HEALTH PROFESSIONS

MASTER OF HEALTH ADMINISTRATION

CENTRAL MICHIGAN UNIVERSITY

STUDENT HANDBOOK
2025-2026

HANDBOOK PURPOSE

This handbook is intended to guide you smoothly through your journey as a Central Michigan University Master of Health Administration student. Within this handbook you will find information useful to your life as a graduate student, including the policies and procedures of the Health Administration Division, the School of Health Sciences, the College of Health Professions, and Central Michigan University. There are also departmental, and university resources listed that you may find useful. Additionally, information on the community of Mount Pleasant for those students residing near campus can be found.

WELCOME MHA STUDENTS

Hello and welcome,

We are pleased you have begun CMU's Master of Health Administration (MHA) Program. Our MHA is focused on providing learning opportunities designed to enable you to take charge of your career and leverage your advanced degree for future success. Through the online MHA program, you will join a community of learners who, like you, are seeking to achieve professional and personal goals in the healthcare industry.
The MHA curriculum was developed by experienced instructors with insights from employers to assure you acquire relevant healthcare management and leadership knowledge, skills, and abilities to be successful. Among the topics explored are:

- Healthcare Operations & Structures
- Economic & Financial Challenges
- Legal, Ethical & Quality Issues
- Strategic & Critical Thinking
- Policy, Planning & Decision Making
- Informatics & Epidemiology

Our alumni are working in an array of healthcare organizations, including hospitals, outpatient clinics, long-term care facilities, managed care companies, and health systems. Here are just a few examples of MHA degree projects they completed:

- Amanda Beneviat worked on a project reviewing and evaluating the COVID-19 masking policies in each state and uses what she learned in her job as a hospital-based respiratory therapist.

- Christopher Lawrence, a Process Improvement Specialist for the largest Medicaid managed care organization in the U.S., evaluated competing frameworks for ethical allocation of COVID-19 vaccine as he works to transform community health.

- Trisha Ribitch assessed the role of patient health literacy in decreasing congestive heart failure readmissions and leveraged her findings in her job as a Clinical Quality Facilitator with a large health system.

You are now on your way to joining these and other CMU MHA alumni who are using their advanced skillset and enjoying the opportunities accompanying a graduate degree. We would be happy to talk with you about your education and career plans.

Thank you for choosing CMU's MHA program,

The MHA Program Faculty.

ABOUT CMU

Central Michigan University is among the nation's largest public universities, with more than 11,000 students on its Mount Pleasant campus. CMU also has nearly 3,000 students enrolled online and at more than 35 locations across North America, including 16 centers and sites across the state of Michigan.

CMU offers academic programs at the undergraduate, master's, specialist, and doctoral levels, including nationally recognized programs in journalism, music, audiology, teacher education, psychology, and health sciences. CMU established a College of Medicine in 2012, already recognized across the nation for its life sciences program with the first class graduated in 2017.

With accomplished professors, there are countless opportunities for students to engage in applied research in world-class facilities. CMU is committed to providing students with a superior learning environment and global perspective to compete in an increasingly complex world. CMU's impact and influence extend far beyond its main campus into the state, nation, and world.

- CMU has been nationally recognized for its Leadership Institute and academic minor in leadership, the first one to be offered by a Michigan university.
- CMU is classified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral Research University and provides over 70 graduate programs at the master, specialist, and doctoral levels. CMU also offers several Accelerated Master's Degree Programs, which allow undergraduate students to apply up to 12 upper-level undergraduate credit hours toward graduation requirements for both programs.
- CMU is ranked No. 1 for the best online programs for veterans.

Cutting-edge Student Research

Students have helped conduct cutting-edge research in Parkinson's and Alzheimer's diseases, the creation of biofuels and longer-lasting batteries, and developing improved methods of water purification. Through the university's Institute for Great Lakes Research, CMU researchers acquired the only unmanned helicopter in Michigan equipped with a hyperspectral camera to advance imaging of Great Lakes wetlands – the world's largest group of freshwater lakes.

Culture, Community, Resources

Mount Pleasant is a classic college town at the heart of central lower Michigan. Mount Pleasant serves as the county seat for Isabella County and is home to 26,000 residents. Mount Pleasant offers a blend of natural features, family attractions and small-town life complemented by university culture. Friends, family members, siblings and visitors are always welcome to explore CMU's campus or to attend plays, concerts, athletic events, library exhibits, and much more.

Charles V. Park Library

Central Michigan University library houses more than one million print volumes on 33 miles of movable shelving, but it does not take a personal visit to acquire these resources. The Clarke Historical Library regularly displays items from its extensive list of historical holdings.

UNIVERSITY MISSION STATEMENT

Central Michigan University is defined by the success of our students and alumni, and by our collective impact with the communities we serve.

UNIVERSITY VISION STATEMENT

Central Michigan University will be nationally known for preparing innovators, learners, and leaders who positively impact their local and global communities.

