



UNIVERSITY OF CENTRAL FLORIDA

# Health Care Informatics MS Graduate Program Handbook

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# Health Care Informatics MS

Together, the [Graduate Student Handbook](#) and your graduate program handbook should serve as your main guide throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements and guidance for all graduate students. Your program handbook describes the details about graduate study and requirements in your specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in your program and in the Graduate College.

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

Here are some resources to help you better understand your responsibilities:

- [Academic Honesty](#)
- [Academic Integrity Training](#) - Open to all graduate students at no cost
- [Plagiarism](#)

## Introduction

The Professional Science Master in Health Care Informatics Program supports the Equal Opportunity and Affirmative Action Programs of the University of Central Florida in both student selection and faculty recruitment.

The program fully supports the Florida One policy of the University. In evaluating the effectiveness of our recruitment procedures, the Program generates a significant number of minority applicants and accepts a majority of those applicants. The Program is committed to giving full opportunity for admission regardless of race, ethnicity or gender.

In reference to affirmative action, specific measures are taken in order that the applicant pool and the Program's work force composition reflect the demographic characteristics of the professional community and service area. Affirmative Action employment efforts include advertisements in media oriented to underrepresented groups and the solicitation of candidates who could contribute a different perspective or background to the Program and serve as role models and mentors to our diverse student body.

Health care informatics involves the disciplinary fields of computer science and health care. At its most basic level, informatics involves the gathering and analysis of data and using that information knowledge to make improvements to a health care organization administratively or clinically. As a health care informatician, your responsibilities can include electronic medical records implementations, project management, systems analysis and design, data mining, and workflow improvements and redesign.

The health care informatics program at UCF is unique in that it will focus on providing students with a thorough grounding in the clinical, management and business aspects of the health informatics field.

The MS – Health Care Informatics Program is offered in a completely online format to accommodate the schedules of working professionals. Our asynchronous teaching technique allows to you log into your virtual classroom anytime throughout the day. All of your assignments, exams and projects are easily submitted through our online classroom portal. This learning format provides the flexibility needed for working professionals. Students in the MS-HCI program may not take courses outside of their prescribed POS. Please see policy below.

*University policy dictates that students enrolled in "market based" or "cost recovery" programs are not allowed to enroll in traditional state funded (E&G) classes or those outside of their specific program of study until they either*

*complete or withdraw from their specific program. These programs have a unique funding model that are outside of traditional academic programming making them self-supporting entities. Thus students, student credit hours, generated resources, and program expenditures may not be intermingled with state funded academic resources.*

-UCF Continuing Education Division

## **Transfer Credit**

At the discretion of the Health Care Informatics Program Director transfer credit will be considered and may be permitted on a case-by-case basis. For transfer credit consideration all courses must be accompanied by the official catalog descriptions, syllabus and official transcripts noting the course in question. A maximum of 9 credit hours can be transferred in upon approval. For the university's regulations concerning transfer of credits for master's programs, refer to the current [Graduate Catalog](#).

## **Graduation Requirements**

According to the graduate catalog students must maintain a grade point average of at least a 3.0 ("B") for graduation. Additionally, "a student may apply a maximum total of six semester credit hours of "C" grades, or the "C" grade credits associated with at most two classes, whichever is greater, to satisfy degree program requirements" (as taken from the UCF College of Graduate Studies found here: [catalog.ucf.edu/content.php?catoid=4&navoid=201](http://catalog.ucf.edu/content.php?catoid=4&navoid=201)). A student who earns a third grade of "C" may be disqualified from further Health Care Informatics studies. The decision to dismiss a student is recommended by the Program Director to the College of Graduate Studies. In any course repeated, a student must earn a grade of "B" or better. The following is an excerpt from the catalog and can be found at [catalog.ucf.edu/index.php?catoid=4](http://catalog.ucf.edu/index.php?catoid=4).

There is a minimum of 38 semester hours required for graduation. Students must file their "Intent to Graduate" through [MyUCF](#) the semester before his or her graduating semester. Students are also encouraged to check their Degree Audits regularly through [MyUCF](#) to ensure they are on track for graduation from the program.

