

The cover graphic features a blue gradient background with stylized green hills. A small white figure of a person stands on the peak of the leftmost hill. The text "MHA Student Handbook" and "2025 -2026" is centered over the hills.

**MHA Student Handbook**  
**2025 -2026**

The Master of Health Administration (MHA) Student Handbook provides general information for students accepted and/or enrolled in the Queens University of Charlotte MHA program. Students are held accountable for the current academic year handbook and do not revert to the year of admission to either Queens or the MHA program. This handbook is for the current academic year only and does not contain all policies and regulations nor does it constitute a contract between the school and students or applicants. The MHA Student Handbook is to be used in conjunction with the [Queens University of Charlotte Catalog or Handbook](#). If there is a discrepancy between the MHA Student Handbook and the Queens' catalog, the Queens catalog takes precedence. The MHA program reserves the right to revise, amend, or change items set forth in this Student Handbook. Students will be notified of revisions, amendments, or changes through their queens.edu email. Students are held accountable for revisions implemented during the academic year.

Queens University of Charlotte  
1900 Selwyn Avenue  
Charlotte, NC 28274  
704-337-2200  
[www.queens.edu](http://www.queens.edu)

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## WELCOME AND BACKGROUND

Welcome to the Master of Health Administration program in the Blair College of Health at Queens University of Charlotte. We are happy to have you join us as you continue your education and professional development.

This student handbook is meant to provide you with important and useful information about the university and MHA program. A variety of resources are provided to support you throughout your studies.

Sincerely,

Maureen Walsh Koricke, Ph.D., FACHE  
Director, Master of Health Administration Program  
Associate Professor Health Administration

## IMPORTANT CONTACTS

### PROGRAM DIRECTOR / ACADEMIC ADVISOR

Dr. Walsh Koricke

[walshkorickem@queens.edu](mailto:walshkorickem@queens.edu)

704-337-2475

### STUDENT SERVICES ADVISOR

Hannah Fitch

[Fitchh@queens.edu](mailto:Fitchh@queens.edu)

704-337-2314

[Schedule a Meeting](#)

### BOOKSTORE

[bookstore@queens.edu](mailto:bookstore@queens.edu)

704-337-2413

### STUDENT FINANCIAL SERVICES

<https://www.queens.edu/admissions-aid/tuition-scholarship-aid/>

704-337-2225

### INFORMATION TECHNOLOGY SERVICES

HELP DESK: For issues related to your queens.edu email, calendar, OneDrive document storage, etc.

[helpdesk@queens.edu](mailto:helpdesk@queens.edu)

704-337-2323

TECHNICAL SUPPORT: For issues related to anything within your course or Canvas (available 24/7)

855-286-2066

[Live Chat with Canvas Support](#)

*Please note a complete list of university department offices, staff, and faculty can be found in the [Campus Directory](#).*

## ACADEMIC CALENDARS

### Queens University of Charlotte Academic Calendar 2025 - 2026 On-Line Programs/8 Week Classes

Fall 2025 Session I	Date	Fall 2025 Session II	Date
Class Begins	August 25	Class Begins	October 20
Labor Day: University Closed	September 1	Last Day to DROP	October 27
Last Day to DROP	September 2	Last Day to Withdraw	November 14
Last Day to Withdraw	September 19	Thanksgiving Break: University Closed	November 26 - 28
Last Day of Class	October 17	Last Day of Class	December 12

Spring 2026 Session I	Date	Spring 2026 Session II	Date
Class Begins	January 12	Class Begins	March 9
Last Day to DROP	January 20	Last Day to DROP	March 16
MLK Day: University Closed	January 19	Last Day to Withdraw	April 3
Last Day to Withdraw	February 6	Easter Holiday: University Closed	April 3 - 5
Last Day of Class	March 6	Last Day of Class	May 1

Summer 2026 Session I	Date	Summer 2026 Session II	Date
Class Begins	May 11	Class Begins	July 6
Last Day to DROP	May 19	Last Day to DROP	July 14
Memorial Day: University Closed	May 25	Last Day to Withdraw	July 31
Last Day to Withdraw	May 29	Last Day of Class	August 28
Juneteenth: University Closed	June 19		
Last Day of Class	July 3		
Independence Day: University Closed	July 3		

## QUEENS UNIVERSITY OF CHARLOTTE

### MISSION

Queens University of Charlotte is committed to an immersive learning experience that cultivates critical thinkers, innovative problem-solvers, and global citizens who lead with purpose.