CORE VALUES

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

THE MASTER OF HEALTH ADMINISTRATION PROGRAM

The Master of Health Administration (MHA) is designed for students interested in careers in healthcare institutions and organizations. The curriculum meets competencies defined by the Health Leadership Competency Model as developed by the National Council on Health Leadership. The curriculum includes courses in healthcare administration and management, organizational behavior, managerial epidemiology, healthcare finance, statistics and quantitative methods, health policy, health economics, research, human resource management, health informatics, and comparative health systems. The program

is designed for students who recently completed an undergraduate degree, people who are interested in changing careers and moving into the healthcare industry, and professionals in the field who desire an MHA degree.

The MHA degree is part of the continuum of health administration and health policy education offered at Central Michigan University. These include an AUPHA certified undergraduate major in Health Administration, two graduate level certificates in International Health and in Health Systems Leadership, and the Doctor of Health Administration. In addition, the Health Administration Division is responsible for courses included in the Health Services Administration concentration in the Master of Science in Administration (MSA) degree and the Health Services concentration in the Master of Business Administration (MBA) degree.

The MHA is an online program. This allows professionals in the field and other working adults interested in healthcare to enroll from almost anywhere in the world.

ACCREDITATION
Our program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) through 2026.

MISSION STATEMENT
Our mission is to provide an accessible, affordable, quality healthcare management professional development opportunity for individuals seeking to build upon their undergraduate education to secure entry or mid-level job opportunities, transition from other industries into healthcare, or advance their ongoing healthcare management careers.

We are committed to preparing knowledgeable, skillful, reflective, and ethical healthcare managers who make sound decisions to enhance the health and well-being of the populations served. We seek to cultivate professionals dedicated to life-long learning and professional development, who are patient-centric, and focused on the betterment of society.

In pursuit of our mission, we embrace the mission of the Herbert H. and Grace A. Dow College of Health Professions: *Dedication to the development of professionals who contribute to a healthy society through practice, leadership, education, and service.*

VISION STATEMENT

Become a respected national leader in online, career-focused healthcare management education by producing graduates who are equipped to fulfill the expectations of employers and the challenges of the healthcare industry.

CORE VALUES

In pursuit of our mission, we embrace the core values of the healthcare management profession: accountability, altruism, caring and compassion, excellence, integrity, professional duty, diversity and inclusion, and social responsibility.

PROGRAM GOALS

The University and the College of Health Professions (CHP) have established strategic initiatives as expressions derived from their respective Vision and Mission statements. Likewise, the MHA Program has established specific goals to accomplish in the lives of its students and graduates. These goals are aligned with the University's strategic initiatives and values. In turn the MHA Program's goals drive curriculum priorities, and a set of competencies developed by students as they progress through the courses.

GOALS	OBJECTIVES
General Program Goals	
1. Increase the program's national visibility.	A: Promote the program to prospective students. B: Promote the program to stakeholders in the healthcare field.
2. Enroll a cohort of qualified students from diverse backgrounds.	A: Admit applicants based on high academic standards whose personal statements align with the program's mission. B: Enroll a qualified and diverse cohort of students.
3. Ensure students successfully complete the program and obtain employment in the healthcare industry.	Monitor the program's enrollment, retention, and post-employment rates to demonstrate successful completion.
4. Provide a high-quality education to meet the expectations of the students.	Provide a high-quality education that promotes learning and growth.

Educational Goals	
1. Provide students with the foundational knowledge, competencies, and theories relevant to healthcare leadership.	A: Create an educational experience grounded in a competency framework. B: Develop healthcare leaders who have a sound knowledge of acceptable ethical practices benefiting the organizations and communities they serve. C: Engage the MHA Advisory Board to ensure the curriculum covers current trends and competencies and is relevant.
2. Offer a relevant set of integrative, interprofessional, and professional development experiences.	Provide students with educational experiences that are interprofessional and integrate the MHA competencies and curriculum.
Research Goals	
To advance and integrate evidence-based knowledge into the curriculum.	Faculty will conduct research to be presented at conferences or published in peer-reviewed journals.
Service Goals	
To encourage faculty to participate in service activities.	Participate in service to the University or the profession.
Alumni Goals	
To develop and maintain strong relationships with program alumni.	A: The program will ensure graduates' career preparedness is monitored, documented, and used for continuous improvement. B: Engage health administration alumni in program activities.

STUDENT LEARNING OUTCOMES (SLOs)

1. Demonstrate Financial Competency
Students will demonstrate the knowledge and skills needed to understand and operate within the multiple levels of healthcare funding and financing of care and services, including Medicare, Medicaid, Insurance, Managed Care, and other models.

2. Lead and Manage Effectively and Efficiently
Students will demonstrate they have the knowledge and the skills to effectively and efficiently manage and lead healthcare organization operations.

3. Leverage Alternative Economic Theories
Students will use health economic theories and application of such theories in determining how to balance quality of care, access to care, and cost of providing care.

4. Respond to Challenges
Students will show their ability to communicate verbally and in writing with various stakeholders as to the challenges and changes in healthcare policy, regulations and statutes brought about by health reform.

5. Manage Healthcare Delivery Models
Students will demonstrate the ability and knowledge to manage within various operating models to deliver healthcare services and run non-clinical support operations.

6. Ethical Decision-Making
Students will have the ability to employ an ethics assessment model and philosophy in healthcare decision making.