## **Incomplete Grades**

According to the graduate catalog on "incomplete" policies, a grade of "I" (incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short period of time following the close of regular classes. In order to be eligible to receive a grade of "I", the student must have completed at least 60% of the required coursework. In all circumstances where an "I" grade is received, the student and faculty member must complete an agreement form that specifies how and when the incomplete grade will be made up. Grades of "I" must be resolved within one calendar year or prior to graduation, whichever comes first. Incompletes in regular course work left unresolved will be changed to "F" if not changed in the allowed time period, and this time period may be sooner for those receiving financial assistance. Please refer to the graduate policies for more information: [catalog.ucf.edu/content.php?catoid=4&navoid=201](http://catalog.ucf.edu/content.php?catoid=4&navoid=201).

## **Grading Policy**

The grading policies of the Health Care Informatics Program are as follows:

90-100 = A  
80-89 = B  
70-79 = C

60-69 = D  
59 and below = F

However, this policy may be changed at the discretion of each faculty member. Therefore, it is important to review the syllabi for each of your courses to ensure that you are familiar with the policy being used.

A grade point average of at least 3.0 ("B") is required for graduation. Additionally, a student may earn no more than two grades of "C" to graduate. A student who earns a third grade of "C" may be disqualified from further Health Care Informatics studies. In any course repeated, a student must earn a grade of "B" or better.

## Turnitin.com

The program utilizes [turnitin.com/](https://turnitin.com/), an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit papers in a Word document directly into Canvas. Instructors receive a report from [turnitin.com/](https://turnitin.com/) that states if and how another author's work was used in the assignment. For a more detailed look at this process visit [turnitin.com/](https://turnitin.com/). A score over 20% will be carefully investigated by the instructor and is subject to Student Conduct Board reporting if plagiarism is discovered. A [turnitin.com/](https://turnitin.com/) score of 70% or greater will result in a zero on that assignment and automatic referral for a full review by the Student Conduct Board.

## Academic Progress

Satisfactory completion of the program of study requires taking two classes each semester. You are encouraged to make an appointment to meet the faculty if you are having difficulty with any course. In order to demonstrate satisfactory academic progress you must maintain an overall GPA of 3.00 and satisfactorily complete the professional course requirements described in this Handbook. Any deviation from the sequence of course identified in the program of study must be approved by the Program Director.

If you fail to meet the requirements for satisfactory academic progress you will receive written notification of your status from the Program Director. In response to this notification you may submit a written petition to the, Program Director requesting continuation in the professional program of study. The petition must describe the reasons for your unsatisfactory progress and the strategies you propose to improve future performance. Failure to demonstrate satisfactory academic progress will result in dismissal from the Health Care Informatics Program, unless a petition for continuation is approved and a conditional retention plan (CRP) is approved by the College of Graduate Studies.

If you are dismissed from the Program you may apply for readmission. Readmission to the Health Care Informatics Program will be based on a review of the circumstances of your dismissal and any additional information regarding changes in your status.

## Course Planning

Students should become familiar with the courses they need to obtain their degree. Student files are reviewed each semester by faculty to determine courses needed toward graduation. Students are encouraged to plan and obtain advice about scheduling courses so they are taken in the proper sequence or semester. Good planning could save time and eliminate unnecessary heavy schedules. The HCI program is a lock step program that requires students take courses in a structural way. Any deviations from this will result in delayed graduation.

## **Program Director and Advisor**

It is the student's responsibility to satisfy all requirements for graduation. Health Care Informatics students should be advised by the HCI Program Director. It is in the student's best interest to review their plan of study when they first enroll in the degree program. Students are also responsible to check their Graduate Plan of Study (GPS) which provides a detailed outline of their degree program requirements and their progress in the program. If students have any questions as at about the degree program and their progress in the program, they can either seek the assistance of their Program Coordinator or the Program Director. The Program Director will sign all forms, student forms, and petitions.

## **Faculty Office Hours**

It is the responsibility of the student to constantly interact with their course professors to ensure that they are on track. At any time, they can request a virtual or if appropriate a face-to-face office appointment to meet with them and discuss any academic or professional development concerns. Faculty maintains office hours, but if needed, they can make any effort to accommodate the student's schedule to meet with them. After contacting the faculty, if a student still have concerns, they should contact the Academic Coordinator and if needed, the Program Director.

## **Vacation Policy**

The Health Care Informatics Program at the University of Central Florida makes no provision for any vacation, other than semester breaks, spring holidays, and other designated holidays scheduled according to the university calendar.

