidence that you're presenting a message as effectively as possible
2. Identify your own delivery strengths and challenges
3. Learn specific exercises to refine your challenge areas and manage audience perceptions of you and your message
4. Receive a Presentations Strategy resource kit with checklists to help you prepare presentations, assess each performance, and tweak your skills to enhance future presentations

### **Effective Crisis Communication**

Instructor: Elizabeth Dougall

Crises interrupt organizational routines and attract extreme public and media scrutiny. One critical difference between a crisis-prone and crisis-prepared organization is effective crisis communication management, which requires anticipation, planning, and rehearsal. This interactive workshop introduces the principles of effective crisis communication management. Participants will critique the performance of a crisis-affected organization and then be asked to put themselves to the test in a crisis simulation exercise.

The workshop is designed and facilitated by experts with years of private and public sector experience. Media training with an award-winning broadcast journalism expert is included in this experiential learning program. All workshop instructors teach in the top-ranked UNC-CH School of Journalism and Mass Communication.

By participating in this workshop you will:

- Enhance your understanding of the principles and strategies of crisis communication management in the public health sector.
- "Know what you don't know" and so be better positioned to prepare and advise your organization in the event of a crisis.  
Recognize the role of the media in a crisis and understand the critical place of media training and messaging.
- Recognize some of the critical legal and ethical considerations for crisis management and communication.
- Receive a crisis communication management resource kit.

### **Effective Excel® (Advanced)**

Instructor: Crystal Rhoades

Everybody knows Excel®. It's one of the most widely used software programs on the planet. But most people have learned to use only a fraction of its capabilities and potential. In this 2-day workshop, participants will get the opportunity to understand and use the tools, shortcuts and efficient techniques that make Excel such a valuable program.

Taught by a highly skilled Excel user and instructor, this hands-on workshop is designed for those executives who currently have a basic understanding of Excel. The workshop is especially effective for intermediate users who want to sharpen their skills and tap into the more powerful functions. No matter what your current skill level, this workshop will build your confidence and sharpen your skills. You will learn how to troubleshoot common problems, how to save time and you will learn an array of useful, valuable techniques—just what you need to be a truly effective executive!

By participating in this workshop you will:

- Build formulas using the If and Vlookup functions.
- Use of Goal Seek and Solver tools.
- Use financial and logical functions.
- Create a PivotTable.
- Change or "pivot" a PivotTable.
- Use the advanced Excel add-in tools for statistical and financial analysis.
- Create and use an advanced filter.
- Use data validation when entering records to a list.

### **Bad Management: Why Are Many Management Performances So Gawd-Awful?**

Instructor: Gene Pinder

Every year it seems another scandal rocks the business or non-profit world. At the same time, while committing no crime, thousands of managerial tyrants or incompetent sloths make life miserable for their employees and colleagues. And the problem isn't isolated to a few industries either. It happens everywhere—from the executive suites in the entertainment industry to the surgical wings of urban hospitals.

How is this possible? How can so many managers be so bad when hundreds of books have been written about the subject and highly credentialed organizational consultants continue to crisscross across the U.S. touting the latest theory on effective management skills? Are managers simply blind to their failings and weaknesses or is there something else going on? Is there something about the development of managers and executives in our current system that causes such dysfunctional behavior and performance?

In this lively session, a variety of issues related to bad management will be explored. Using an innovative teaching technique, the instructor will lead the group in a series of classroom discussions, individual and group activities, and the development of a final project.

Participants will learn from this workshop:

- How to better understand what constitutes bad management behavior or performance and how to identify it
- How to better respond as an individual when bad or dysfunctional management occurs
- How to develop processes and strategies to prevent or mitigate the negative effects of bad management from occurring

Gene Pinder is the director of marketing for the Department of Health Policy and Management. Gene received his master's degree in journalism from Northwestern University and his bachelor's degree from the University of Kansas. In addition, to leading the marketing efforts for two e-learning startups, he also founded his own market research and consulting firm and led a 22-person marketing team for a large tourism and educational organization.

### **Critical Thinking: *How Do You Know When a Claim is So?***

Instructor: Jim Porto

Critical thinking does not come naturally. We rely on our intuitive feel for what sound right or rings true. But our intuition can be, and often is, wrong, especially for claims that others would have us believe. Sometimes these claims are minor and do not require carefully thought, others make substantial demands on us and it is in our best interest to evaluate them carefully. What we need, to use Michael Shermer's description, is a Baloney Detection Kit.