7. Compliance
Students will demonstrate the ability to understand and use best practices within healthcare to ensure services are delivered effectively and efficiently in compliance with laws and regulations, while also ensuring value-based decision making.

8. Legal impacts
Students will identify, address, and, where possible, avoid legal issues impacting the design, delivery, and financing of healthcare.

9. Conceptualize

Students will conceptualize, articulate, and lead the development of healthcare strategic and tactical plans for meeting the healthcare needs of the community.

10. Market strategies

Students will demonstrate the knowledge and abilities needed to effectively understand the market environment and then use strategies to achieve both quality of care and financial objectives of the organization.

COMPETENCIES

MHA Competency Model

The MHA competency model consists of four domains and thirty-one (31) competencies. The founding developers of the MHA degree developed and derived the competency model from the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model. The 2017 Commission on Accreditation of Healthcare Management Education (CAHME) Standards (III.A3 through III.A6) require inclusion of the following competencies: (a) communications and interpersonal effectiveness; (b) critical thinking; (c) analysis and problem solving; (d) management and leadership development; and (e) professionalism and ethics. Of these required competencies, Ethics was the only one not listed in the NCHL model.

The model was reviewed by the Health Administration Faculty who augmented it with three CAHME domains: 1) communications and interpersonal effectiveness; 2) critical thinking, analysis, and problem solving; and 3) professionalism and ethics.

The MHA Competency Model is illustrated in Appendix A. Competencies are defined in Appendix B.

MHA Competency Matrix

The MHA competency matrix, showing the competencies associated with each course in the program, is shown in Appendix C.

MHA CONTACT INFORMATION

Assistant Director of Enrollment, online: Kim Werkman-Howe, werkm1k@cmich.edu

DEGREE PROGRAM REQUIREMENTS

The Master of Health Administration at Central Michigan University is a 45-hour degree program. In addition to completing required core courses, students must also complete a capstone course in the format of an internship, field experience, or applied research project.

Required Courses (39 hours) *

MSA 601	Organizational Dynamics and Human Behavior	3 hours
MGT 643	Human Resource Management	3 hours
HSL 621	Healthcare Operations and Structures	3 hours
HSL 661	Healthcare Planning and Marketing	3 hours
HSL 631	Healthcare Law, Compliance and Risk Management	3 hours
MHA 605	International Health Systems, Policy and Administration	3 hours
HSL 641	Healthcare Economics and Policy Implication	3 hours
MHA 602	Managerial Epidemiology	3 hours
MHA 601	Statistics for Health Professionals	3 hours
HSL 611	Healthcare Administration and Ethical Compliance	3 hours
HSL 651	Fundamentals of Healthcare Finance	3 hours
MHA 604	Quantitative Decision-Making for Health Administration	3 hours
MHA 603	Health Informatics and Quality Improvement	3 hours

Capstone Courses (6 hours) *
Select one of the following in consultation with the capstone coordinator:

MHA 697	Health Administration Field Experience	6 hours
MHA 698	Applied Research Project in Health Administration	6 hours
MHA 699	Health Administration Internship	6 hours

*Courses are subject to change.   **45 hours**

The 13 required courses are each eight (8) weeks in length and are typically taken one at a time.

A complete list of the online courses with descriptions may be found at the MHA website:
CMU Bulletins - Health Administration, M.H.A.

CAPSTONE COURSES

The capstone course is six (6) credit hours and is taken after completion of all other program courses. It is 15 to 16 weeks in length. Three capstone formats are currently offered, with MHA 698 as the most common option.

MHA 698 (Applied Research Project) is for students who typically have two or more years of healthcare/health administration experience. Under the guidance of experienced MHA faculty, students select a health administration research topic and produce a robust paper detailing the research. Students are also given the option to work with a manager within their organization on a project outside the students' usual work responsibilities. The project generally involves tackling some issue within the department/organization, implementing an intervention, and analyzing the findings. Students are expected to write a report describing the project and give a 15-to-20-minute presentation on the project to relevant stakeholders within the field experience organization. The report and a recording of the presentation are to be submitted to the MHA program at the end of the capstone course.

MHA 699 (Internship) is for students who have no prior experience in healthcare (i.e., coming directly from undergraduate into the MHA program or transitioning to healthcare from another industry). This is a 40-hour/week full-semester non-paid learning experience the MHA capstone coordinator sets up for the student with a healthcare facility (typically a hospital) within the student's geographic area. During the internship, in addition to rotations within the organization, the student is expected to work on an administrative project for the organization. A written report describing the project is to be submitted to the MHA program at the end of the internship.

MHA 697 (Field experience) is for students who have some healthcare/health administration experience and are currently working in the industry. Students work with a manager within their organization on a project OUTSIDE the students' usual work responsibilities. The project generally involves tackling some issue within the department/organization, implementing an intervention, and analyzing the findings. Students are expected to write a report describing the project and give a 15-to-20-minute PowerPoint presentation on the project to relevant stakeholders within the field experience

organization. The report and a recording of the presentation are to be submitted to the MHA program at the end of the capstone course.

