

# MHM Program Student Handbook

Eller College of Management  
**2026-2027**



THE UNIVERSITY  
OF ARIZONA

**Eller MBA**

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# Program Introduction

## **PROGRAM DETAILS**

The Master of Healthcare Management (MHM) is delivered 100% online.

It can be completed in as little as 12 months or you can take up to 3 years, depending on your schedule. [MHM carousel](#)

You decide how many courses you take at a time.

## **PROGRAM REQUIREMENTS**

The program requires the completion of 30 units/credits to earn your MHM.

It is made up of 7 core courses (required) that are 2-3 units each, for 17 units, 9 units of electives and a 4-unit capstone experience.

Two tracks are available: Healthcare Leadership & Healthcare Informatics: complete three to claim the self-declared concentration.

Courses are offered in a carousel format that repeats every 12 months.

Students may begin the program at the start of the fall, summer, or spring semester.

# Important Contacts

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# Admissions

Each applicant's academic profile and full resume of accomplishments will be considered through a comprehensive and holistic approach to selecting the very best applicants. If you have questions about where your application may be in the process, please don't hesitate to contact us.

## What We Look For

- An academic background demonstrating strong intellectual capacity
- Professional experience demonstrating challenging assignments, career progression, carefully considered goals, and a strong work ethic
- Personal qualities demonstrating leadership potential, initiative, involvement, and integrity.

## Application Requirements

A complete application consists of the following items:

- A completed online application form ([apply online](#))
- Application fee (\$90). Waivers may occur cyclically
- A Statement of Purpose
- A professional resume
- 1 professional recommendation
- One copy of official transcripts\* from each university, college, or community college attended
- Official GMAT scores or GRE scores (test must have been taken within the last five years of the intended term of enrollment)

**The GMAT/GRE is currently waived until further notice.**

\*We will accept unofficial versions of your school documents for initial evaluation purposes only. If admitted, the Graduate College will require official copies. Also, include a copy of the grading scale or transcript key for each school transcript. Refer to the [UA Graduate College Transcripts and Degrees](#) for more information.

## International Students

The Eller College welcomes the cultural experience and knowledge that international applicants add to the program. The Online format is an ideal means for students from around the globe to earn their MHM. In addition to the materials listed in the Application Requirements, international applicants are required to submit the following:

- Proof of English Proficiency, please see the [English Requirement](#) to see if it is needed.
- One copy of official transcripts and one official copy of diploma(s) and/or degree certification both in native language and in English\*\*

Please note that the MHM program is NOT a Visa granting program.

## GMAT Waiver Eligibility

The GMAT/GRE is waived for those prospective applicants who hold a minimum of a bachelor's degree from a U.S. regionally accredited not-for-profit institution **AND** meet one of the following criteria:

- Veterans or actively serving U.S. military personnel who hold a bachelor's degree with a 3.0 GPA from a regionally accredited not-for-profit institution
- Peace Corps Volunteers\* who have completed their service
- Those with a departmentally approved bachelor's degree from a Business Management related field and/or STEM (science, technology, engineering, or math) discipline with a GPA of 3.5 or higher may also qualify; please send us your transcript for approval
- Holders of a terminal degree such as MD, JD, or PhD

# Cost and Funding

The cost is \$1,000\* per unit for a total cost of \$30,000\*\* for the program. Tuition includes eBooks and electronic course materials\*\*\*.

There is also a \$90 application fee (waivers available cyclically). The University of Arizona charges a \$35 fee at graduation to process and mail the diploma earned.

\* Costs are subject to change with the Approval of the Arizona Board of Regents (ABOR).

## Tuition Payment

Tuition payments for the MHM will be processed through the University of Arizona Bursar's Office.

Participants can pay using cash, check, cashier's check, money order, VISA, Master Card, American Express, or company purchase order (through a financial guarantee). Details are available on the [Bursar's Office](#) website.

Students whose companies are funding their education should follow the [guidelines for sponsors](#).