### VISION

Queens University of Charlotte will be a convener, promoting open dialogue, fostering intellectual growth, and providing new perspectives and cultural experiences for the campus community and beyond.

### VALUES

To fulfill its mission and its vision, Queens acts upon the following values:

- Serve Boldly
- Sustaining Excellence
- A Community of Belonging

### MOTTO

Non ministrari sed ministrare, or “not to be served, but to serve.”

Giving to others is one of the core principles at Queens. Royals are committed and intentional in their efforts to impact the world around them.

### ACCREDITATION

Queens University of Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees. For questions about the accreditation of Queens University of Charlotte please contact the Southern Association of College and Schools at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500 or via the organization’s website [www.sacscoc.org](http://www.sacscoc.org).

## BLAIR COLLEGE OF HEALTH

### MISSION

Blair College of Health provides a transformative educational experience that nurtures intellectual diversity, promotes global understanding, and prepares critical thinkers for fulfilling careers in health, human performance, and leadership.

### VISION

Blair College of Health seeks to transform the lives of its students through global, community, and evidence-based educational initiatives in health, human performance, and leadership.

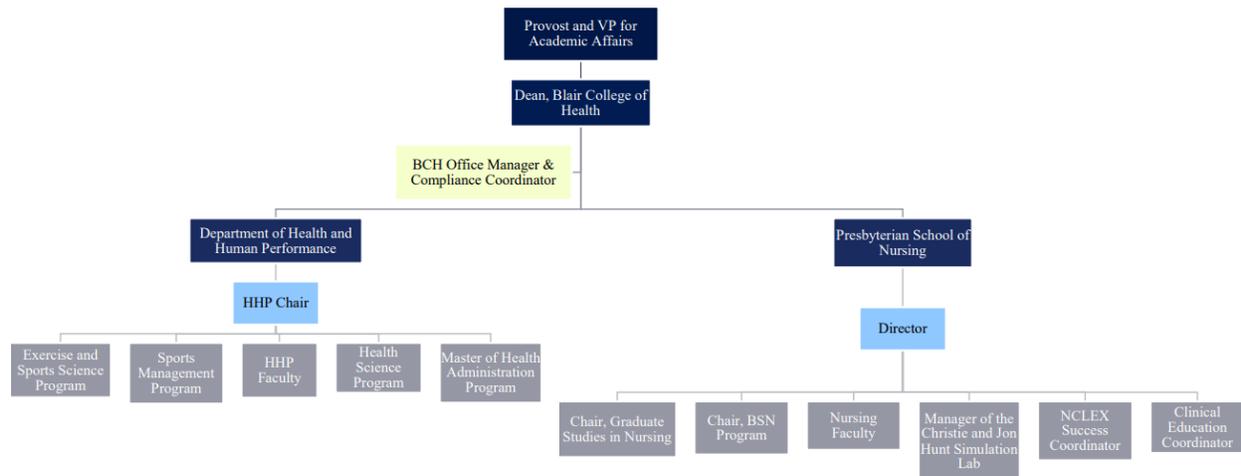
### VALUES

Blair College of Health adheres to the core values of integrity, compassion, intellectual inquiry, global understanding, and social responsibility in promoting equitable health, human performance, and leadership.

### ABOUT THE COLLEGE

The Blair College of Health includes the Health & Human Performance Department and the Presbyterian School of Nursing. The department of Health & Human Performance offers undergraduate majors in Exercise and Sports Science, Sport Management, and Health Sciences, a graduate Master's in Health Administration degree and a Health Administration Graduate Certificate. The Presbyterian School of Nursing offers the Bachelor of Science in Nursing degree (traditional and accelerated), RN to Master of Science in Nursing degree, and Master of Science in Nursing degree with nurse administrator, nursing informatics, and Clinical Nurse Leader® tracks.