## **Professionalism**

The faculty have the responsibility to plan learning, experiences designed to assist the student in becoming a competent Health Care Informatician. In addition to acquiring knowledge and learning analytical skills, students must demonstrate affective (value and attitudinal) behaviors consistent with those required to obtain and maintain employment and function effectively as part of the administrative team.

Professionalism is defined "as professional character, spirit or methods--the standing, practice, or methods of a professional, as distinguished from an amateur" (Dictionary.com, 2014). Behaviors and attitudes required of health professionals are expected of Health Care Informatician students, and include:

- Utilizing communication skills that are appropriate and effective in relating to peers and faculty. This includes careful expression of personal opinions and acceptance of constructive criticism, which is intended to promote learning, and confidence.
- Conducting one's self in a manner considered appropriate, legal and ethical by members of the health profession.
- Assuming responsibility for one's own academic and professional development.
- Participating actively and demonstrating enthusiasm toward classroom activities.
- Demonstrating cooperation and understanding to peers and faculty.
- Striving to progress toward competency and demonstrates this with an adequate level of productivity.
- Taking responsibility for punctuality and the ability to follow through with tasks.

## Disciplinary Measures

Any infraction of the policies of the Health Care Informatics Program will warrant disciplinary measures taken against the student offender. These measures may involve academic action taken by the faculty, including removal from the Program, and/or judicial action by the University Judicial Officer. The Program upholds the Rules of Conduct stated in The Golden Rule student handbook in addition to the Program Handbook. The type of action taken depends upon the seriousness of the infraction, Academic action by the faculty results if the student is cheating on written assignments or tests. This action is taken as stated in the Academic Behavior Standards Policy and Procedures section of The Golden Rule. Judicial action by the University Judicial Officer, as may be referred by the faculty, results if the student possesses or consumes intoxicants or narcotics, steals or related behavior, abuses or neglects equipment or supplies, possesses dangerous weapons, or engages in other conduct determined to be in violation of university rules of conduct. This action is taken as stated in the Student Rights and Responsibilities, the Rules of Conduct, and the Judicial Process sections of The Golden Rule.

## Academic Standards and Conduct

### Student Rights and Responsibilities

**Rights:** Upon enrollment, students are entitled to the following freedoms and rights, provided the exercise thereof is accomplished in accordance with University procedures and does not result in disruption or disturbance as elsewhere described in the Rules.

- Participation in Student Government Association and its elective process.
- Membership in Student Organizations.
- Freedom of expression. The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.
- Freedom to hold public forums. The University desires to create a spirit of free inquiry and to promote the timely discussion of a wide variety of issues, provided the views expressed are stated openly and are subject to critical evaluation. Restraints on free inquiry are held to a minimum and are consistent with preserving an organized society in which peaceful, democratic means for change are available. Guest lecturers or off campus speakers sponsored by student groups may appear on the UCF campus following arrangements with the designated University authority for such appearances.
- Freedom to hear, write, distribute and act upon a variety of thoughts and beliefs. This freedom is subject to the following regulations:
  - Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the University Board of Publications which is appointed by the President or designee. The distribution of such material, as is arranged by the Director of Office of Student Involvement, is permissible for student organizations provided steps have been taken to preserve the orderliness of the campus.
  - Non-university or off-campus printed materials shall not be distributed or circulated by students or student organizations without first being stamped by the office of the Director of the Office of Student Involvement.
  - The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas or in residential units is not allowed without prior permission. Such permission may be requested from the appropriate university official.
- Peaceful assembly. Existing laws and University rules shall be observed. Student gatherings must neither disrupt or interfere with the orderly educational operation of the institution, nor violate state or local laws, or University rules.
- Fair and impartial hearing. These matters shall include, but not be limited to:
  - Disciplinary proceedings involving alleged violation of academic and nonacademic rules and regulations.