*Please note that tuition, payment dates, and process are subject to change. Additional information can be found on the [Bursar's Office](#) website.*

## Start, Application, Document, Registration, and Tuition Deadlines

Session	Session Start	Application Deadline	Registration Deadline	Tuition Deadline	Refund Deadline
Spring A	January 20, 2026	December 15, 2026	January 22, 2025	<a href="#">Bursar's Office</a>	January 26, 2026
Spring B	March 16, 2026	February 16, 2026	March 18, 2026	<a href="#">Bursar's Office</a>	March 22, 2026
Summer A	May 18, 2026	April 18, 2026	May 20, 2026	<a href="#">Bursar's Office</a>	May 24, 2026
Summer B	July 6, 2026	June 6, 2026	July 8, 2026	<a href="#">Bursar's Office</a>	July 12, 2026
Fall A	August 24, 2026	July 24, 2026	August 26, 2026	<a href="#">Bursar's Office</a>	August 30, 2026
Fall B	October 19, 2026	September 19, 2026	October 21, 2026	<a href="#">Bursar's Office</a>	October 25, 2026

## Financial Aid

Financial aid - including government grants and loans - may be available to help pay program costs. For information, contact the University of Arizona Office of Student Financial Aid:

- <http://financialaid.arizona.edu>
- [askaid@email.arizona.edu](mailto:askaid@email.arizona.edu)
- **520.621.1858**

Additional information regarding scholarships may be found at:

<https://financialaid.arizona.edu/scholarshipuniverse>

*Financial Aid policy mandates that the student must be enrolled in a minimum of 5 units per term\* for the aid to disburse.*

***\*Term is 2 seven-week sessions. If you were to start in session 2 and want to use financial aid, you must enroll in 5 units in session 2.***

# Student Conduct

## Academic Integrity Policy

We strive to prepare professionals who can pursue careers in demanding and competitive environments with skill and integrity. To this end we work to foster a climate of honesty, collaboration, and respect. The Eller Department's Academic **Integrity Policy follows the Dean of Student's Policy for The University of Arizona.** Our success in promoting a culture of honesty and respect will depend on the extent to which all members of the Eller community embrace these standards, holding themselves and those with whom they work accountable to them in their daily actions and words.

### What is Academic Integrity?

Academic integrity is a character trait involving honesty and ethical behavior related to scholarly work. Scholarly work involves all the intellectual endeavors of a student or faculty member during their course of study/employment related to education. Pursuing a mindset of integrity is not only important during one's academic career, but also throughout one's life and dealings with society. Academic Dishonesty involves unethical behavior conducted by either students or faculty related to scholarship. It can involve a variety of activities from cheating to plagiarism.

### Potential Consequences of Academic Dishonesty

- failing grade on assignment
- failing the course
- removal from program of study
- expulsion from university

### Forms of Academic Dishonesty (this is not an exhaustive list)

- providing forged documents, using fake information, or submitting plagiarized material during the admission process
- using the same assignment for more than one class without the instructor's prior consent
- using unauthorized materials (cheat sheets, notes, textbook, talking with other individuals, etc.) during examinations without the instructor's prior consent
- gaining unauthorized access to examinations prior to the exam date and time
- submitting someone else's work as your own (includes various forms of plagiarism and having someone else do the work for you)
- submitting false research or laboratory information as actual results
- using fake documents to gain an extension of time to submit work or take an examination

## **Academic Writing**

Features of academic writing include:

- a well-crafted, thoroughly researched argument
- written with the appropriate audience in mind
- displays critical thinking, reading, and writing
- free from common errors of spelling, punctuation, syntax, and grammar
- avoids all forms of plagiarism
- cites all sources

Citations: Carroll, L.A. (2002). Rehearsing new roles: How college students develop as writers. Carbondale: Southern Illinois University Press.

Levin, L. L. (2010). What is Academic Writing?. In C. Lowe and P. Zemliansky (Eds.), Writing spaces: Readings on writing, Vol.1 (pp. 3-17).

## **Plagiarism**

Anyone who has written or graded a paper knows that plagiarism is not always a black- and-white issue. The boundary between plagiarism and research is often unclear.

Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it.

## **List of Reading Resources**

The following is a list of selected online writing resources:

- The Purdue Online Writing Lab (OWL) - <http://owl.english.purdue.edu/>
  - Purdue OWL provides over 200 writing resources including information about various citation formats.
  
