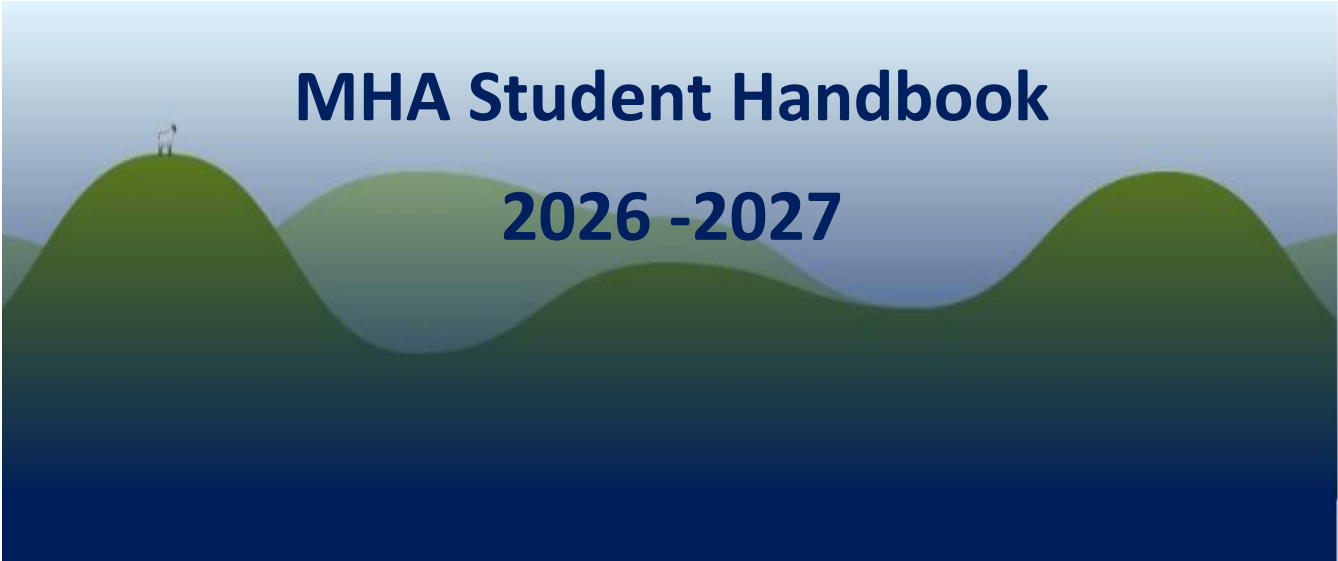


The background of the cover features a stylized landscape with rolling green hills. A small figure of a person stands on the peak of the leftmost hill. The sky is a light blue gradient, and the bottom of the image fades into a dark blue background.

MHA Student Handbook

2026 -2027

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

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WELCOME AND BACKGROUND

Welcome to the Master of Health Administration program in the Blair School of Health in the College of Arts and Sciences 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

704-337-2475

STUDENT SERVICES ADVISOR

Shelby Washington

Washingtons7@queens.edu

704-337-2544

BOOKSTORE

<https://queensucharlotte.bkstr.com>

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

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 2026 - 2027 On-Line Programs/8 Week Classes

Fall 2026 Session I	Date	Fall 2026 Session II	Date
Class Begins	August 31	Class Begins	October 26
Labor Day: University Closed	September 7	Last Day to DROP	November 2
Last Day to DROP	September 8	Last Day to Withdraw	November 20
Last Day to Withdraw	September 25	Thanksgiving Break: University Closed	November 25 - 27
Last Day of Class	October 23	Last Day of Class	December 18

Spring 2027 Session I	Date	Spring 2027 Session II	Date
Class Begins	January 11	Class Begins	March 8
MLK Day: University Closed	January 18	Last Day to DROP	March 15
Last Day to DROP	January 19	Last Day to Withdraw	April 2
Last Day to Withdraw	February 5	Last Day of Class	April 30
Last Day of Class	March 5		

Summer 2027 Session I	Date	Summer 2027 Session II	Date
Class Begins	May 10	Class Begins	July 6
Last Day to DROP	May 18	Last Day to DROP	July 14
Last Day to Withdraw	May 28	Last Day to Withdraw	July 30
Memorial Day: University Closed	May 31	Last Day of Class	August 27
Last Day of Class	July 2		

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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor’s and master’s 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.

