

QUEENS
BLAIR COLLEGE
of HEALTH

MASTER OF HEALTH
ADMINISTRATION
PROGRAM
HANDBOOK

2024-2025



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

Contents

WELCOME AND BACKGROUND	5
IMPORTANT CONTACTS	6
PROGRAM DIRECTOR / ACADEMIC ADVISOR	6
STUDENT SERVICES ADVISOR	6
BOOKSTORE	6
STUDENT FINANCIAL SERVICES	6
INFORMATION TECHNOLOGY SERVICES	6
HELP DESK	6
TECHNICAL SUPPORT	6
ACADEMIC CALENDARS	7
QUEENS UNIVERSITY OF CHARLOTTE	8
MISSION	8
VISION	8
VALUES	8
ACCREDITATION	8
BLAIR COLLEGE OF HEALTH	9
MISSION	9
VISION	9
ABOUT THE COLLEGE	9
MHA CURRICULUM	11
CORE COMPETENCIES	11
PROGRAM STRUCTURE	13
LIVE SESSIONS	13
REQUIRED COURSES	14
COURSE DESCRIPTIONS	15
ACADEMIC POLICIES	18
Queens University of Charlotte Honor Code	18
ACADEMIC ADVISING	19
GRADUATION REQUIREMENTS	19
GRADING	19

MHA STUDENT QUALIFICATIONS	20
Policies.....	20
Registration	20
Grade Point Average	20
Grade Scale	20
Grade Appeals	20
Student Qualifications	20
Withdrawal from the University.....	21
GRADUATION.....	21
TIME LIMIT.....	21
APPLICATION FOR GRADUATION.....	21
COMMENCEMENT EXERCISES	22
DIPLOMAS.....	22
MHA STUDENT RESOURCES.....	22
VIDEO MEETING SOFTWARE	22
TEXTBOOKS.....	22
EXCEL.....	23
WRITING.....	23
APA PUBLICATION MANUAL	23
THE CENTER FOR STUDENT SUCCESS	24
EVERETT LIBRARY.....	24
INFORMATION TECHNOLOGY SERVICES	25
MICROSOFT OFFICE PRODUCTS	25
VANDIVER CENTER FOR CAREER DEVELOPMENT	25
The Office of Student Accessibility Services (SAS).....	26
HOW TO GET INVOLVED	26
LinkedIn.....	26
The American College of Health Care Executives.....	26
MHA Advisory Board.....	27
SOCIAL MEDIA	28

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

704-337-2475

STUDENT SERVICES ADVISOR

Hattie Ephraim

ephraimh@queens.edu

704-751-1194

Hannah Fitch

Fitchh@queens.edu

704-337-2314

[Schedule a Meeting](#)

BOOKSTORE

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 2024 - 2025
 On-Line Programs/8 Week Classes

Fall 2024 Session I	Date	Fall 2024 Session II	Date
Class Begins	August 26	Class Begins	October 21
Labor Day: University Closed	September 2	Last Day to DROP	October 28
Last Day to DROP	September 3	Last Day to Withdraw	November 15
Last Day to Withdraw	September 20	Thanksgiving Break: University Closed	November 27 - 29
Last Day of Class	October 18	Last Day of Class	December 13

Spring 2025 Session I	Date	Spring 2025 Session II	Date
Class Begins	January 6	Class Begins	March 3
Last Day to DROP	January 14	Last Day to DROP	March 10
MLK Day: University Closed	January 20	Easter Holiday: University Closed	April 18 - 20
Last Day to Withdraw	January 31	Last Day to Withdraw	March 28
Last Day of Class	February 28	Last Day of Class	April 25

Summer 2025 Session I	Date	Summer 2025 Session II	Date
Class Begins	May 5	Class Begins	June 27
Last Day to DROP	May 12	Independence Day: University Closed	July 4
Memorial Day: University Closed	May 26	Last Day to DROP	July 8
Last Day to Withdraw	May 30	Last Day to Withdraw	July 25
Last Day of Class	June 27	Last Day of Class	August 22

QUEENS UNIVERSITY OF CHARLOTTE

MISSION

Queens provides transformative educational experiences that nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

VISION

Queens will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

VALUES

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

- Focus on Students
- Integrity and Respect
- Stewardship
- Creativity and Innovation
- Service

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.

BLAIR COLLEGE OF HEALTH

MISSION

The mission of the Andrew Blair College of Health is to prepare dynamic practitioners and leaders in health and sport-related fields who contribute to the health and wellness of its constituencies in the region and beyond. The Blair College of Health is recognized regionally for its healthcare and sport-related programs as models of excellence, for its students as outstanding achievers, and for its faculty as leaders in healthcare and sport science discourse and knowledge dissemination.