- Dartmouth University Institute for Writing and Rhetoric - <http://writing-speech.dartmouth.edu>
  - The Institute for Writing and Rhetoric provides a variety of resources including information about logic and argument and writing a thesis.
  
- George Washington University Writing Center  
<http://www.gwu.edurgwriter/Resources.html>
  - The GWU Writing Center provides an assortment of writing guides for various subject areas as well as other useful writing resources

Complete information about the Code of Academic Integrity can be reviewed at: <https://deanofstudents.arizona.edu/policies/code-academic-integrity>, as well as the Student Code of Conduct at <https://deanofstudents.arizona.edu/student-rights-responsibilities/student-code-conduct>. Violations include, but may not be limited to:

### Integrity Violations in Academic Conduct:

- Direct use of the words or ideas of another without giving proper credit, including material drawn from print, televised, or electronic sources.
- Submission of the same or substantially same assignment to different instructors, without the express permission of the later instructor.
- Unauthorized use of another person's work, in part or whole, on

assignments (including work done in conjunction with another student) and in exams.

- Receiving or giving unauthorized assistance on exams, quizzes, or assignments.
- Using unauthorized materials during an exam or on assignments.

It is every student's responsibility to seek clarification from faculty on class rules before

an assignment is turned in. It is unacceptable to submit an assignment and then claim lack of knowledge of the rules by which it was governed.

#### Integrity Violations in Personal Conduct:

- Taking or attempting to take the property of another without permission.
- Misrepresenting the truth or furnishing false information, with the intent of gaining unfair personal advantage, or causing harm to another.
- Verbal or physical harassment of any kind, aimed at any individual or group.
- Inappropriate use of another student's personal information.
- Inappropriate use of Brightspace or other U of A information systems.

Faculty members are responsible for describing rules specific to their classes beyond the general policy and will determine the penalties for violations. **Penalty for violations listed could include:**

- Failing grade for an assignment or course in which the violation occurred.
- Inability to obtain recommendation letters for graduate school or employment.
- Removal from the Eller Major or Eller College.

Eller follows the Dean of Students processes regarding academic integrity. Additional information regarding this can be found at: [Dean of Students](#).

## Honorlock

Honorlock is an online proctoring service that allows you to take your exam in the comfort of your own home. You DO NOT need to create an account or schedule an appointment in advance.

Honorlock is available 24/7 and requires the following:

- Computer
- A working webcam/microphone
- Photo ID
- Stable Internet connection

Access Honorlock by logging into your BRIGHTSPACE, selecting your course and browsing to the Honorlock page within BRIGHTSPACE. Once you enter Honorlock, you will be automatically prompted to download the [Honorlock Chrome Extension](#).

For further information and details for the webcam setup, please see the [Honorlock Student Guide](#).

# Program Requirements

## Curriculum

To earn the MHM degree, you must complete 21 core units (credits) and 9 elective units.

MHM is made up of 7 core courses (required) that are 2-3 units each, for 17 units, 9 units of electives and a 4 unit capstone experience.

Two tracks available: Healthcare Leadership & Healthcare Informatics: complete three to claim the self-declared concentration.

Courses are offered in a carousel format that repeats every 12 months.

Students may begin the program at the start of the fall, summer, or spring semester. *\*The carousel and course offerings are subject to change at any time. The program will notify you when any changes are made.*

## Concentrations

Two concentrations are offered and are earned by taking specific electives. Similar to our on-ground programs, concentrations do not appear on your diploma or transcripts; they are self-declared and may be added to your resume:

- Healthcare Leadership
- Healthcare Informatics

## Graduate Certificates

These stackable certificates are 9 units, may act as an additional credential to your , and will appear on your transcript. Most of the electives that you may take (or have already taken) may have fulfilled the requirements for one or more certificate. Note: MHM students must apply to the certificates below:

### The Graduate Certificates

1. Graduate Certificate in [Healthcare Management](#)
2. Graduate Certificate in [Topics of Entrepreneurship](#)
3. Graduate Certificate in [Topics of Marketing](#)
4. Graduate Certificate in [General Management and Organizations](#)
5. Graduate Certificate in [Topics of Finance](#)

Please review this [attachment](#) for the course requirements and elective options. Note: these courses all overlap with our elective course offerings.