## Blair College of Health Organizational Chart



## MHA Program

## MISSION

The Master of Health Administration (MHA) is a business degree that incorporates theoretic knowledge and technical skill with applied application on operational and business issues related to the delivery of health. The framework for studies is based on the core competencies of the American College of Healthcare Executives (ACHE): Communication, leadership, professionalism, healthcare knowledge, and business skills. The MHA will prepare graduates for leadership and administrative roles in hospitals, healthcare facilities, consulting, policy, and other health-related professions.

## MHA CURRICULUM

The Master of Health Administration (MHA) is a graduate level degree in the health care field that incorporates theoretic knowledge and technical skills applied to operational and business issues related to the delivery of health care. The program curriculum is built on the strong foundation of leadership, financial acumen, operational analysis, quality improvement, strategy design, and implementation.

## CORE COMPETENCIES

The framework for the program is based on the core competencies of the American College of Healthcare Executives (ACHE): communication, leadership, professionalism, healthcare knowledge, and business skills.

The primary learning goals of the MHA program are:

1. Communication: Generate and evaluate effective communication that is contextually relevant for the healthcare institution and audience.
2. Leadership: Demonstrate leadership skills focused on obtaining operational and strategic goals.
3. Professionalism: Model professionalism that embraces professional and community collaboration that supports intentional career growth.
4. Healthcare Knowledge: Synthesize healthcare knowledge for the purpose of organizational evaluation and success.
5. Business Acumen: Develop business strategy and skills to ensure organizational goals.

The curriculum/competency map below highlights where each competency (expected student level of attainment & assessment) is Emerging (E) [introduced], Proficient (P), [emphasized], and Advanced (A) [mastered]. Introduced, emphasized, and mastered are terms Queens University academic programs used to demonstrate alignment of the program curriculum with the program student learning outcome/competency.

Throughout the program you will meet with the Program Director, your Academic Advisor, to review your individual competency assessment.

Required Courses	Competency Domains				
	Communication	Leadership	Professionalism	Healthcare Knowledge	Business Acumen
MHA 500: Health Services Organization and Delivery	E		E	E	E
MHA 530: Organizational Behavior in Healthcare Organizations	E	E	E	E	E
MHA 600: Financial Management I				E	
MHA 610 Financial Management II					P

MHA 620: Management in Human Resources of Healthcare Organizations	P	P			
MHA 625: Quality Improvement in Healthcare Organizations	P		P		P
MHA 630: Managerial Epidemiology, Research, and Statistics				P	P/A
MHA 635: Clinical Issues in Health Services Management	A	P	P	p	p
MHA 640: Healthcare Economics and Policy	A				P
MHA 645: Healthcare Law and Ethics		A	A		
MHA 650: Healthcare Information Systems		A	A	A	
MHA 680: Strategic Planning and Marketing for Healthcare Organizations				A	A

## PROGRAM STRUCTURE

Delivery of program content is based on adult learning methodology and presented in a combination of synchronous and asynchronous sessions, all online. You should expect to spend anywhere from 16 - 20 hours on schoolwork each week. The MHA program consists of 12 courses for a total of 36 credit hours and can be completed in two calendar years. No elective courses are offered.

### LIVE SESSIONS

Every MHA class includes live synchronous sessions which are scheduled, faculty facilitated, face to face virtual meetings. Live sessions are held via videoconferencing with students and faculty using both audio and video connections. Live sessions vary by class and may be used for group presentations, review sessions, class discussions, and guest lectures. Your syllabus will provide dates, times, and curriculum for the live sessions. Instructors will provide expectations for participation during the live session.

The schedule below is to give you a sample outline of live sessions. Please verify with faculty for actual dates and times.