COLLEGE OF ARTS & SCIENCES

BLAIR SCHOOL OF HEALTH

MISSION

Blair School 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 School 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 School 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 BLAIR SCHOOL OF HEALTH

The Blair School of Health offers undergraduate majors in Exercise and Sports Science, Sport Management, and Health Sciences, a graduate degree in Health Administration and a Health Administration Graduate Certificate.

MHA Program

MISSION

The Queens University of Charlotte Master of Health Administration program is dedicated to a transformative learning experience that prepares early and mid-career professionals to become leaders in the dynamic healthcare delivery industry. With a commitment to excellence, including critical thinking and problem solving, graduates are prepared to lead sustainable high-quality improvements in healthcare delivery, champion equity, and contribute meaningfully to the well-being of their communities.

VISION

The Master of Health Administration Program aspires to be regionally recognized as an educational experience that empowers emerging leaders with the knowledge and skills needed to transform healthcare delivery.

VALUES

- ❖ LEADERSHIP – promote critical thinking to foster innovative problem solving with integrity
- ❖ RESULTS FOCUSED – using evidence and data to drive high quality, equitable healthcare
- ❖ COLLABORATIVE– developing a team approach to support interprofessional collaboration
- ❖ COMMUNITY OF BELONGING – committed to fostering a safe and inclusive community grounded in mutual respect that celebrates diversity and upholds integrity and accountability

MHA CURRICULUM

The MHA program is a specialized program designed for students and professionals who look to advance their knowledge of the business of healthcare delivery and develop leadership skills necessary to excel in today's evolving healthcare landscape. The MHA program emphasizes critical thinking, problem solving, and evidence-based decision making. Students are expected to develop competencies related to communication, professionalism, leadership, healthcare knowledge, and business skills - competencies aligned with industry needs while learning to navigate complex systems with integrity and purpose. Graduates emerge prepared to lead, innovate, and make meaningful contributions across the healthcare sector. This online program includes synchronous and asynchronous learning.

CORE COMPETENCIES

The MHA program is based on the Healthcare Leadership Alliance (HLA) competency model which is consistent with the American College of Healthcare Executives (ACHE) core competencies. The MHA program competency domains are 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 Developing (D) [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.

CURRICULUM MAP								
COURSE LEVEL	COURSE CODE	COURSE TITLE	1	2	3	4	5	
Cornerstone	MHA 500	Essentials of Healthcare Delivery: Organization and Leadership	D		D	D	D	
	MHA 540	Healthcare Operations Management		D		D	D	
Mid-Level	COM 668	Healthcare Leadership and Interprofessional Communication	D	D				
	MHA 645	Healthcare Law and Ethics	P	P				
	MHA 600	Fundamentals of Financial Management for Healthcare		P				P
	MHA 620	Human Resources Management in Healthcare			P	P		
	MHA 610	Financial Analysis for Healthcare		A		P	P	
	MHA 625	Quality Management for Healthcare Organizations	A/P	P				P
	MHA 630	Managerial Epidemiology for Population Health						P/A
	MHA 640	Healthcare Economics and Policy	A					
	MHA 650	Healthcare Informatics and Innovation		A	A	A		
Capstone	MHA 680	MHA Capstone and Strategic Planning				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. The Healthcare Administration Certificate consists of three courses for a total of 9 credit hours and can be completed in 1.5 semesters.

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.

REQUIRED COURSES

MHA 500 Essentials of Healthcare Delivery: Organization and Leadership
MHA 540 Healthcare Operations Management
COM 668 Healthcare Leadership and Interprofessional Communication
MHA 600 Fundamentals of Financial Management for Healthcare
MHA 610 Financial Analysis for Healthcare
MHA 620 Human Resources Management in Healthcare
MHA 625 Quality Management for Healthcare Organizations
MHA 630 Managerial Epidemiology for Population Health
MHA 640 Health Care Economics and Policy
MHA 645 Health Care Law and Ethics
MHA 650 Health Care Informatics and Innovation
MHA 680 MHA Capstone and Strategic Planning