Approximately 4 to 5 months prior to the start of the capstone course, students are welcome to contact the MHA advisor to share their healthcare work experience and their preference for the type of capstone course (Internship, Field Experience, or Applied Research Project). Once this information is provided, the MHA advisor may schedule a phone call with a student to discuss capstone preferences and to determine which capstone course is most appropriate for each student.

Most newly admitted students can complete the MHA program in two and a half academic years. Students who transfer credits into the program may graduate in less time.

ADMISSION REQUIREMENTS

Admission criteria can be revisited at CMU Bulletins - Health Administration, M.H.A.

CMU accepts application through at Welcome to your applicant portal and through Health Administration, Management, and Policy Centralized Application System (https://hampcas.liaisoncas.com).

MHA Statistics Competency Requirement
MHA students must meet the statistics competency requirement before they may enroll in MHA 601, Statistics for Health Professionals, a required course for this degree. Statistics competency may be achieved in any one of the following ways:
1. Successful completion (grade of "C" or better) of CMU's STA 282QR or PSY 211 course.
2. A transcript showing completion of an equivalent statistics course in the last five (5) years.
3. Achieving 70% or higher on CMU's statistics competency assessment (only two attempts will be permitted).

Note: *MHA Statistics Competency and MHA Accounting Competency are not required prior to being admitted into the program and may be completed after enrollment in the program.*

Transfer Students

Students may transfer up to nine credits from another regionally accredited graduate degree program, provided the student earned a grade of 3.0 or better in each class.

<div style="background:#7a1b2e;color:#ffcc00;text-align:center;font-weight:bold;">REGISTRATION PROCESS</div>

An active admission status is required to register for classes with CMU. You must also have a CMU Global ID and Password as both are required to gain access to the CentralLink. Note that students will be billed during the next billing cycle and tuition will be due for all classes for which you are registered. For example: If you are registered during one registration period for a 3-credit class in Fall I and a 3-credit class in Fall II, you will be billed for 6 credit hours. **If you have a hold on your account,** Online Student Services will notify you. At that point you should contact OneCentral here OneCentral.

The MHA is _**a cohort degree program**_. Students pursuing a degree as part of a cohort are registered for upcoming courses by the program administrator managing the cohort program. Email communication regarding course registration comes from CMU Online. If you are interested in completing a Health Services Leadership or International Health graduate certificate, please contact Dr. Nailya DeLellis at delel1no@cmich.edu.

Late Registration

Late registration is offered before the term begins. Waiting to register until late registration may mean course(s) have filled and are no longer available. Students are not normally allowed to enroll in classes after the class has started. Contact CMU Online for all registration requests.

Registration Tips

1. You must be admitted to CMU. If you have not been officially admitted, contact CMU Application Processing at apply@cmich.edu for assistance.
2. Students are responsible for meeting course prerequisites and other requirements of the course as outlined in the course bulletin.
3. Since the MHA is a cohort program, all students in a cohort will follow the same schedule and be registered by the CMU Online Cohort staff. Please note you will not be able to register yourself in any of the cohort classes.
4. In order to secure your seat in the cohort, confirm your desire to begin in the cohort, and to grant permission for CMU Online to register you, please sign the registration

agreement (electronic signature is fine), keep a copy for your reference, and return the signed agreement to cmuonline@cmich.edu.

5. Registration confirmation emails will be sent once students have been registered.
6. CMU reserves the right to cancel courses or make schedule adjustments at any time during registration, and is not responsible for lost, late, or misdirected mail.
7. If you need to change your schedule for any reason, notify the CMU Online Cohort team as soon as possible.
8. All rules and regulations apply, including Drops and Withdraws.

After Registration

Once you receive your confirmation email stating you have been registered for your courses:

1. Verify your registration. Visit CentralLink and view your class schedule under "My Account".
2. Retrieve your syllabus online prior to the course start date. Go to the *Course Search* page, locate your class and click the "Syllabus" link.
3. Order your textbooks. Go to The CMU Bookstore and select the EPN of your course.

GRADES, WITHDRAWAL AND EVALUATIONS

Grade Reports: At the end of each course session, students may access their grades via CentralLink.

Credit and Points: The university uses specified quantitative and qualitative standards to appraise the quality of work done by its students.

Quantitative Unit: The quantitative unit of credit is the semester hour.

Qualitative Unit: The qualitative credit is the grade or rating used by the instructor to indicate an evaluation of the results accomplished. The work of the student completed in each course is rated in accordance with the following marking system. Letter grades A, B, C, E, or I will be assigned for graduate credit.

GRADES	SIGNIFICANCE	HONOR POINTS PER SEMESTER HOUR
A	Superior	4.0
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3.0
B-	Fair	2.7

C+	Passing		2.3
C	Minimal Passing Grade		2.0
C-	No Credit Towards Degree		1.7
E	Failing		0.0
CR	Credit		
I	Incomplete	W	Withdrawal
N	No Grade Submitted	X	Audit
NC	No Credit	Z	Deferred Grade

Incomplete Grade (I)

An Incomplete is a temporary grade used by the instructor when a student is unable to complete course requirements due to illness or other justifiable circumstances.