As a result of this workshop, you will start to

- Develop an appreciation for questioning one's beliefs.
- Develop a desire to evaluate claims.
- Make the distinction between a claim and the reasons for a claim.
- Identify types of claims.
- Identify types of arguments.
- Understand the relationship among mental models, causality, and arguments.
- Understand concepts of validity, truth value, and soundness in arguments.
- Identify a deductive argument and the conditions for a sound deductive argument.
- Identify an inductive argument and the conditions for a strong inductive argument.
- Map an argument using Logical Argument Maps.
- Identify biases and weaknesses in arguments.
- Identify types of errors
- Be able to evaluate a claim

Unfortunately critical thinking skills can not be mastered in a 2 day workshop. It will take years of practice to get proficient at critical thinking. But this workshop can be a starter kit for that journey. The reward is that, as a critical thinker, it will be highly unlikely that you will be taken to the cleaners.

Jim Porto earned his Ph.D. in Public Policy from UNC-Chapel Hill. He is the director of the Executive Programs in Health Policy and Management.

### **Systems Thinking and Health Strategy**

Instructor: Andrew Jones, Sustainability Institute

The persistent challenges that show up the most in health areas often share common characteristics. They defy quick fixes, they build and dissipate slowly over time, they are rarely “owned” by any one player in the system but affect all, and their components are highly interrelated. The analytical approaches of systems thinking, which was invented in the 1950s at MIT, addresses such “systems” problems. This approach uses diagramming and simulation modeling to help groups of people improve their understanding of how to improve the performance of a range of social/physical systems, from organizations to populations.

Using exercises, cartoons, and a few physical challenges, this interactive workshop will introduce the principles and tools of systems thinking and support participants to apply the approaches to your work.

By participating in this workshop you will:

- Gain a systems thinking perspective on health challenges;
- Learn causal mapping techniques;
- Experiment with a computer-based “management flight simulator”; and
- Apply systems thinking to the health challenges you face.

Drew Jones is a project director with Sustainability Institute. His work focuses on applying systems thinking approaches to a wide range of societal concerns, particularly in the health and environmental areas. Working with CDC’s Division of Diabetes Translation, he has led the development of the Diabetes System Model, which is shaping diabetes strategies at the national and state level. A paper on the work was recently published in the March 2006 issue of AJPH. Mr. Jones received a B.A. in Engineering Sciences and Environmental Studies from Dartmouth College and earned a M.S. from M.I.T., where he studied System Dynamics simulation modeling under John Sterman and Peter Senge. As an adjunct professor, he teaches Systems Thinking at the Kenan-Flagler Business School and UNC Chapel Hill.

### **Self-Leadership**

Instructor: Bill Gentry

Leadership is an inexact science, with intangibles influencing the success of any theory. Instead, we believe only one member of any team can be led with relative assurance -- namely, ourselves. Self-leadership, however, is often more difficult than it sounds. We are, ultimately, all too human. Typically balanced in our thoughts and perspectives, the arrival of a momentous challenge can promote overconfidence one moment and limiting uncertainty the next. Both undermine achievement, but this needn't be so common.

Based on long-standing research into the psychology of accomplishment and overcoming limiting behavior, the Self-Leadership seminar focuses on assessing strengths and weaknesses, setting goals, and discovering the proven techniques for maximizing individual success. We believe, as well, that the personal effectiveness of managers promotes, by example, more effective leadership, and, when used to mentor teams and individual members, constitutes the core and catalyst of executive leadership.

Bill Gentry is

**Applied Creativity:** *How To Solve Problems, Create Extraordinary Value and Generally Save The World Through Individual and Organizational “Ah-Ha” Moments*

Instructor: Gene Pinder

Think creativity is just for kids and artsy types? Think again. Individuals and organizations who have consistently innovated and applied creative solutions to challenging situations continue to reap financial and organizational windfalls from their creative labor.

And yet, perhaps no discipline is so misunderstood or underutilized. Whether it’s the myth that it only resides in artistic people or that it can’t be taught, applied creativity is about as widespread in many organizations as pink flamingos in Antarctica.

That’s too bad too for the individual and collective creativity of any organization often spells the difference between true success and mediocre results. For example, what if you were able to increase both the quantity and quality of the creative solutions you provided to your organization? Would you be more or less valuable to your organization? Or what if your

team consistently fostered one creative idea after another? Would you be more or less productive? Would your team be in high demand or relegated to the irrelevant heap? The simple fact is – creativity is a highly valued, but poorly taught skill in a workplace that is crying out for new and innovative thinking.