MHA DEGREE PLAN

YEAR ONE					
Semester One	Credits	Semester Two	Credits	Semester Three	Credits
MHA 500: Essentials of Healthcare Delivery: Organization and Leadership	3	COM 668: Healthcare Leadership and Interprofessional Communication	3	MHA 600: Fundamentals of Financial Management for Healthcare	3
MHA 540: Healthcare Operations Management	3	MHA 645: Healthcare Law and Ethics	3	MHA 620: Human Resources Management	3
Total Credits	6		6		6
YEAR TWO					
Semester Four		Semester Five		Semester Six	
MHA 610: Financial Analysis for Healthcare	3	MHA 630: Managerial Epidemiology for Population Health	3	MHA 650: Healthcare Informatics and Innovation	3
MHA 625: Quality Management for Healthcare Organizations	3	MHA 640: Healthcare Economics and Policy	3	MHA 680: Capstone and Strategic Planning	3
Total Credits	6		6		6
Total Degree Credits: 36					

Health Administration Certificate

Courses	Credits
MHA 500: Essentials of Healthcare Delivery: Organization and Leadership	3
MHA 540: Healthcare Operations Management	3
COM 668: Healthcare Leadership and Interprofessional Communication	3
Total Credits	9

COURSE DESCRIPTIONS

MHA 500: Essentials of Healthcare Delivery: Organization and Leadership

Explore the dynamic, complex world of healthcare delivery by analyzing, evaluating, and challenging the structures, financing, and leadership models that shape care delivery. You will actively investigate the issues of access, cost, equity, and quality through a health system analysis to critically evaluate operations and outcomes of the health system. Healthcare workers are a critical component of the care delivery system and students will examine career opportunities and professional growth.

Prerequisite: None. Credit: 3

MHA 540: Healthcare Operations Management

Develop knowledge and skills with a comprehensive introduction to healthcare management and operations with a strong emphasis on the financial foundations that drive organizational performance. Students will develop practical skills in managing the financial processes integral to revenue cycle management, gaining insight into how healthcare organizations capture, manage, and optimize revenue to support high-quality care delivery. Through applied exercises, data analysis, and case studies—students will evaluate real-world operational scenarios and use information to inform sound business decisions. A significant focus is placed on solving operational and financial problems commonly faced by healthcare managers. Emphasis is placed on the use of Microsoft Excel to calculate, manage, and analyze data.

Prerequisite: None. Credit: 3.

COM 668: Healthcare Leadership and Interprofessional Communication

Effective leadership in healthcare relies on the ability to communicate clearly, collaborate across disciplines, and navigate the complexity of modern care environments. This course provides students interested in the health professions with an in-depth exploration of the communication competencies essential for leading diverse clinical and administrative teams. Through case studies, guided discussions, applied exercises, and simulated interprofessional scenarios, students will examine how communication practices influence team performance, organizational culture, and patient outcomes.

Prerequisite: None. Credit: 3.

MHA 645: Healthcare Law and Ethics

This course explores the legal, political, social, and ethical issues encountered by healthcare professionals and organizations. 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: None. Credit: 3

MHA 600: Fundamentals of Financial Management for Healthcare

This foundational course serves as the first of a two-course sequence and introduces the accounting and financial management principles essential to healthcare and health service organizations. Emphasis is placed on increasing financial literacy and developing the analytical skills required to understand and evaluate an organization's financial position using financial statement and the relationships between the financial statements. Students examine foundational financial concepts, including budgeting, cost determination, revenue and expense structures, and reimbursement methodologies used across the healthcare industry. Through applied exercises using Microsoft Excel software, case studies, and financial analysis activities, students explore key business practices and learn how financial data informs operational and strategic decision-making in healthcare settings.

Prerequisite: None. Credits: 3.

MHA 620: Human Resources Management in Healthcare

This course focuses on 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: None. Credit: 3

MHA 610: Financial Analysis for Healthcare

Building on the finance fundamentals, this course extends the competencies attained and equips students to evaluate financial performance. With a goal of analysis of financial performance for healthcare organizations- students will develop, use, analyze, and interpret health care organization's financial statements by performing a financial condition analysis. Emphasis is placed on synthesizing in-depth financial information to benchmark, forecast, and evaluate healthcare organizations.

Prerequisite: MHA 600. Credits: 3.