- It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of their ability to complete the remaining work without reregistering for the course. It is not to be given to a student who is already doing failing work.
- It is the student's responsibility to contact the instructor to plan for completing the remaining work.
- The length of time within which an (I) must be removed is determined by the instructor, but in no case later than one calendar year following the receipt of the (I).
- A student not completing the remaining work by the end of one calendar year would retain the (I) only if the instructor chooses not to change the (I) to a specific grade (ranging from A to E) by the end of the calendar year.
- An (I) may not be removed by registering again for the course. Refer to the Bulletin for more detailed information about Incomplete Grades.

Points

To compute the quality of work done, points are assigned to letter grades as indicated above for credits earned at the university.

Graduate Grade Point Average

The grade point average (GPA) for graduate students is computed by dividing the total points earned in graduate courses by the total semester hours of graded graduate courses at CMU and graded A through E on the qualitative scale. Credits graded CR/NC at this university and credits accepted in transfer from other institutions are not included in the computation.

There is no grade of C- in the graduate marking system. When a C- grade is assigned to a graduate student, the Registrar's Office will convert the grade to an E before recording it on the student's permanent record. Courses in which the student earns or has earned a grade below C do not count toward meeting any graduate degree requirement, nor are they accepted, following the completion of the baccalaureate degree, for the removal of deficiencies.

GRADUATE STUDENT STANDARDS

All students must maintain cumulative grade point average (GPA) of at least 3.0 throughout the program to remain in good academic standing and to graduate. A student whose GPA falls below 3.0 will be notified and placed on academic probation. Students placed on probation can raise their GPA to 3.0 by completing two additional courses. If they are unsuccessful, the student is subject to dismissal from the program by the Dean in consultation from the Program Director. Students must wait at least one year before applying for readmission.

GRADE GRIEVANCE POLICY

Grade grievance procedures apply only to the review and resolution of allegations of capricious grading. They are not for the review of the instructor's judgment in assessing the quality of a student's work.

Capricious grading consists of any of the following: (a) the assignment of a grade to a student on some basis other than their performance in the course; (b) the assignment of a grade to a particular student that resorts to more exacting or demanding standards than were applied to other students in that course; it is understood that standards for graduate credit may be different from standards for undergraduate credit; (c) the assignment of a grade by a substantial departure from the instructor's previously announced standards. For more information on the Grade Grievance Policy, please visit: grade-grievance-policy571d014b-d8f2-4c58-b036-f83e8c34eb96.pdf

DROPPING OR WITHDRAWING FROM A COURSE

If you are planning to drop or withdraw from a CMU Online course, please carefully read the following important information about the correct required procedures and the potential impact on your academic history and financial aid, based on following definitions:

DROP: Students must DROP a course if they plan to stop attending before the course starts or prior to the 2nd week of classes.

WITHDRAWAL: Students must WITHDRAW from a course they plan to stop attending if it is after the drop period and up to the end of the second week.

Drop/Withdrawal Process
- Verbal requests to be dropped or withdrawn from a class are *NOT* accepted.
- Written requests to be dropped or withdrawn must be sent via e-mail to cmuonline@cmich.edu, or program director, or online staff (989-774-1129), or the Registrar's office. The date and time stamp of the email will determine whether your request is a drop, withdrawal, or not permissible.
- Drops and withdrawals must be processed within the timeframe allotted according to the Drop and Withdrawal Chart.

Note: If you do not DROP or WITHDRAW from a course and simply stop attending, you will receive a grade of "E" for the course. You may be charged back for financial aid based on your last date of attendance. For information on fees and the amount refunded for drops and withdrawals, see the Course Drops/Withdrawals Schedule.

Dropping a Course
A drop removes the course from your record. If you drop the course before the course begins, you will receive a refund of 100% of the tuition.

Withdrawing from a Course
After the drop deadline has passed, you may still have the option to withdraw from a course *if you do so before the published withdrawal deadline*. To withdraw means the course will be graded with a "W." A course with a grade of "W" does not factor into your GPA. There may or may not be a cancelation of tuition charges. Find more information here: Drop and Withdrawal Information | Registrar's Office

Army Ignited Students

Active-duty Army students using tuition assistance must follow the same process outlined above and must also withdrawal from the course in [ArmyIgnitED (formerly GoArmyEd) | American Military University (AMU)](). For more information, visit [Federal Tuition Assistance | Veterans Resource Center]()

RETENTION & TERMINATION STANDARDS

Retention Requirements:

1. Students must maintain a 3.00 GPA to graduate and may not have more than two C or C+ grades in required courses to graduate.
2. Students who may be admitted conditionally must demonstrate during the first semester that they can achieve a 3.00 GPA. Grades of C- or less do not count for graduation.
3. Students who do not maintain a 3.00 GPA or who have more than two C or C+ grades in required courses may be placed on academic probation. Continued academic probation in multiple terms may be considered in determining whether a student will be allowed to continue in the program.
4. Students will be allowed to repeat a course no more than two times to improve the grade.