#### What You Will Learn

- Learn how to use a variety of brainstorming techniques to help generate new ideas.
- Learn how to identify the organizational roadblocks to creativity thinking within your organization and teams.
- Learn how to literally think “outside the box” in order to foster more and better ideas.
- Learn how to guide creative group-think so that more and better ideas emerge.
- Learn how to overcome the fear of appearing foolish when offering unusual ideas or suggestions.
- Learn how to evaluate creative ideas so that the best idea emerges

Gene Pinder is the director of marketing for the Department of Health Policy and Management. Gene received his master’s degree in journalism from Northwestern University and his bachelor’s degree from the University of Kansas. In addition, to leading the marketing efforts for two e-learning startups, he also founded his own market research and consulting firm and led a 22-person marketing team for a large tourism and educational organization.

#### **Accounting**

Instructor: Scott Stewart

Financial pressures on healthcare organizations require managers to better understand how their day-to-day and strategic decisions affect their organization’s financial condition and how it is reflected in financial statements. Perhaps the most effective way to understand financial statements is to learn the basics of financial accounting – the set of practices that has developed to provide an accurate transparent presentation of the financial condition of an organization.

This one-day workshop will take the mystery about of financial statements by familiarizing participants with they key principles of accounting and helping them translate those principles into practice. The result – a better understanding of the relationship between an organization’s activities and its financial statements.

By participating in this seminar, you will:

- Become familiar with the key principles underlying the practice of accounting and apply them to specific situations;
- Improve your ability to communicate about issues of financial management using appropriate terminology and concepts;
- Gain an understanding of how the activities of an organization are reflected in its balance sheet and income statement;
- Learn a simple system for creating a set of financial statements from a description of the organizations activities; and
- Enhance your capacity to enjoy and excel in HPM 740.

**Political Savvy:** *How to get things done ethically within the organization—leadership behind the scenes.*

Instructor: Jim Porto

Ever had a great idea or project derailed within your organization and never knew where you got off track? This workshop is intended to identify the political landscape within your organization and the strategies it will take to be successful ethically as you advance your projects.

What you will learn.

- The fundamental equation of political influence.
- The nine types of political style in an organization.
- The difference between manipulation and ethical influence.
- The definition of organizational politics.
- How to map the political territory with a diagramming tool.
- How to develop an ethical political strategy.
- The definition of political savvy.
- Tactics and Techniques of the political savvy.
- Building momentum for your project.

- How to handle the Machiavellian types.

Political savvy is an essential leadership skill. Not only do we need leaders who are technically and managerially expert, we need leaders at all levels who know how to get things done by influencing others with integrity. Political savvy can be taught. Many of the techniques and skills that you will develop in this workshop are based on Joel DeLuca's groundbreaking work in *Political Savvy—Systematic Approaches to Leadership Behind-the-Scenes*.

Jim Porto earned his Ph.D. in Public Policy from UNC-Chapel Hill. He is the director of the Executive Programs in Health Policy and Management

**Memory Mastery:** *You don't have a "Bad Memory" you just have an "Untrained One!"*

Instructor: Brad Humphrey M.A. / M. S.

You've seen those infomercials on TV claiming they will double or triple your memory for only \$129.95, haven't you? Or perhaps you have seen some "memory magician" remember the names of one hundred audience members live on **The Tonight Show**... and then go on to memorize two dozen phone numbers or a fifty digit number written on the black board? And perhaps you have heard someone say, with respect to education that: "*in the end 95% of all education comes down to memory and regurgitation.*" The truth is there are no "memory magicians" only very powerful memory systems! The great news is that they are easy to learn and they will improve grades in the American educational system that emphasizes and rewards memorization and regurgitation.

Memory is a process and with training, it can easily be improved. Not only can memory techniques and memory systems dramatically improve academic ability, they have the power to improve the quality of a person's life. Knowing you have a good memory is empowering and it contributes greatly to building high self esteem and social confidence

What you will learn:

- You will learn a little about your brain and a good deal about the biological processes that underlies learning and memory.
- You will triple your memory before the end of the workshop (and you will know with certainty that you can improve it thirty fold more should you chose to).
- You will learn the key memory principles and procedures that are foundational to all learning and memorization.
- You will learn three major memory systems.
- You will immediately use your new systems to memorize a great material in the workshop and, you will learn how to overcome all the standard memory problems: names and faces, history and dates, foreign vocabulary, formulas, prose passages & poetry, phone numbers, speaking without notes and more!