- Refunds and charges. The status of a student charged with a violation of University regulations shall not be affected pending final disposition of the charges except in the case of administrative action. For specific procedures and rights of students during the student conduct process, see later section entitled “Student Conduct Review Process.”
- Confidentiality of student records. Each University office and agency which generates, collects, and disseminates information on students must follow the guidelines for confidentiality of those records in their possession. For further information see, “Student Record Guidelines.”
- Provisions for Victims/Survivors of Acts of Violence. To ensure fairness to victims/survivors of acts of violence throughout the disciplinary process, the University has established the following policy on victims/survivors:
  - A victim or a survivor may have a person of her or his choice accompany her or him throughout the Student Conduct Review process. This person will act as a support person or advisor but will not represent the victim or survivor.
  - A victim or survivor may submit a list of questions related to the alleged incident, prior to the hearing, that she or he feels the charged student should be asked during the hearing process.
  - A victim or survivor may not have her or his irrelevant past conduct, including sexual history, discussed during the hearing. The issue of relevancy shall be determined by the Student Hearing Panel or the hearing officer.
  - A victim or a survivor may make a “victim or survivor impact statement” and suggest an appropriate sanction (to include appropriate compensations) if the charged student is found to have been in violation of the Rules of Conduct.
  - A victim or survivor may know the outcome of the student conduct review process, after making a commitment to protect the confidentiality for all persons involved as outlined in the Family Educational Rights and Privacy Act Regulations, 99.31.13. However, where the student conduct review process is invoked for a sex offense, both the victim/survivor and the accused must be informed of the final outcome of the student conduct review process without a commitment to protect the confidentiality of the information, pursuant to the Clery Act Regulations, 668.46(b)(11). The “final outcome” means only the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

**Responsibilities** The most basic responsibility of a student is to study and move forward in intellectual development, while taking advantage of the many opportunities provided in this University environment for total personal growth, development and maturation. Students and organizations are responsible for the observation of all University policies and rules.

Rights and freedoms in any environment are protected through exercised responsibilities and maintained through an established system for justice. The ideal balance of control for liberties is strongly weighted toward understanding and observing regulations as acts of individual responsibility, not always because of agreement, but because compliance also serves the best interests of all and helps in the completion of stated individual and University objectives.

The University has compiled student-governing information in this handbook and has distributed it to help provide direction and awareness for the academic community. It is each student’s responsibility to become aware of and learn its regulatory content and procedures for dealing with problems which may arise in the course of educational progress.

When University rules are judged to no longer serve the best interests of all, the consideration for change should be introduced through appropriate channels.

Within the University, emphasis is placed on the development of each individual’s recognition and acceptance of personal and social responsibilities. High ethical and moral standards of conduct are a part of the University’s mission and its contribution to the well-being of society.

## Personal Health Responsibilities

Each student must assume a certain level of responsibility for his or her education and for the maintenance of health. Learning and education take place within a body. A drugged or mistreated body can neither absorb nor retain meaningful information.

The university has established regulations against the misuse of drugs and alcohol and has designated sanctions for violations. These efforts are in the interest of a minimum effort to serve students; the maximum effort is to encourage students to develop a lifestyle free of drug abuse and to understand the connections between life, learning, and proper functioning of the integrated body and mind.

A broad range of student services provided through the Division of Student Development and Enrollment Services is available to assist students in solving problems, which negatively affect their performances. The Wellness Program, coordinated through the Student Health Center, is designed to help students target health related problems and find solutions. Wellness encourages self-direction for a lifestyle, which addresses meaningful living, care enough to recognize problems, initiate action, and use available services.

## Aids Policy

It is the policy of the State University System (SUS) to balance the rights of Acquired Immune Deficiency Syndrome (AIDS) victims to an education and employment against the rights of students and university employees to an environment in which they are protected from contracting the disease. In the belief that education can exercise some control over the spread of the disease, and help the public to respond in a reasoned manner, the SUS is committed to providing the university communities and the public at large with education on the nature and transmission of the disease and the legal rights of AIDS victims.

The policy of the university is to treat cases of AIDS on a case by case basis. When an AIDS case comes to the attention of the university, whether student, faculty, or staff member, the University AIDS Committee will assume responsibility for conducting a thorough review based upon the best medical and legal information available. Any actions taken will respect the rights of the individual to confidentiality as well as the individual's welfare and that of the university community. For further information, Sharon Douglass, the university's principal AIDS counselor, can be reached through HIV-AIDS Education office at telephone number, (407) 823-2437.

## Curriculum

Please visit the [Graduate Catalog](#) to see the current curriculum for our program.

# Timeline for Completion

The program can be finished in 20 months.