# Online MHM Courses

## Core Courses

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### Accounting

#### **ACCT 540: Introduction to Financial Accounting (2 units)**

This course provides an introduction to the financial accounting and reporting process from a user's perspective. This course focuses on fundamental accounting concepts and principles. You will learn how the economic transactions of an enterprise are reported in the financial statements and related disclosures. The goals of the course are to provide you with a basic set of skills that can be used to understand and analyze financial statements.

### **Economics** (*must take either ECON 550 OR ECON 551*)

#### **ECON 550: Economics for Managers (2 units)**

Microeconomic theory and applications for business management decision making.

#### **ECON 551: Business Strategy (2 units)**

Development of business strategies to promote the competitive performance of firms.

#### **ECON 556: Health Economics (3 units)**

Healthcare expenditures now account for more than 1/6 of the Gross Domestic Product in the United States. This class will explore the sources of funding for those expenditures, and the rapidly changing trends therein.

### Finance

#### **FIN 510A: Financial Management (2 units)**

Provides students with an overview of the basic concepts and analytical techniques employed in corporate finance. The goal of this class is to provide a solid foundation in the fundamentals of finance enabling students to pursue further study in any area of finance.

### Management

#### **MGMT 528: Healthcare Consulting Skills (4 units)**

This integrative cross-disciplinary experiential class takes on real-world health care problems and works to identify and recommend solutions. As healthcare costs continue to rise, leaders of healthcare organizations are looking to make better use of the resources they currently have. The ability to identify and define problems, think analytically, and develop and recommend solutions can help students gain the skills needed to be a valuable member of any organization. In this course, we will focus on using critical thinking, communication skills, presentation skills, change management, financial skills, innovative thinking, organizational design, and project management skills to complete the consulting project.

#### **MGMT 538: Health Care Organization and Management (3 units)**

This course focuses on the management and organization of health care delivery, particularly in the United States. The course examines the salient features of the health care context, the unique challenges these features produce for managers in the industry, and solutions that organizations have used to address those challenges. The micro to macro challenges and solutions are explored, with a particular emphasis on the ways that leadership, human resources, culture, operations, organization design, and strategy influence the quality, safety, and costs of care and the patient experience.

### MIS

#### **MIS 506: Healthcare Information Systems (3 units)**

This course introduces students to the concepts and practices of healthcare information systems. Topics include (1) introduction to the health IT discipline; (2) major applications and commercial vendors; (3) decision support methods and technologies; (4) information systems design and engineering; and (5) new opportunities and emerging trends. A semester-long group project will provide students with hands-on experience in planning and building healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed. Graduate-level requirements include leading a class discussion on a course-related topic.

### Marketing

#### **MKTG 510: Market-Based Management (2 units)**

Market and customer analysis for product service, price, promotion, and distribution decisions; study of marketing management theories and practices to maximize customer value and satisfaction.

## **Elective Courses** In addition to the 21 core units, students must complete 9 units/credits of electives.

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### **Accounting**

#### **ACCT 575: Financial and Managerial Accounting in Healthcare (3 units)**

This course covers financial and managerial accounting topics relevant to the healthcare industry. Concepts covered include the financial and operational implications of changes in healthcare reimbursement; understanding and analyzing external financial statements for taxable and tax-exempt healthcare entities; usefulness of capital and operating budgets; practical applications of managerial accounting; and decision-making tools for managers within healthcare enterprises.

### **Management**

#### **MGMT 534: Healthcare Quality and Reliability (3 units)**

The emphasis on value-based care has led healthcare payers, providers, and organizations to place increased focus on patient safety and quality. This increased focus has not led to zero patient harm. Estimates of people dying because of healthcare errors range between 400,000 and 600,000 annually. The Agency for Healthcare Research and Quality has recently reported some progress in this area, but more work remains to be done. We still see adverse events and our hospitals are often not as reliable or safe as we would like them to be. This gap has been blamed on the complexity that exists in healthcare. As the complexity of healthcare continues to increase, how can we overcome this gap? Many healthcare organizations are utilizing the principles of High-Reliability Organizations to answer this question. This course will explore the principles of High-Reliability Organizations (HROs) and apply them to healthcare organizations. We will begin with investigating the need for a paradigm shift in healthcare culture that addresses healthcare reform, value-based purchasing, healthcare regulation, and the increased complexity in healthcare that makes it nearly impossible to eradicate all healthcare errors. The course will then explore High-Reliability Organization Theory and the driving principles behind it.