**Preparation for the workshop:** You do not need to bring anything to this class. Wear comfortable, relaxed clothing. Avoid alcohol and staying up late the night before class; this is a high energy, fast paced, interactive workshop! You will learn more in this 8 hour workshop than you are used to learning in a week. And if you have a child or family member struggling academically, bring your lunch and let's work through lunch or plan on staying late for additional tips on helping your loved ones! Leave your doubts about your memory at the door and anticipate attending an extraordinary and inspiring educational experience. Let's not just learn how to improve your memory... let's make this workshop a great memory!

Brad Humphrey, M.A. Psychology, M.S. Education, Teaching Credentials, and B.A in Anthropology. Brad is an award winning educator and therapist with a large mental health agency in Kentucky where he is also the Director of Training and Development.

**Time Management for Champions.** *Where does your time go? Do you have enough time? Would you like to get a grip on your time?*

Instructor: Mike Collins

Time management is not about watches and clocks and calendars. It is about decisions made and not made, the impact people have on your time and what happens to all that stuff that flows into your work and personal life.

In "Time Management for Champions" presenter Mike Collins will focus on the three areas of work that have an impact on time management; time, people and "stuff" such as emails, messy desks and ineffective filing systems. He will target the three basic problems of time management; procrastination, miscommunication and disorganization. In addition to providing solutions for the time management challenges of program attendees Collins offers easy-to-implement suggestions that can be taken back to colleagues and employees in the workplace.

In this streamlined, one-day program, "Time Management for Champions" helps you zero in on the specific information you need to get the most out of your time.

The program will include:

- Understanding how much time you really have
- Planning on purpose and planning with a purpose
- Setting and tracking priorities: Are you trying to do too much?
- Timelines and deadlines: How to do three things at once.
- How to keep difficult people from burning up your time
- How get and stay organized in only 30 seconds at a time
- Getting it done and having a life.

If you want to find more time, use it more effectively and still have time to relax you should make time for "Time Management for Champions."

The presenter, Mike Collins, is president of The Perfect Workday Company. He presents over 100 programs a year for organizations such as IBM, American-Express and Duke University Medical Center. Also, he is the producer of the award-winning video, "Care for the Caregiver." Collins' programs are consistently rated "Excellent."

**Seeking and Managing Information: *Help is on the Way! How to Navigate the Information Jungle***

Instructors: Linda Collins, Mellanye Lackey, KT Vaughan, Bob Ladd, and  
Julia Shaw-Kokot

Why is it that when you look for information you either get too much or too little? How do you know you have the best information? Then when you have the information you want, you can't find it again, or figure out what to do with what you have. There must be a better way! How can you find, manage and use information more effectively and decrease the stress of the jungle of information?

Using a variety of hands-on interactive technology and exercises, you will become familiar with **MASCOT**:

**M**astering the information seeking and management process

**A**sking the right questions

**S**electing the right tools

**C**ritically evaluating the information

**O**rganizing the information

**T**ransferring and communicating the knowledge gained

Instructors have developed an active and, we hope, fun experience to help participants learn how to apply the **MASCOT** process. Attendees will explore and apply the tools and concepts through use of an Audience Response System, role playing and small group activities.

By the end of the two days, participants will be able demonstrate the ability to

- Develop a well informed approach to finding and managing information
- Evaluate and use the information appropriately
- Present the information to others
- Successfully navigate the information jungle

The Health Sciences Library (HSL) faculty members have experience working with all aspects of the process and helping others learn **MASCOT**. Linda Collins, Liaison to the School of Medicine, specializes in systematic review of

information and reference management. Mellanye Lackey, a second year National Library of Medicine Fellow, serves as Liaison to the School of Public Health and works with multiple information tools. KT Vaughan, Bioinformatics Librarian and Liaison to the School of Pharmacy, specializes in critical evaluation of the literature. Bob Ladd, HSL's Curriculum Support Specialist, is well known for his presentation expertise, and Julia Shaw-Kokot, Liaison to the School of Nursing, is actively involved in the entire research process. The presenters have numerous publications in a wide variety of journals. Collectively, the group will share the tips that have worked effectively for them and many others.

### **The Ultimate Values Workshop!**

#### **Mind and Body: The Hero Spirit & The Life Value**

Instructor: Brad Humphrey M.A. /M.S.

Virtually all professional speakers and presenters know that if you want to prevent discord during a public workshop (and you want positive evaluations from your participants) you must carefully control, or avoid all together, anything having to do with the following topics: race, religion, sex, ethnicity and politics. Beneath all of these potentially explosive, politically sensitive topics are underlying questions about Values.