TRANSFER CREDIT

Acceptance of transfer credit will be dependent upon the decision of the program director. A maximum of 9 semester hours of approved course credit "appropriate to a student's degree program" from an accredited college or university may be transferred. Students must apply to the College of Graduate Studies to transfer credit by submitting a completed Transfer Credit Request form. The student's academic advisor must review and sign the form before it is submitted to the CDA main office; from there, it will be submitted to the College of Graduate Studies.

Graduate Transfer Credit Evaluation Requirements

- Official transcript
- Copies of course descriptions, copies of course syllabi / course outlines
- Complete the Transfer Credit Request Form

Forward the above documents together via mail or fax to your graduate advisor at (989) 774-1998 for evaluation. Note that the amount of transfer credit is dependent upon the degree or program. Students at international locations, please contact your program coordinator regarding transfer credit conversion.

APPLICATION FOR GRADUATION AND GRADUATION REQUIREMENTS

APPLICATION FOR GRADUATION

Degrees are **not** awarded automatically upon completion of program requirements. Each candidate for a master's degree must apply for graduation through the online application and pay the Graduation Application fee of $50.

This information will assist you in navigating through the steps to graduate and receive your diploma from CMU: Frequently Asked Questions about Graduation | Registrar's Office

GRADUATION REQUIREMENTS can be found here: CMU Bulletins - Degree Candidacy and Requirements for Graduation

TUITION AND FEES

CMU ONLINE tuition and fees can be found here: Tuition and Fees | CMU Online

Billing and payment information can be found here: Billing and Payments | Student Account Services and University Billing

Library Fees can be found here: Library Materials Policies | CMU Libraries

TUITION SAVINGS & FEE WAIVERS

Active-duty Military tuition and fees can be found here: Tuition and Fees | Military

Federal Employee discounts can be found here: Federal Employee Discount | CMU Online

State of Michigan discounts can be found here: State of Michigan Partnership

All U.S. military veterans, active duty, National Guard, and Reserve service members are eligible to have their application fee to CMU waived. Find more information here: [Veterans' Resource Center](#)

BILLING

Find more information on Payment Options here: [Billing and Payments | Student Account Services and University Billing](#)

FINANCIAL AID AND SCHOLARSHIP information can be found here: [Financial Aid for Graduate Students | Scholarships and Financial Aid](#)

Financial aid experts may help you discover your options, contact them by phone (989) 774-3674 or email [financialaid@cmich.edu](#)

For Veteran's Education Benefits, contact [veterans@cmich.edu](#) or call (989) 774-7991.

Office of Scholarships and Financial Aid Contact Information can be found here: [Office of Scholarships and Financial Aid](#)

UNIVERSITY POLICIES AND PROCEDURES

AFFIRMATIVE ACTION PROTOCOL can be found here: [Office of Civil Rights and Institutional Equity (OCRIE)](#)

CODE OF CONDUCT PREAMBLE can be found here: [Code of Student Rights, Responsibilities and Disciplinary Procedures | Office of Student Conduct](#)

ACADEMIC INTEGRITY and additional policy information can be found here: [University Policies and Guidelines](#) and [Student Policies and Procedures | Division of Student Affairs](#)

STUDENT RIGHTS information can be found here: [Code of Student Rights, Responsibilities and Disciplinary Procedures | Office of Student Conduct](#)

CENTRAL MICHIGAN UNIVERSITY OFFICE OF STUDENT AFFAIRS information: [Office of Student Affairs](#)

TITLE IX SEXUAL AND GENDER-BASED MISCONDUCT policy information and resources can be found here: Title IX Sexual and Gender-Based Misconduct | Office of Civil Rights and Institutional Equity

RESPONSIBILITIES OF STUDENTS information can be found here: Responsibilities of Students | Code of Student Rights

RESPONSIBILITIES OF FACULTY

Students should conscientiously strive to complete course requirements as stated and accept responsibility to contribute positively to the learning environment established by faculty. Proper evaluation of students in a course is based solely on performance in meeting appropriate standards established and communicated by the instructor for the course. Each course has a master syllabus approved through university curricular processes, which includes a description of the scope of the course and a list of the goals and objectives of the learning experience. Faculty members assigned to teach a course develop a course outline, based on the master syllabus, to provide students with greater specificity about how the course will be conducted to accomplish the intended goals and objectives. Proper evaluation of graduate students' progress in capstone work is based on attainment of objectives established by the MHA program.

INFORMATION TECHNOLOGY

ACCESSING CMU TECHNOLOGY

Following acceptance into the Program, one of the first things you should do is set up your CMU Global ID and e-mail account. CMU global IDs and email accounts/addresses are given to all students. Students will receive university email accounts and logon information when they are admitted. The Help Desk is CMU's main provider of technology support to students, faculty, and staff on and off campus. They will help students with CMU email accounts and any computer and/or telecommunications related problems they may have. The Help Desk can also be reached by email at helpdesk@cmich.edu or via the Internet at http://oit.cmich.edu. Here, you may chat with the Help Desk by clicking the following link:

[Help Desk](#)

CMU is increasingly moving toward disseminating information only in electronic form; therefore, it is very important that students activate their CMU email accounts and check them daily. For most important information (including tuition bills), CMU will only contact students via their CMU email accounts. However, students can set their CMU email accounts to automatically forward messages received to other email accounts, such as Gmail or Hotmail. Please note that forwarding systems have proven to be less than reliable. To ensure receipt of all important university information, students should check their "cmich" email accounts on a regular basis. Students can access their email via Central Link at www.centrallink.cmich.edu. In addition to checking email, Central Link is the way to register for courses, access student account information, and collaborate on-line. Students must have access to computers with high-speed Internet connection. Students are expected to complete and submit all learning activities online, individually and/or in groups, via the CMU course management system - Blackboard. To avoid technical difficulties, students must have the appropriate web browser and technology as specified by CMU Online.