Once this groundwork has been laid, the course will explore the term reliability and how to measure it. Leadership, Management, and Culture will be examined in the context of creating High-Reliability Organizations as well as design and rollout. Finally, this course will explore graphical and statistical methods utilized by High-Reliability Organizations and their financial impact.

To achieve the learning objectives for this course lectures, guest speakers, a textbook, additional related articles, and websites will be utilized as well as case studies.

#### **MGMT 536: Leading Healthcare Change (3 units)**

Healthcare organizations need to adapt to the rapid changes occurring in payment models, delivery mechanisms, and industry organizations. This course covers theory and techniques for leading organizations through a transformation at the broad strategic level and in terms of improving processes and efficiencies, all within the unique context and challenges of the healthcare industry.

#### **MGMT 537: Leadership in Healthcare (3 units)**

Healthcare organizations are increasingly complex and dynamic, making the task of leadership more difficult than ever. Healthcare leaders face near-constant electronic communication, public attention to organizational practices, oversight by regulatory bodies, and pressures to generate immediate results. Additionally, many healthcare leaders face the difficult task of balancing the needs of staff, physicians, and other providers (who may not be employees of the hospital or healthcare organization), patients, and increasingly, parent companies. Consequently, the rate of burnout, turnover, and health problems among leaders is on the rise. The average tenure of hospital CEOs is 3.5 years, and more than half of CEO turnovers are involuntary.

There are literally hundreds of different theories and models of leadership. Rather than studying these different theories and models, we will examine leadership from a practical perspective. Across these theories, there is a common set of effective leadership practices. These practices do not encompass everything a leader needs to do to be effective. Nor do these practices address all the nuances of leading different types of people in different healthcare settings. Nonetheless, they represent a foundation for exemplary leadership and if you can master these practices, you will be more effective at

leading healthcare teams, departments, and organizations.

Leadership in practice is endlessly fascinating. Reading about theories of leadership can be as entertaining as watching paint dry. Therefore, the challenge in this class is learning about leadership in a way that is engaging and insightful. We will use several interviews with healthcare leaders to help understand the subtleties of leadership action. We will also use several exercises, cases, and reflections to have you experience different elements of effective leadership. The exam, term paper, and other writing assignments will ask you to analyze and reflect, rather than simply memorize, and recite.

## **Marketing**

### **MKTG 538: Innovative Strategies in Health Care Marketing (3 units)**

In this course, we will take a "customer-centric" view and explore how participants in the healthcare sector (physicians & nurses, hospital administrators, executives in the pharmaceutical and medical devices sectors, as well as various intermediaries who service the sector) can improve the effectiveness and efficiency of their offerings (both products and services) to help with the needs of their customers- the consumers of health care, i.e. the patients and their families. We will explore a framework through with this marketing philosophy that can be implemented in the healthcare sector using tools that help the healthcare providers learn about customer needs, design appropriate products and services and assess their value to these customers, price them, communicate the benefits, and make them accessible.

This will be accomplished utilizing readings, lectures, cases, and discussions to develop a conceptual grasp of the issues involved. The concepts and skills learned in the class should be equally relevant to participants in each sub-sector of the healthcare economy. The goal again is to provide a foundation that would enable you to be effective in leading your own workplace to design strategies based on such a customer-oriented (marketing) approach.

## **Management Information Systems**

### **MIS 515: Information Security in Public and Private Sectors (3 units)**

This course exposes the student to a broad range of computer systems and information security topics. It is designed to provide a general knowledge of measures to ensure confidentiality, availability, and integrity of information systems. Topics range from hardware, software, and network security to INFOSEC, OPSEC, and NSTISS overviews. Components include national policy, threats, countermeasures, and risk management among others. Graduate-level requirements include an oral case study report as their final. This course is also available through Distance Learning.