Course	Tentative MHA Live Session Schedule - Verify with faculty/syllabus for actual dates and times									Day of Week Course Typically Meets *Subject to Change
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
MHA 500	Health Services Organization & Delivery	X	X	X		X		X		Monday/ Tuesday
MHA 530	Organizational Behavior in Health Care Organizations	X	X	X			X			Tuesday
MHA 600	Financial Management I	X	X	X	X	X	X	X	X	Tuesday
MHA 610	Financial Management II	X	X	X	X	X	X			Tuesday
MHA 620	Management & Human Resources of Health Care Organizations	X	X		X		X		X	Wednesday
MHA 630	Managerial Epidemiology, Research, and Statistics	X	X	X		X		X	X	Tuesday
MHA 625	Quality Improvement in Health Care	X	X			X	X	X	X	Tuesday
MHA 635	Clinical Issues in Health Services Management	X		X				X	X	Wednesday
MHA 640	Health Care Economics & Policy	X	X	X		X		X	X	Meets Wed Fall & Spring Tues Summer Session
MHA 645	Health Care Law and Ethics	X	X		X		X	X		Thursday
MHA 650	Health Care Information Systems	X	X	X	X	X	X	X	X	Monday/Wednesday
MHA 680	Strategic Planning & Marketing	X	X	X	X	X			X	Monday

## REQUIRED COURSES

MHA 500 Health Services Organizations and Delivery  
MHA 530 Organizational Behavior in Health Care Organizations  
MHA 600 Financial Management in Health Care Organizations I  
MHA 610 Financial Management in Health Care Organizations II  
MHA 620 Management & Human Resources of Health Care Organizations  
MHA 625 Quality Improvement in Health Care Organizations  
MHA 630 Managerial Epidemiology, Research, and Statistics  
MHA 635 Clinical Issues in Health Services Management  
MHA 640 Health Care Economics and Policy  
MHA 645 Health Care Law and Ethics  
MHA 650 Health Care Information Systems  
MHA 680 Strategic Planning and Marketing for Health Care Organizations

## COURSE DESCRIPTIONS

### **MHA 500: Health Services Organization and Delivery**

This course introduces students to the structure and functions of the U.S. Health Care System - historical, current, and future: at local, regional, state, and national levels. Three recurring and foundational issues of access, cost, and quality will be studied. Students will analyze the interfacing roles between the various health care delivery structures: stakeholders, healthcare resources, types of health services, industries, health services financing, and healthcare coverage, special populations needs, and critical issues in health services. Students will examine the interaction between government organizations and each stakeholder group. A framework for critical analysis of the healthcare system will be provided.

### **MHA 530: Organizational Behavior in Health Care Organizations**

This course provides students with an opportunity to explore organizational theory and behavior within the context of the healthcare environment. This course provides an analysis of how a mission of care and service impact corporate culture, interaction, and behavior within a healthcare organization. Health care organizations will be viewed from the societal, organizational, group, professional, and individual levels. In this course, students will focus on practical applications of theories and concepts of behavior within health care organizations. Pre-requisite MHA 500.

### **MHA 600: Financial Management I**

This course focuses on the accounting and financial management principles and concepts relevant to healthcare, health services, and public health organizations. This course gives a graduate-level introduction into budgeting, cost determination, and reimbursement in healthcare settings.

This class is cumulative with Financial Management II. Students will write an organizational financial assessment and plan for an organization at the end of the Finance II. Pre-requisite MHA 530.

### **MHA 610: Financial Management II**

This course builds on Financial Management I. This course provides an in-depth understanding of the financial management of health services for decision-making with emphasis on third-party payers, financial statements, capital investments, debt and equity financing, and capital budgeting. The organizational financial assessment and plan will be completed at the end of the course. Pre-requisite: MHA 600.

### **MHA 620: Management and Human Resources for Health Care**

This course focuses understanding human resource management and its impact on organizational decision-making. This course explains the theory, law, and practice of human resource management in both public and nonprofit agency sectors as they relate to healthcare and health services delivery personnel. Students will discuss and differentiate the theoretical and practical issues that leaders, managers, and human resources managers utilize in daily operations. Students will explain the interface between human capital, human capital management, and operational functions as they deal with individuals, work teams, and the goals of organizations, communities, and society. Students will describe the human resource trend of moving from a "custodial" function focused on compliance, to moving towards incorporating strategic functions and processes that contribute to achievement of an agency's mission, goals, and objectives through employee selection, retentions, engagement, and leadership. Pre-requisite: MHA 610.