In an increasingly contentious world of dwindling resources, multi-cultural perspectives and exploding populations how do we open the dialogue on these touchy topics and the underlying values-issues that run through them? The coming clash of cultures and ideologies, and perhaps even the future of all human kind, may depend upon how human beings resolve "questions of value."

So what are your values? Where did you get them? Are your values as "good" as the instructor's or of those of your fellow participants? Do they really matter? Do people really act on the values they purport to extol?

What you will learn:

Sorry! There are no guarantees for this workshop. No workshop presenter in America or anywhere else for that matter, has come up with a commercially successful, publicly embraced "values workshop." Maybe this workshop experience and the ideas you contribute will lead to the creation of just such a program.

We can guarantee that you will have an interesting experience.

This workshop comes with a **Caution & Warning** and a **Request**.

**Caution and Warning:** This workshop is rated "R." "R" for real world.

R-rated values issues will be discussed and it is likely they will illicit strong emotion (which is one of the issues we will exam). Please do not attend if you feel you do not want to have your cherished ideas and values challenged (you do recall the people of Athens killed Socrates for merely asking questions about values related issues).

**The Request** is that you challenge us (i.e. your colleagues and instructor) with your honest views and constructive feedback.

Some of the topics, concepts, experiences we will entertain during the workshop.

- What brain part largely determines the strength of ones "religion?" What brain part seems to control values? There is a pill that will make your "significant other" more strongly bond

with you and less likely to stray. Do you give it to him/her? What is the new “biology of values” all about?

- Consider our nomination for the two most influential, intellectual, “value hero’s” of all time ... no not Christ or Mohammad or Buddha or Galileo or ... well who do you think?
- Nominate your own intellectual, physical and or personal **hero** for inclusion in this course (be prepared to elaborate and defend your nomination). In fact, just who is a hero? And why?
- Listen to the extraordinary story of Values philosopher, Robert Humphrey.
- Consider a philosophical perspective that suggests most of what people “value” i.e. Freedom, justice, equality, honor, truth etc.” are merely “sub-values” subservient to a “scientifically verifiable, universal life value.”
- Take a survey that purports to force you to examine your own values and place them on a hierarchical scale.
- Examine why boxing, singing out loud and dancing are more important to teaching values than studying the Bible! (just how does one teach values anyway?)
- If values are the ultimate motivator and determiner of human behavior, then why does merely being in a hurry dramatically diminish “values driven behavior?” And what does the expression “fatigue make cowards of us all” really mean?
- Do animals have values? Do some animals’ values surpass human values?
- What graph best illustrates the essence and cause of most modern problems?
- Come experience “thought problems” and intellectual puzzles and see why they both disturb and create enlightened insight.
- A large person is unjustifiably screaming obscenities at you as he approaches you. He angrily shoves you into a wall ? What do you do? And if your answer is “it depends?” If the perpetrator’s actions were totally unjustifiable, why does it depend on anything? What does that have to do with values?
- You are angry with someone. Brain research suggests that several things are now going on in your angry brain. Do you know what they are, why they are important and what they have to do with values?
- Social Psychology suggests that “a lot more than values” determines our behavior. What determines our behavior if not our values? Social psychologists suggest Americans, more than many cultures, commit the “fundamental attribution error?” Why is it strong in American culture? Should it be?
- And much more...  
come enjoy getting “comfortably uncomfortable,” come and allow your colleagues to challenge your belief systems and comfort zones, come see some illuminating film clips, come take some short values surveys for your own erudition, come share your “hero stories,” come learn about the so-called “universal, life value, come view some inspiring slides, come listen to some audio out-takes from leading professors on questions of value, come meet and network with other people who have as much interest in values as you do. Come have a “values experience.”

Brad Humphrey is the son of Harvard educated, values philosopher

Robert Humphrey (author of **Values for a New Millennium**). Brad has been both a teacher and therapist for the past 30 years. Brad created the nationally recognized *Crisis to Care Program*, *The Fitness Five Project* and UNC’s popular Memory Mastery workshop. Brad also created the first rural crisis shelter in the State of Kentucky to wide acclaim and is himself the author of **The Values Diet**.

According to Brad's boss, who is the Director of Children's Services at a large community mental health agency in Kentucky, Brad is "the most values driven, conscientious and successful therapist in the State." He has received numerous awards and been her "employee of the year" two years running. She adds that Brad has also "almost been fired twice in the past three years for making unpopular stands on a number of issues."