### **MIS 544: Healthcare Analytics (3 units)**

The overarching goal is to equip participants to contribute to and/or conduct data analytics projects effectively. In this course, we will explore the variety of clinical data collected during the delivery of healthcare. You will learn to construct analysis-ready datasets and apply computational procedures to answer clinical questions. This course will further introduce the fundamental concepts and principles of machine learning as it applies to medicine and healthcare. We will explore machine learning approaches, medical use cases, and metrics unique to healthcare, as well as best practices for designing, building and evaluating machine learning applications in healthcare.

### **MIS 561: Data Visualization (3 units)**

Visualizing data is an important step in understanding data, exploring relationships, and "making a case." The goal of this class is to introduce students to principles and tools of data visualizations and create visualizations using appropriate tools for two different but related purposes: (1) exploration; and (2) presentation. The first part is about trying to understand the data and test hypotheses that drive the data visualization effort and formulate a story; the second part is to convey that finding to others in a convincing manner.

# Missions and Outcomes

The Eller College of Management's mission is:

...to discover and share new knowledge that shapes the future of business and to educate the next generation of responsible, global leaders who embody the changing business world and possess the knowledge and drive to impact it.

## The Eller Way

As students, faculty, and staff members at the Eller College of Management, we embrace a long and sustained culture of excellence. Our school is nationally recognized, and our contribution is critical to our continued elevation. Our standards are high and call us to:

### **Integrity**

*Do the right thing 100 percent of the time.*

### **Innovation**

*Creatively anticipate and leverage change.*

### **Excellence**

*Consistently surpass ordinary standards.*

### **Determination**

*See challenges as opportunities.*

### **Inclusion**

*Create a community where everybody thrives.*

In addition to the Eller Way values, the following set of learning outcomes was developed in order to assess the knowledge and skills attained by Eller graduates.

## **Critical Thinking**

- Demonstrates the ability to identify a problem and the information needed to develop a solution, develop alternative solutions, recommend the best solution, and evaluate the efficacy of the solution after it has been implemented.
- Demonstrates the ability to articulate both sides of an argument, evaluate the quality of arguments and evidence, and construct and defend the position taken.
- Explores innovative alternatives during the problem-solving process.

## **Communication**

- Expresses written information appropriate for a given audience with conciseness and clarity.

- Demonstrates the ability to prepare and deliver a professional presentation on a business topic.
- Demonstrates active listening.
- Effectively utilizes data in written and oral presentations to communicate ideas.
- Demonstrates proficiency in written and oral business communications.

### **Collaboration**

- Provides and receives feedback, ideas, and instruction in a professional manner.
- Organizes tasks and delegates responsibility to complete collaborative projects in a timely manner.
- Explains the role and impact of each team member (including self) on the collaborative project.
- Effectively works with a diverse, cross-functional team towards a common goal.

### **Business Knowledge**

- Demonstrates the ability to understand markets and financial theories through appropriate analysis and reporting.
- Formulates an operations strategy that supports the competitive strategy of the firm and provides a means to achieve a competitive advantage.
- Demonstrates an understanding of current theories of management and leadership.
- Employs statistical data analysis and management science as a support to decision-making processes throughout an organization.
- Demonstrates an understanding of the domestic and global economic environments of organizations.
- Demonstrates an understanding of business strategy and performs analysis of competitive markets to recommend strategies.
- Applies marketing strategies and tactics as a way of understanding customers and competitors to create profitable firms and organizations.
- Describes how information technology and information systems influence the structure and processes of organizations and economies, and the roles and techniques of management.

### **Technology**

- Demonstrates the ability to use business software and technology appropriately.
- Utilizes technology appropriately in research contexts.

### **Ethics/Social Responsibility**

- Identifies ethical dilemmas and develops appropriate courses of action that consider the well-being of others and society.
- Develops an understanding of the role of legal and social responsibility in organizations and society.
- Engages in public service and professional development activities.

### **Leadership and Professional Skills**

- Demonstrates leadership and appropriate inter-personal skills.

### **Professional Skills**

- Applies knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Demonstrates the ability to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.
- Leverages skills and experiences for career success.