MHA 625: Quality Management for Healthcare Organizations

High quality and patient safety are central tenets of healthcare delivery. To reach these goals we examine the quality of care delivery, patient safety, and patient experience in the US. Effective healthcare leaders understand the importance of approaches through quality management, quality assurance, and quality improvement. These topics are examined from a strategic viewpoint with the goal of providing healthcare administrators with the skills and knowledge to be effective drivers of quality, safety, and patient experience improvement. Using quality improvement (QI) techniques such as performance measurement, rapid cycle testing, and collaboration students will develop an improvement initiative.

Prerequisite: MHA 500. Credits: 3

MHA 630: Managerial Epidemiology for Population Health

The principles and applications of managerial epidemiology serve as a foundation for effective population health management. The course emphasizes techniques for calculating, interpreting, and evaluating measures of disease frequency, association, and risk. Students will apply these methods to real-world datasets to assess population health needs, identify disparities, evaluate performance, and support organizational strategy. Students will develop data-driven insights and use data visualization to clearly present results to stakeholders. Through hands-on assignments and case-based analysis, students learn to communicate evidence-based recommendations that guide decisions related to quality

improvement, resource allocation, service planning, population health management, and value-based care.

Prerequisite: MHA Students - MHA 540. Credit: 3.

MHA 640: Healthcare Economics and Policy

Understanding health policy and economics is crucial for healthcare managers and leaders to analyze policy challenges and contribute meaningfully to policy discussions and decision making. Grounded in core economic theory, the course examines how providers, payers, and consumers behave within healthcare markets and how incentives, market structures, pricing, and supply-and-demand dynamics shape system performance. Students apply these concepts to real-world issues such as government regulation, provider payment models, insurance coverage, cost growth, and market consolidation. Throughout the course critical evaluation, analysis, and communication of health policy is considered through debate-style discussion and evidence-informed policy recommendations considering a range of stakeholder perspectives, potential impacts, and unintended consequences. Pre-requisite: None. Credit: 3

MHA 650: Healthcare Informatics and Innovation

This course introduces the fundamental concepts, applications, and emerging trends in health information technology and healthcare informatics such as artificial intelligence and machine learning. Students examine how information systems support strategic decision making, project management, population health, and patient care. Emphasis is placed on real world case studies involving clinical decision support, surveillance systems, imaging, simulation, and patient safety technologies. The course also incorporates healthcare innovation principles, exploring how digital health tools, analytics, and technology driven solutions transform care delivery and organizational performance. Legal and ethical considerations, including security, confidentiality, governance, and informed consent—are addressed, along with methods for evaluating and reporting on system effectiveness. Prerequisite: MHA 640. Credit: 3.

MHA 680: MHA Capstone and Strategic Planning

Interpreting complex organizational, financial, and community-level insights are essential for high quality, efficient healthcare delivery. Serving as the culminating experience of the graduate program, this capstone course guides students through the development of a comprehensive strategic plan that synthesizes and integrates the full range of knowledge and skills gained

throughout their studies. A core component of the project includes conducting a financial condition analysis to assess organizational stability, identify risks, and guide long-term strategic direction. Emphasis is placed on integrating leadership, business skills, healthcare knowledge, and data-driven decision-making into an actionable strategic plan. Students participate in a team project that allows students to integrate program competencies to develop and communicate a professional business presentation for the healthcare industry. Prerequisite: MHA 650. Credit: 3

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, Shelby Washington, 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 one time 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 540, Operations Management. Students are expected to be proficient in excel. It is recommended you review and practice the following free introduction to working with Microsoft Excel:

- [Introduction to Microsoft Excel](#)

- Explaining Excel
- Navigate Spreadsheets
- Excel Spreadsheet Functions
- Introduction to Formulas

WRITING

APA PUBLICATION MANUAL

The APA Publication Manual, 7th 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, 7th 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

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. 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.

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), email & calendar (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

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 [MGMA Carolinas](#) 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 2026 – 2027 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.
Del Murphy	Vice President/Chief Strategy Officer	CaroMont Health
Maria Reese, MS	Vice President Marketing & Communications	Carolina Caring
Kimblee Rover (2025)	Laboratory Supervisor	Cone Health
Bernie Washington	Senior Vice President, System Chief of Staff to the CEO	Novant Health