### **MHA 625: Quality Improvement for Health Care Organizations**

This course provides fundamentals and tools for assessing, evaluating, and managing the operational processes of defining, assuring, and measuring quality and quality outcomes within an organization. Students will develop and enhance skills in leadership, communication, organizational design, continuous quality improvement, outcomes manager, root cause analysis, data design and analysis. The roles of The Joint Commission, Baldrige, and other quality monitoring agencies will be studied as well current issues and evaluation tools with healthcare delivery. Pre-requisite: MHA 630.

### **MHA 630: Managerial Epidemiology Research and Statistics**

This course provides a synthesis of epidemiology as it pertains to identifying, understanding, and managing health and factors that influence outcomes for patients and communities. Students will learn about evidence-based

medicine, clinician roles, systems analysis, public health, and disease prevention. Pre-requisite MHA 625.

### **MHA 635: Clinical Issues in Health Services Management**

This course allows students to gain clinical knowledge and competencies in areas important to stakeholders' in healthcare organizations. Students will analyze the effects of environment, policies, insurance, and reimbursement on physicians, patients, healthcare workers, managers, administrators, and employers. Relationships, expectations, outcomes, social media, technologies, and health literacy are included as part of the environment. Pre-requisite MHA 630.

### **MHA 640: Health Care Economics and Policy**

This course enables students to interpret policy and decisions that can impact an organization's performance from the economic and policy contexts. The course provides an application and understanding of how economic models, demand, supply, decision architecture, and policy affect the medical economy. Influences on demand, especially related to health status, insurance coverage, and income will be analyzed. The impact of market decisions on healthcare services pricing will be evaluated. This evaluation will include pharmaceuticals, genomics, medical devices, biotechnologies and the government as demander and payer of medical care services. Pre-requisite: MHA 635.

### **MHA 645: Health Care Law and Ethics**

This course explores the legal, political, social, and ethical issues encountered by healthcare professionals and organization. Topics include government regulation of healthcare providers, patient consent, human reproduction, privacy, confidentiality, tax-exemption, antitrust, inurement, fraud, abuse, abortion, terminal care, mental health, health information management, and individual vs. society benefit. Students will analyze legal and ethical healthcare resources by engaging in interactive discussions and informative research. Pre-requisite MHA 640.

### **MHA 650: Health Care Information Systems**

This course provides an overview of various types, uses, and trends of health information technology. This course will help students to develop an understanding of the systems and the use of health information that is used to assist with corporate strategy, project management, population health, and patient care. Emphasis will be placed on case studies of systems utilized in areas such as patient care, clinical decision-support, disease and demographic surveillance, imaging, simulation, safety, and environmental assessments. Fundamentals of proposing, reporting, and refereeing evaluation studies are covered. Legal and ethical issues related to training,

security, confidentiality, and the use of informed consent will also be addressed. Pre-requisite MHA 645.

### **MHA 680: Strategic Planning for Health Care Organizations**

This course is designed to provide students with the capstone opportunity to apply the theories, models and techniques acquired in preceding courses. Students will write both strategic and marketing plans for an organization. The plans will include human resources, financial, information system, planning, and operational responses to mission, market, and community need. Pre-requisite MHA 650.

### **ACADEMIC POLICIES**

Refer to the [University Policies page](#) for information regarding institutional policies which include: Disabilities Accommodations, Honor Code, University Closings/Cancelled Classes, Student Complaint Policies, Intellectual Property, and Human Participant Research.

### [Queens University of Charlotte Honor Code](#)

Queens University of Charlotte is firmly committed to principles of honor and prides itself on the spirit of trust that exists among all of its members. At the very heart of Queens University of Charlotte is the Honor Code. The Honor Code is based on the principle that a spirit of trust should pervade all aspects of student life. Its essence is that any violation of the Honor Code is an offense against the community.

The [Honor Code](#) at Queens University of Charlotte is the keystone of the university's belief that its students should act honorably and responsibly in all aspects of life, both on and off campus. The Honor Code incorporates the high principles of honor and integrity in both personal conduct and academic work. The purpose of the Honor Code is to assist in the development of mature women and men who act responsibly at all times and to promote a community based on the principles of responsible citizenship, mutual trust and respect. The Honor Code is binding on all members of the university community and applies to all phases of life at the University.