# Academic Requirements/Grades

## Degrees

Graduate degrees will only be awarded to students that complete the program with a GPA of 3.0 or better, are in good standing with the University and are current on all University bills.

## "D" or "E" Grade

If a grade of "D" or "E" is earned the course must be repeated.

- There is no grade replacement at the graduate level; therefore, the D or E will factor into the **GPA**
- The failed course will not count towards course completion requirements for graduation

Students who have a cumulative grade-point average of less **than 3.0** will be placed on academic probation under the following conditions:

- Required to meet with the Graduate Faculty Director or the Masters Coordinator
- Must devise a written plan of action to be submitted to the Graduate College
- After a student is placed on academic probation, they will be allowed to register for one additional term
- Students whose GPA is below 3.0 for two consecutive semesters will be disqualified from the program.

## Grade Replacement Opportunity

Starting in Fall 2025, the University of Arizona allows graduate students to use the [Grade Replacement Opportunity \(GRO\)](#) for **one** course with an original grade of C, D, or E, subject to program approval

## "I" Incomplete Grade

The grade of I may be awarded only at the end of a session, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.

If the incomplete grade is not removed by the instructor within one year (the last day of finals one year later), the I grade will convert to a failing grade. For graduate courses, the one-year extension must be approved by the instructor and Graduate College dean, before the grade goes to an **E**, not after the fact. This extension requires the instructor and dean's signature on a Petition for Extension of Course Work.

## **“W” Withdrawal, Dropping a Course:**

Prior to the beginning of the second week of classes, official withdrawal (drop) of a course cancels the registration for the course. No approval is needed. No grade for the course will appear on the student's permanent record.

During the next three weeks, students may use UAccess Student Self-Service to withdraw from a course. No approval is needed. The grade of W is awarded regardless of whether the student is passing at the time of withdrawal. The W will appear on the student's permanent record.

After the fifth week of classes, the grade of W can be awarded only with the approval of the student's instructor and academic dean, and only under exceptional circumstances.

In the case of complete [Withdrawal from the University](#), if a student withdraws before the end of the fourth week for graduate and professional students, no classes show on the student's permanent record. If a student withdraws from the University after the fourth week for graduate and professional students and before the final exam period, the grade of WC (withdrawal-complete) is awarded for all classes processed in the complete withdrawal.

## Leave of Absence

### General Information

It is not necessary for a student to apply for a Leave of Absence (LOA) if he or she has a registration record for that semester. A "W" counts as a registration record. A LOA is inappropriate for a student who withdraws from all classes after the start of a semester and gets "W" grades since a LOA presupposes no registration at all for a term. Since, in such cases, the student has maintained continuous enrollment by having a registration record, he or she is eligible to register the following semester (or Summer or Winter term) and will suffer no adverse effects due to the fact that he or she was not eligible to apply formally for a Leave.

Only academic services or facilities available to the general public can be used during the LOA. LOA's may affect the status of a graduate student's financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a LOA.

If a student fails to register and does not have a Leave of Absence on file, the student will be discontinued from their program. A new application will be necessary for the student to continue in the program. Re-admission is not guaranteed. See [Continuous Enrollment](#) and [Re-admission Policies](#) for more information.

### Academic Leaves

Academic LOAs (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student's department and the Graduate College.

### Medical Leaves

Graduate students in degree or certificate programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Further information may be found at: [Leave of Absence](#).

### Personal Leaves

Graduate students in degree or certificate programs are typically granted a LOA for only one year throughout the course of their degree program. When circumstances warrant, this may be extended beyond one year with approval from the Dean of the Graduate College. LOAs are granted on a case-by-case basis for compelling reasons including

birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will maintain their status without reapplying to the department and the Graduate College at the expiration of the LOA.

### **Retroactive Leave of Absence**

A retroactive leave request is any request made after the last day of finals in the semester. If a student does not request the leave by the last day of finals, he or she would need to apply for re-admission to the program. Under extraordinary circumstances, LOAs may be granted retroactively. In such cases, students will be readmitted without reapplying to the department and the Graduate College.

### **Requesting LOA**

Students may request a Leave of Absence by submitting the [Leave of Absence](#) form to the program director.

For other information on how to resolve grievances see [Graduate College Grievance Types and Responsible Parties](#).