Brad's explanation: "If you stand for pro-social values and you live in an unjust world and deeply troubled country how can you **not** "almost get fired" now and again?"

Herding Cats: Team Dynamics in the Workplace

**Instructor: Mike Collins**

**Noted business professor Warren Bennis said, "Managing people is like herding cats."**

**Moving people from "group" to "team" can be a wonderful example of Bennis' quote. How do you motivate, encourage, drive and lead your team? Team success is fundamentally based on team dynamics. Team Dynamics are the unseen forces that operate in a team between different people or groups. Team Dynamics can strongly influence how a team reacts, behaves or performs, and the effects of team dynamics are often very complex.**

**Issues ranging from communications, team member friendships, team members' attitudes about time and even how the workplace is arranged can affect team dynamics. In "Herding Cats: Team Dynamics in the Workplace," you will learn:**

- **How who we are affects what we do in a team**
- **How to minimize the effects of "enthusiasm vampires"**
- **How words are worse than sticks and stones in teams**
- **How to stop the "It's not my job" disease**
- **How to make "catching people doing things right" the key to growing a winning team**
- **How to identify the four team stages: Forming, Storming, Norming and Performing**

**"Herding Cats: Team Dynamics in the Workplace," is a great way for new managers to understanding basic team concepts. Veteran managers will find a variety of tips and tactics to add to their current team strategies.**

**Project Management for Developing Healthcare Facilities**

**Instructor: Kevin Kirkhart**

Most healthcare organizations have a large number of capital projects either taking place or in their near term strategic plans. This need for new construction and renovation is due to many factors including;

- A new dawn in patient education and consumerism
- Higher accountability for outcomes
- Rapid changes in medical diagnostics, treatment and prevention
- Constant advancement in all related technologies
- The continual evolution of patient focused care delivery
- Streams of new healthcare and building code regulation
- Increases in the standards of care
- Reduction in reimbursed expense

While dealing with these factors, organizations also face increased admissions, limited space in antiquated facilities and spiraling costs. It all spells change, and your organization's very future is directly dependent on how effectively it repositions itself in its marketplace. The need to plan, engage and manage capital projects with precision has never been more important than now.

**By participating in this workshop** you will gain an understanding of project management and many of the factors that make healthcare project delivery unique. You will learn many principals that will allow you to direct your next capital program with confidence.

**Preparation for the workshop:** Participants are encouraged to obtain and read the book “Launching a Healthcare Capital Project” by John E. Kemper prior to the class. This short read is available at either Amazon.com or at [www.ache.org](http://www.ache.org). Reading this book will greatly enhance the benefits gained from this workshop. And you should prepare yourself ahead of time to be “fully engaged” both receiving instruction and participating.

**About your instructor:** Kevin C. Kirkhart, CCCA, received his Bachelors in Science in Mechanical Engineering from the University of South Florida and has years of experience in the design and construction delivery process, having played leading roles as the contractor, the engineer and the Owner’s representative. Kevin is currently the Senior Program Manager for Lillibridge Healthcare Real Estate Trust and is leading a \$175M ED & Patient Tower project in Baltimore, MD.

### **Effective Negotiations**

Instructor: Adam Grant

We negotiate daily with potential employers, co-workers, supervisors and subordinates, landlords, merchants, service providers, partners, parents, children, friends, and many others. However, most people have much to learn about the strategy and psychology of effective negotiating. Are you aware of your strengths and weaknesses as a negotiator? Do you know how to best leverage your strengths and improve upon your weaknesses? The purpose of this workshop is to enable you to assess and develop your expertise in managing negotiations. Adam M. Grant is Assistant Professor of Organizational Behavior & Strategy at the University of North Carolina at Chapel Hill. He is a licensed conflict mediator.

### **Disaster Preparedness and Healthcare Safety**

Instructor: Bill Gentry

Disasters don't pick and choose who they affect, and what facilities they affect because of their importance in society. Everyone is affected by a major disaster in their locale, and the better prepared that you and your facility are, the quicker you will recover and be of service. Healthcare facilities can be affected by both internal and external disasters. Internal disasters result from on site events that occur from within the facility. Maintenance issues, physical disaster damage, or employee issues can severely inhibit a facilities output. External disasters result from off site events that occur away from the facility, but still have direct facility impact. Disaster victims may inundate the facility, employees homes may be affected, or services may be disrupted. This workshop will provide information and guidance on disaster preparedness, current disaster issues, and culminate with a panel discussion with the disaster coordinators from UNC, Duke and Wake Medical Centers facilities.