An effective Honor Code depends upon each student adhering to the spirit and letter of its principles. It demands accountability on the part of each student for his or her actions. All Queens students are responsible for their personal conduct at all times and shall be subject to review, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Code.

*As a member of the Queens University of Charlotte community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*

*Academic Pledge: I pledge truthfulness and absolute honesty in the performance of all academic work.*

*Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others and to adhere to university policies.*

Upon admittance to the University students accept both the privileges and responsibilities of living by this Code, resolve to uphold this Code and do not to tolerate any violation of its spirit or principles. The [Queens University of Charlotte handbook](#) outlines the University process and procedures for both community and academic violations.

## ACADEMIC ADVISING

It is the student's responsibility to schedule advising appointments with their academic advisor, Dr. Walsh Koricke, or student services advisor, Hannah Fitch, as necessary to complete the MHA program or to discuss current academic questions and problems.

## GRADUATION REQUIREMENTS

Students in the MHA program will be awarded a degree only after meeting all program requirements. A grade point average of 3.000 or better is required. No course with an assigned grade below C may apply toward degree requirements. Please refer to the Graduate Policies Section of the [Queens University of Charlotte Course Catalog](#).

## GRADING

The MHA program uses the following system of grades and grade point values per credit hour.

### Grade Quality Points Interpretation

Grade	Quality Points	Interpretation
A	4.000	Excellent
B	3.000	Satisfactory
C	2.000	Poor
F	0.000	Failing

Course Status Interpretation (Has no effect on Quality Points)

I: Course Work Incomplete

W: Student Withdrawn

### MHA STUDENT QUALIFICATIONS

The MHA program faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who does not meet program progression standards.

[Policies](#) related to academic status are located in the *Graduate Academic Policies* section of the [Queens University of Charlotte Course Catalog](#).

Frequently referenced policies include:

#### Registration

- Repeated Course(s)
- Drop and Add
- Withdrawal from a Course
- Abandoning a Class

#### Grade Point Average

#### Grade Scale

- Pass / Fail
- Incomplete

#### Grade Appeals

#### Student Qualifications

- Academic Probation and Dismissal
- Probation and Federal Financial Aid
- Satisfactory Academic Progress
- Readmission after Dismissal

#### Withdrawal from the University

- By the Student: A student who wishes to withdraw from the University should notify the academic advisor, Dr. Walsh Koricke, via email

- By the University
- Leave of Absence
- Readmission after Withdrawal

## Queens MHA Honor Society

The Queens MHA Honor Society has three categories of membership: MHA graduate student, alumni, and honorary. Students must have completed 27 credits of the MHA program with a GPA in the top 25% of their class. Eligible students will be contacted by the Faculty Advisor with a request to complete an application for membership. Newly inducted members will have a onetime induction fee to cover induction expenses. Only students completing the application and submitting the induction fee by the deadline will be inducted. A formal induction ceremony will be held each Spring. Each student inductee will receive a certificate and cords. The cords should be worn during graduation as they are a symbol of high achievement.

## GRADUATION

### TIME LIMIT

The MHA program is typically completed in 24 months. In all cases, degree completion must be within seven years from the completion of the initial course in the program.

### APPLICATION FOR GRADUATION

It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by the deadlines posted on the Registrar's web site. Students should apply on-line through the [Registrar's Office](#) to complete the [Application for Graduation](#).

### COMMENCEMENT EXERCISES

All students, including those who complete a degree in a preceding summer and fall term are encouraged to attend the May Commencement exercises. The MHA Academic Hood color is 'drab'.

## DIPLOMAS

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

## MHA STUDENT RESOURCES

### VIDEO MEETING SOFTWARE

Every course in the MHA program includes live sessions that are held via videoconferencing. As a Queens University of Charlotte student, you have access to RingCentral software to use for your classes as well as group projects. You will need to install the RingCentral app on your device.

Students can download the RingCentral app to their personal computer and/or mobile devices by accessing the appropriate download link from the [RingCentral Downloads page](#). Recommended downloads include:

- RingCentral App

Once the download is complete, **Run** the installation file. When the installation is done, you will see the RingCentral app's icon on your dock or system tray.