### **Appeals**

Graduate students have the right to request an exception or appeal of any policy or procedure. Eller students may do this through contacting their program director. On a case-by-case basis, we will review exceptions to the policies for extenuating and compelling circumstances.

Eller believes in creating an exceptional student experience that is fair and equitable for all. Requests are reviewed by Director Committee or by the Associate Dean. Every exception decision is made based on each situation and circumstance.

\*A review of your request does not guarantee the request will be granted.

## **Graduation**

**"In order to earn your degree and graduate, you must submit a completed GradPath for review and approval showing completion of program academic requirements.**

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[Accessing GradPath](#)

[GradPath](#) forms are located in your UAccess Student Center under the Advising tab.

Required [GradPath](#) Forms:

*You may see two or three forms, depending on your admission term:*

#### Plan of Study

1. This form requires multiple approvals and allows you to update your Expected Graduation Term.
1. If Professional Advisor is prompted, use your advisors' information (see advisor list below).
2. If prompted for a Faculty Advisor, please enter Paige W Bausman.
2. Click "Get Enrollments" to pull in your completed coursework.
1. To add future courses that are not yet scheduled, select "Get Future Courses."
2. Compare your Plan of Study with your UAccess course history and make any necessary updates.
3. Important: Ensure there are no duplicate courses, as duplicates will delay processing.

Master's/Specialist Committee Appointment Form

1. This form is required by the Graduate College.
2. Although our program does not use a committee, this can be indicated on the form.
3. Note: Some newer students may not see this form—if it does not populate, you may disregard it.

Completion Confirmation (only for graduates)

1. This form is initiated by our office once your final course grade is posted in UAccess.
2. Degree completion is finalized by the Graduate College and may take a few weeks after the end of your final term.

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Academic/ Faculty Advisor Information

*You will see an option to select either a Professional Advisor or Faculty Advisor.*

*Faculty Advisor:*

*Pamela Jordan [pjorden@arizona.edu](mailto:pjorden@arizona.edu)*

# Career and Professional Development

## Opportunities

Most working professionals pursue their for one of four reasons: 1) advancement in their current role, 2) advancement in their current area, 3) advancement in their company in a different area, or **4**) career change outside their current company. The Professional Development Team educates and empowers students to apply their professional development skills to achieve their career aspirations.

### Resume Review & Resume Book

All students seeking employment can contact the Eller Career Management Office to have their resume and cover letter reviewed. The Eller Career Management Office will help the student identify adjustments that could strengthen their resume, and cover letter.

### Resources

Whether exploring your career options, preparing for interviews, or deciding on job offers, Eller Career Management offers a number of resources. Below are some of the other resources available to you.

### Professional Development Resource Center (BRIGHTSPACE)

<https://d21.arizona.edu>

This password-protected site houses many great resources for students, including samples of cover letters and resumes, common interview questions, lists of top hiring companies, career fair information, and more. Update your resume and LinkedIn profile by using the Eller Resume Template that can be found in the Professional Development Resource Center. It is accessible on students BRIGHTSPACE page as "Professional Development Resource Center."

- Launch Career Management materials
- Salary and Employment Reports
- Employer and Labor Market Resources
- Professional Relationships and Building Your Network Presentations
- Resumes, Cover Letters, Interviews, and More
- Workshop Presentations
- International Student Resources

In addition to the above resources, a course in career services management, **BNAD 514**, is offered three times per year. Career Management is designed to provide students with the knowledge, resources, and tools needed to navigate and manage their -level career search. This course applies career management theories, methods, and best practices to empower you to successfully manage your career now and in the future. Focus is given to resume and cover letter writing, personal branding, networking, interview skills, and job search techniques.

# Important Links

Please note that you are responsible for adhering to all University of Arizona Graduate College policies and procedures. A list can be found here [Graduate College Policies and Procedures](#).

Other Important Links Include:

[Eller Home](#)

[BRIGHTSPACE](#)

[UAccess](#)

[The University of Arizona Graduate College](#)

[General Catalog](#)

[Eller Faculty Directory](#)

[Dean of Students](#)

[Student Health](#)

[Bursars Office](#)

[Office of Financial Aid and Scholarships](#)