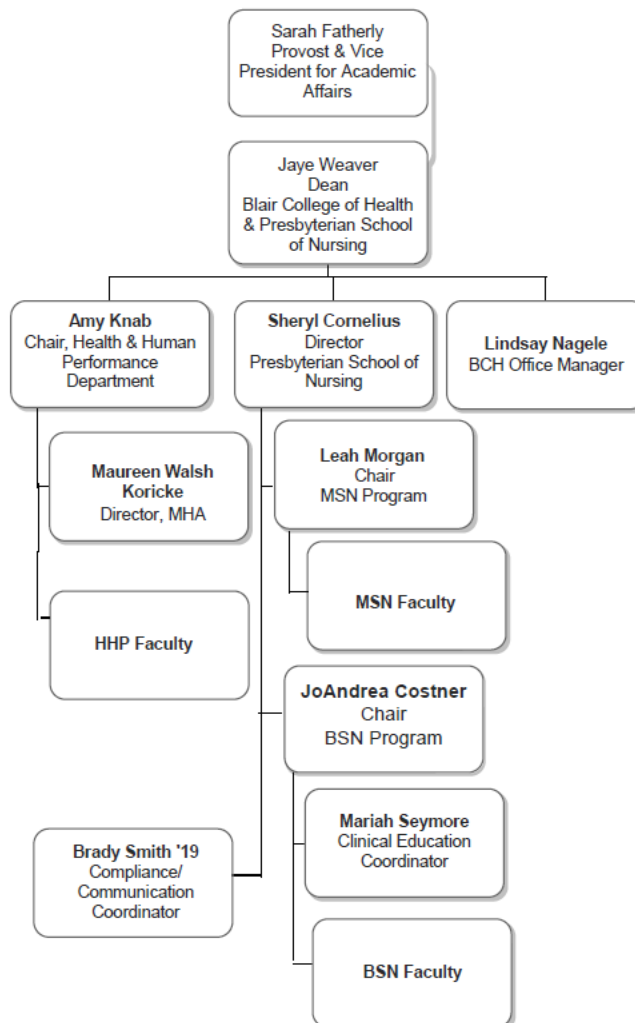
VISION

The Blair College of Health aspires to be recognized regionally for its healthcare and sport-related programs as models of excellence, for its students as outstanding achievers, and for its faculty as leaders in healthcare and sport science discourse and knowledge dissemination.

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 Sport Science and Sport Management, a graduate Master 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.
2. Leadership: Demonstrate leadership skills focused on obtaining operational and strategic goals.
3. Professionalism: Model professionalism that ethically and responsibly serves a healthcare organization and its stakeholders.
4. Healthcare Knowledge: Synthesize healthcare knowledge for the purpose of organizational evaluation.
5. Business Acumen: Develop business acumen to ensure organizational goals.

The curriculum map below highlights where each program competency is introduced, emphasized, and mastered. “I” represents areas in the curriculum where the competency is introduced. “E” represents the course(s) where competencies are emphasized or reinforced for student learning. “M” represents where students are expected to master the competencies. 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	I	I	I	E	I
MHA 530: Organizational Behavior in Healthcare Organizations	E	E	E	E	E
MHA 600: Financial Management I	E	I	E	E	E
MHA 610 Financial Management II	E	M	E	M	M
MHA 620: Management in Human Resources of Healthcare Organizations	M	M	E	M	E
MHA 625: Quality Improvement in Healthcare Organizations	M	M	E	M	E
MHA 630: Managerial Epidemiology, Research, and Statistics	E	M	E	E	E
MHA 635: Clinical Issues in Health Services Management	E	M	M	E	E

MHA 640: Healthcare Economics and Policy	M	E	E	E	E
MHA 645: Healthcare Law and Ethics	E	M	M	M	E
MHA 650: Healthcare Information Systems	E	M	M	E	E
MHA 680: Strategic Planning and Marketing for Healthcare Organizations	M	M	M	M	M

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 provided schedule 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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Day of Week Course Typically Meets * Subject to Change
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 of 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 of 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 [Honor Code 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, Hattie Ephraim or 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

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

Grade Point Average

Grade Scale

- o Pass / Fail
- o Incomplete

Grade Appeals

Student Qualifications

- o Academic Probation and Dismissal
- o Probation and Federal Financial Aid
- o Satisfactory Academic Progress
- o 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

UPSILON PHI DELTA

The Queens University of Charlotte graduate chapter of Upsilon Phi Delta (UPD) was formed in 2020. Membership is based on academic excellence.

The chapter 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 an Upsilon Phi Delta certificate and cords. The cords should be worn during graduation as it is 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 or 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 the 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.gcflearnfree.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, 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

[Everett Library](#) resources include 45,000 print books, access through subscription to over 240,000 e-books, 1,700 videos in house, and access to more than 26,000 streaming videos online. The library maintains course reserves which includes DVDs, audiobooks, and print books selected by faculty. Ongoing subscriptions to 133 databases for student and faculty research, and 101 print journals support research and discovery. The online catalog, electronic databases, and research guides are available 24/7. 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), 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.

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.

MHA Advisory Board

The MHA Advisory Board for 2024 – 2025 includes:

Name	Position	Company
Ashley Acken (MHA, 2022)	MHA Alumni Service Line Manager for Psychiatry Administration	Duke University Health System
Shane Arrington (MHA, 2021)	MHA Alumni Director of Imaging Services	Emory University Hospital Midtown
Jason Byrd, JD	Enterprise Vice President, Integration MHA Faculty	Atrium Health Queens University of Charlotte
Danielle Fowler (2024)	MHA Student – Year 2 Assistant Nurse Manager Intermediate ICU	Novant Health
Tina Galloway	Vice President of Payer Analytics and Advisory Services	Optum Health
Ashley Johnson Cole (2023)	Graduate Health Administrative Training Program	U.S. Department of Veterans Affairs
Jeanne Leising	Vice President Clinical Operations, Healthcare Services, Population Health	Independent Health
Kerstin Liebner	Lead Operations and Quality Executive	Vizient, Inc.
Bernie Washington	Vice President, Strategy & Operations, Office of the CIO	Novant Health

SOCIAL MEDIA

Follow @QueensMHA on social media (click on icons) to stay connected and up to date with program information and upcoming events.



OR