### TEXTBOOKS

You can find information for required and recommended textbooks for your classes at the [Queens University of Charlotte Bookstore](#). In addition, to textbooks, the bookstore sells academic supplies, accessories, and apparel as well as software and hardware for students. The Student Store is in the Levine Center.

### EXCEL

Excel software is used extensively in the MHA program beginning in MHA 600, Financial Management I. Students are expected to be proficient in

excel. [GCFLearnFree.org](https://www.gcflernfree.org) is a great resource to assess and enhance your ability to use excel.

Every training section offers written instructions and video tutorials. Most of the sections provide practice workbooks. As you will be applying this excel knowledge in your MHA classes, you will need to assess or grow your skills using the practice workbooks.

Begin with a self-assessment of your excel skills by taking the [Excel 2019 Quiz](#) and the [Introduction to Excel](#).

If you earned less than 100%, it is recommended you review and practice the following sections:

- Session 1: [Excel 2019 Basics](#)
- Session 3: [Creating & Opening Workbooks](#)
- Session 5: [Cell Basics](#)
- Session 6: [Modifying Columns, Rows, & Cells](#)
- Session 7: [Formatting Cells](#)
- Session 13: [Intro to Formulas](#)
- Session 14: [Basic Tips for Working with Data](#)
- [Retake Quiz](#)

## WRITING

### APA PUBLICATION MANUAL

The APA Publication Manual, 7<sup>th</sup> edition (2020) is a required text for MHA 500, and you will use this for the remainder of the program. Throughout the MHA program references and citations are to be formatted using APA style. APA style also provides writing guidelines for clear scholarly writing. Writing recommendations can be found in Chapter 4: Writing Style and Grammar; Chapter 5: Bias-Free Language Guidelines; and Chapter 6: Mechanics of Style. Chapters 8, 9, and 10 provide citation and reference examples.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition*. American Psychological Association.

## THE CENTER FOR STUDENT SUCCESS

[The Center for Student Success' Writing Center](#) focuses on facilitating student agility in all aspects of the writing process by encouraging the development of strong writing habits. To schedule a writing appointment, contact your academic advisor, Dr. Walsh Koricke.

## EVERETT LIBRARY

[Everett Library](#) resources include 149 research databases, 40,000 print books, 490,000 e-books, 1,800 DVDs, and 73,000 streaming videos. The online catalogs, electronic databases, and research guides are available 24/7 at [library.queens.edu](http://library.queens.edu). An interlibrary loan service provides additional resources to students and faculty.

To get acquainted with Everett Library, access the [student services page](#) and the Library 101 tutorial with information about getting started, then how to use library resources, how to evaluate information, and finally citations. The [Health Administration Research Guide](#) provides information specific to the MHA program including information related to scholarly articles and how to access health administration articles. [Meet our librarian Sherrill Shiraz](#).

## HEALTHCARE ADMINISTRATION FELLOWSHIP

Administrative fellowships are available to graduates of MHA programs and for most programs you are eligible up to one year after you graduate. An administrative fellowship is a formal period of training following graduate school. They are paid internships for 12 – 24 months. Fellowships are an opportunity to learn about the field through direct exposure and hands-on experiences in multiple health care divisions and departments, under the guidance of a preceptor or mentor. A general information session is held every April.

## INFORMATION TECHNOLOGY SERVICES

IT Services manages hardware, software and network services to support the academic and administrative mission of the University. Among services provided are:

### Online Services

All enrolled students receive a Queens account used to log in to MyQueens ([my.queens.edu](http://my.queens.edu)), email & calendar ([mail.queens.edu](http://mail.queens.edu)), OneDrive document

storage & collaboration (onedrive.queens.edu), MyCourses for access to course information, assignments, and discussions (mycourses.queens.edu), MyAccount for class schedules, billing, and grades (myaccount.queens.edu), and more.

## INFORMATION TECHNOLOGY SERVICES

HELP DESK: For issues related to your queens.edu email, calendar, OneDrive document storage, etc.

[helpdesk@queens.edu](mailto:helpdesk@queens.edu)

704-337-2323

TECHNICAL SUPPORT: For issues related to anything within your course or Canvas (available 24/7)

855-286-2066

[Live Chat with Canvas Support](#)

## MICROSOFT OFFICE PRODUCTS

As Queens students you have free access to [Microsoft Office Pro Plus](#) which includes Word, PowerPoint, Excel, OneNote, Outlook, and more.