UNIVERSITY RESOURCES FOR STUDENTS

ACADEMIC RESOURCES

Library and Research Services
As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of books and journal articles for you. Check out the library's website at https://library.cmich.edu for more information.

Reference librarian libref@cmich.edu or (989) 774-3470
[Ask a Librarian! - Ask a Librarian - Research Guides at Central Michigan University Libraries](#)

Documents on Demand docreq@cmich.edu or (989) 774-3022
ILLiad - New Authenticated User Registration

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit Mathematics Assistance Center

Academic Assistance Program

The Academic Assistance Program offers programs to help students with academic workload issues and concerns and may be reached at 989-774-3465.

Student Disability Services

Student Disabilities Services may be contacted at 989-774-3018. Students with disabilities are asked to register with Student Disability Services. However, students are not required to notify the University of their Disability. Confidentiality of all disability information is assured. All CMU course syllabi include the university's disability statement:

CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should contact their instructor as early as possible.

Writing Center

If you need assistance with writing, contact the University Writing Center for assistance. The Center does not edit papers but will provide guidance on writings issues and make recommendations. The Writing Center can be contacted via phone at 989.774.2986 or via email at writcent@cmich.edu, or through the website at Writing Center

Additionally, the Writing Center has locations in Park Library (Room 400; 989-774-2986), Anspach Hall (Room 003; 989-774-1228), and The Towers (Wheeler Hall next to the computer lab; 989-774-1002).

Admissions Processing

Phone: (989)-774-4444

Email: apply@cmich.edu

Enrollment & Student Services - Online Courses

Phone: (989) 774-1129

Fax: (989) 774-1998

Email: cmuonline@cmich.edu

Website: CMU Online | Central Michigan University (cmich.edu)

Registrars - Graduation

212 Warriner Hall

Phone: (989)-774-3261

Fax: (989)-774-3783

Email: registra@cmich.edu

Website: Registrar's Office

For information about various CMU student support services and resources:

Student Support Services | Central Michigan University

APPENDICES

Appendix A: MHA Competency Model

Appendix B: MHA Competency Model - Competency Definitions

Appendix C: MHA Competency Matrix

TRANSFORMATION*
Achievement Orientation
Analytical Thinking
Community Orientation
Financial Skills
Information Seeking
Innovative Thinking
Strategic Orientation

EXECUTION*
Accountability
Change Leadership
Collaboration
Communication Skills
Impact and Influence
Information Technology
Management
Initiative
Organizational
Awareness
Performance
Measurement
Process Management /
Organizational Design
Project Management

HEALTH LEADERSHIP

PEOPLE**
Human Resources
Management
Interpersonal
Understanding
Professionalism
Relationship
Building
Self-Confidence
Self-Development
Talent Development
Team Leadership

PERSPECTIVE*
Systems Thinking
Global Perspective
Policy Perspective

*The Health Leadership Competency Model was developed by the NCHL.
**Category was added by the CMU MHA Faculty, October 2017.

TRANSFORMATION

Visioning, energizing, and stimulating a change process that coalesces communities, patients, and professionals around new models of healthcare and wellness.

Achievement Orientation

A concern for surpassing a standard of excellence. The standard maybe one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals, or something that has not been done previously (innovation).

Analytical Thinking

The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, casual relationships, or if-then relationships.

Community Orientation

The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values and to move health forward in line with population-based wellness needs and national health agenda.

Financial Skills

The ability to understand and explain financial and accounting information, prepare, and manage budgets, and make sound long-term investment decisions.

Information Seeking

An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments.

Innovative Thinking

The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.

Strategic Orientation

The ability to draw implications and conclusions in light of the business, economic, demographic, ethno-cultural, political, and regulatory trends, and developments, and to use these insights to develop an evolving vision for the organization and the health industry that results in long-term success and viability.

PEOPLE

Creating an organizational climate that values employees from all backgrounds and provides an energizing environment for them. Also includes the leader's responsibility to understand his or her impact on others and improve their capabilities and those of others.

Human Resources Management

The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and process to meet the strategic goals of the organization.

Interpersonal Understanding

The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others.

Professionalism

The demonstration of ethics and professional practices, stimulation social accountability and community stewardship. The desire to act in a way that is consistent with one's values and what one says is important.

Relationship Building

The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

Self-Confidence

A belief and conviction in one's own ability, success, and decisions or opinions when executing plans and addressing challenges.

Self-Development

The ability to see an accurate view of one's own strengths and development needs, including one's impact on others. A willingness to address needs through reflective, self-directed learning and trying new leadership approaches.