## VANDIVER CENTER FOR CAREER DEVELOPMENT

The [Vandiver Center for Career Development](#) provides comprehensive resources and support that help students and alumni attain professional goals. The office provides one-on-one career advising, access to an extensive online job board, resume and cover letter writing assistance, networking opportunities, career events and much more.

## [The Office of Student Accessibility Services \(SAS\)](#)

The SAS at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the American with Disabilities Act (ADA) amended in 2008 and Section 504 of the Rehabilitation Act of 1973.

## HOW TO GET INVOLVED

### LinkedIn

Set up a professional profile on LinkedIn including a professional looking photo and background photo. Connect with your faculty, classmates, and guest speakers.

Request to join the *Queens University of Charlotte MHA Group* to connect with other students, alumni, faculty, and friends of the MHA program.

### The American College of Health Care Executives

The [American College of Health Care Executives \(ACHE\)](#) is the health administration professional organization. As a [student member](#) of ACHE you are eligible to attend local and national meetings and are eligible for scholarships. The local Charlotte chapter, the [American College of Healthcare Executives Greater Charlotte](#) (formerly GCHEG) sponsors an annual scholarship for Queens ACHE student members.

### Healthcare Financial Management Association

The [Healthcare Financial Management Association \(HFMA\)](#) is for those interested in healthcare financial management. The groups mission and vision are to bring value to the industry as the leading organization for healthcare finance and lead the financial management of health care. As a student member of HFMA you are eligible to attend meetings, workshops, and chapter events. Check out the [North Carolina Chapter of HFMA](#).

### National Association of Health Services Executives

The National Association of Health Services Executives (NAHSE) is an association of Black health care executives. The purpose of NAHSE is to promote the advancement and development of Black health care leaders and elevating the quality of health care services rendered to minority and underserved communities. The [NAHSE North Carolina Chapter](#) offers educational programs, a job bank, scholarships, and mentoring program.

### National Association of Latino Healthcare Executives

The [National Association of Latino Healthcare Executives \(NAHLE\)](#) is focused on creating a national network dedicated to advancing Latino and diverse leaders in healthcare by offering professional development programs, mentorship, and career-building opportunities. As a student member you are eligible to join your local chapter including the [NAHLE North Carolina Chapter](#).

## Medical Practice Association

The [Medical Group Management Association](#) (MGMA) is the professional association that supports the business of medical practice. As a student member of [NCMGMA](#) you are eligible to attend webinars and online courses, industry data, and information regarding certification.

[Healthcare Businesswomen's Association](#) (HBA) is focused on the advancement and impact of women in the Business of Healthcare. The HBA provides women and men the global community, resources, and roadmap to accelerate your journey and support your personal and professional growth. [HBA Charlotte](#) offers educational programs and networking opportunities.

## MHA Advisory Board

The MHA Advisory Board for 2025 – 2026 includes:

Name	Position	Company
Shane Arrington (MHA, 2021)	MHA Alumni Director of Imaging Services	Emory University Hospital Midtown
Jason Byrd, JD	Principal, Healthcare M&A Integration MHA Faculty	Huron Consulting Group Queens University of Charlotte
Danielle Fowler (2024)	Senior Clinical Informatics Analyst	Novant Health
Tina Galloway	Vice President of Payer Analytics and Advisory Services	Optum Health
Ashley Johnson Cole (2023)	Associate Group Practice Manager – Health System Specialist	U.S. Department of Veterans Affairs
Dwayne Keeling, MBA/MHA	Senior System Engineer Information Technology Services, Oncology & Poison Center Support	Atrium/Advocate Health
Jeanne Leising	Vice President Clinical Operations, Healthcare Services, Population Health	Independent Health
Kerstin Liebner	Lead Operations and Quality Executive	Vizient, Inc.
Maria Reese, MS	Vice President Marketing & Communications	Carolina Caring

Bernie Washington	Senior Vice President, System Chief of Staff to the CEO	Novant Health
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