Talent Development

The drive to build the breadth and depth of the organization's human capability, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.

Team Leadership

The ability to see oneself as a leader of others, from forming a top team that possesses balanced capabilities to setting the mission, values, and norms, as well as holding the team members accountable individually and as a group for results.

PERSPECTIVE

Balancing the short-term and long-term needs of the organization and demonstrating forward thinking about tomorrow's issues while using a tactical and carefully formulated approach.

Systems Thinking

The ability to see things as a whole, including focusing on how a system's parts are interrelated and how systems work overtime and within the context of a larger system.

Global Perspective

The ability to think about a situation and how it relates to the rest of the world by being open to new ideas, issues, and solutions. By being culturally sensitive, you are willing to learn from others.

Policy Perspective

The ability to understand the public policy process as it relates to health care and analyze its impact on costs, quality, and access.

Ethics and Problem Solving

The ability to critically evaluate and analyze organizational performance by applying ethical principles, social accountability, and professional practices.

EXECUTION

Translating vision and strategy into optimal organizational performance.

Accountability

The ability to hold people accountable to standards of performance or ensure compliance using the power of one's position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

Change Leadership

The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

Collaboration

The ability to work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to get its mission accomplished.

Communication

The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.

Impact and Influence

The ability to persuade and convince others (individuals or groups) to support a point of view, position, or recommendation.

Informational Technology Management

The ability to see the potential in and understand the use of administrative and clinical information technology and decision-support tools in process and performance improvement. Actively sponsors their utilization and the continuous upgrading of information management capabilities.

Initiative

The ability to anticipate obstacles, developments, and problems by looking ahead several months to over a year.

Organizational Awareness

The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events affect individuals and groups within the organization.

Performance Measurement

The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical and organizational performance; commitment to and employment of evidence-based techniques.

Process Management and Organizational Design

The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.

Project Management

The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line.

Key

Explains to what extent a course contributes to the development of related competencies
I = Introduced: Competency brought into use for first time.
R = Reinforced: Strengthens competency already introduced.
E = Emphasized: Promotes a level of mastery of a competency.

Competency	MSA 601 Organizational Dynamics and Human Behavior	MGT 643 Human Resource Management	HSL 621 Healthcare Operations and Structures	HSL 661 Healthcare Planning and Marketing	MSA 603 Strategic Planning for the Administrator	HSL 631 Healthcare Law, Compliance and Risk Mgmt	MHA 601 Statistics for Health Professionals	HSL 641 Healthcare Economics and Policy Implications	MHA 602 Managerial Epidemiology	MHA 605 International Health Systems, Organizations and Policy	HSL 611 Healthcare Administration and Ethical Compliance	MSA 602 Financial Analysis, Planning and Control	HSL 651 Fundamentals of Healthcare Finance	MHA 604 Quantitative Decision-Making for Health Administration	MHA 603 Health Informatics and Quality Improvement	MHA 697, MHA 698, MHA 699 Capstone Courses
TRANSFORMATION																
Achievement Orientation		I		R	R						I				R	E
Analytical Thinking	E	E		R	E	R	I	R	R	E		E	E	E	R	E
Community Orientation		I	R			I			I	E	I					R
Financial Skills				R	I			I			I	E	R		R	R
Information Seeking	I	R	I	E	R	I	I	R	R	E	I	R	E	R	E	E
Innovative Thinking	I			R	R					E	I		R	E	E	E
Strategic Orientation	I	E	I	R	R	I	I	I			I	E	R	R	R	R
EXECUTION																
Accountability	I	R	R	E	R	R	R	E	R	I	I	E	R	E	R	E
Change Leadership	I	R	R	R	R							I			R	R
Collaboration	I	E	I	E	R	I				E	I		R	E	E	R
Communication Skills	R	E		E	R	I	E			R			R	E	R	E
Impact & Influence	E	R			E	R	I				I	E	I	I	R	E
IT Management			I		I								R		I	R
Initiative	I			R	R	I							I		R	E
Organizational Awareness	E	E	R	R	E	I	I	R			I	E	R	R	R	R
Performance Measurement	I	E	R		R		I	R			I	E	I	R	E	E
Process Management/ Organizational Design	R	E	I	R	E							R	I		R	R
Project Management				R	I									I	E	E

Key

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PEOPLE																
Human Resources Management	I	E				R			I		I		R			R
Interpersonal Understanding	E			R				R		E	I				R	R
Professionalism	R	R			I	I		R		E	I	I	R		R	E
Relationship Building	R	R	R	R	I	I		R		R	I		R	I	R	E
Self Confidence										R	I		R	E	R	E
Self-Development	I	R								R	I			E		E
Talent Development	I	E									I			E		R
Team Leadership	R	E	R		I	I				R	I		R	R	R	R
PERSPECTIVE																
Systems Thinking	I		I	R	E			R	I	E	I	E	R	R	E	R
Global Perspective	I	R		R	E				I	E			R	R		R
Policy Perspective		I				R	I	I		E				R	R	R
Ethics and Problem Solving	R	R	I	R	E	R		I	I	R	I		E		R	E