## Two-Year Course Schedule

### 1st Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none"><li>HIM 5118C: Health Care Informatics and Information Technology (4)</li><li>HIM 6119C: Biostatistics and Decision Analysis (4)</li></ul>	<ul style="list-style-type: none"><li>HIM 6217C: Health Care Database Management (4)</li><li>HIM 6122C: System Analysis and Design (4)</li></ul>	<ul style="list-style-type: none"><li>HIM 6123C: Project Management in Health Care Informatics (4)</li><li>HIM 6121: Privacy and Security in Health Care Informatics (4 credit hours)</li></ul>
Semester Total: 8 credit hours	Semester Total: 8 credit hours	Semester Total: 8

### 2nd Year of Graduate Training

Fall	Spring
<ul style="list-style-type: none"><li>HIM 6464C: Epidemiology, Analytics and Quality Management (4)</li><li>HIM 6124C: Data Architecture and Modeling (4)</li></ul>	<ul style="list-style-type: none"><li>HIM 6125: Health Care Informatics Capstone (3)</li><li>HIM 6947: Health Care Informatics Internship (3)</li></ul>
Semester Total: 8 credit hours	Semester Total: 6 credit hours

\*Student without the appropriate educational background may be required to take a series of 1 credit hour electives, in addition to all require courses during the program.

## Descriptions of Required Courses

### HIM 5118: Health Care Informatics and Information Technology

An overview of the current state of healthcare informatics including existing and future technologies. Areas of emphasis include EHR, HIE, Standards, and clinical decision making.

### HIM 6119: Biostatistics and Decision Analysis in Health Care

Selected decision structure and solution techniques. Selection, implementation, and results analysis of key statistical methods to support decision making and policy analysis in healthcare organizations.

### HIM6122: Health Care Information Systems Analysis and Design

Analyzing workflow in healthcare organizations to identify data needs and system elements to support work. Modeling system elements with a variety of traditional and object oriented tools.

### HIM6123: Project Management in Health Care Informatics

This course applies the project management principles of initiating, planning, executing, monitoring and controlling and closing to managerial and patient care problems using Microsoft Project

### HIM6124: Health Care Data Architecture and Modeling

Analyzing data architecture standards for interoperability of healthcare applications, migration of healthcare data and development of knowledge bases for aiding decision support for clinical practices.

**HIM6464: Epidemiology, Analytics and Quality Management**

Healthcare providers are required to report quality measures for reimbursement. Informatics professionals play an integral role in identifying, parsing, understanding, and utilizing the information needed for these initiatives.

**HIM6217: Health Care Database Management**

Design and implementation of relational database structures for healthcare operations. Use of structured query language and reporting tools to manage data.

**HIM 6121: Privacy and Security in Health Care Informatics**

Focuses on privacy and security issues associated with health care information. Students will evaluate security audits, regulatory policies/laws, and release of information procedures.

**HIM6125: Health Care Informatics Capstone**

This course serves as a culminating experience for the HCI program. Students will apply knowledge gained in all courses to an informatics related area of study.

**HIM 6947: Internship**

Experiential learning course where students apply skills and competencies to solve real-world informatics projects of substantive value. Students must complete required hours under the supervision of an internship site preceptor.

## Program Faculty

The Professional Science Master in Health Care Informatics Program is administratively located in the Department of Health Management and Informatics, College of Health and Public Affairs. Michael Frumkin, PhD, is the Dean of the College of Health and Public Affairs. Reid Oetjen, PhD, is the Interim Chair of the Department.

The Program faculty members are as follows:

***Kendall Cortelyou-Ward, PhD***

Kendall Cortelyou-Ward, PhD, is an Associate Professor in the Department of Health Management and Informatics. She is also the Program Director for the Professional Sciences Masters in Health Care Informatics program. In addition, Dr. Cortelyou-Ward works closely with community partners on workforce issues. In addition to the HCI program, Dr. Cortelyou-Ward also teaches in both the graduate and undergraduate health services administration program. She received her doctoral degree in Public Affairs with a specialization in healthcare from the University of Central Florida in 2007. Dr. Cortelyou-Ward's research interests include healthcare workforce issues, consumer informatics, health care informatics, and the scholarship of teaching and learning.

***Alice Noblin, PhD, RHIA, CCS***

Alice Noblin, PhD, is the undergraduate Health Informatics and Information Management Program Director at the University of Central Florida. She is an Assistant Professor in the program as well as in the Masters in Health Care Informatics program. She received her MBA from Georgia State University and her PhD in Public Affairs from UCF. Dr. Noblin has work experience in both hospitals and physician offices.

Dr. Noblin is credentialed by the American Health Information Management Association (AHIMA) as a Registered Health Information Administrator (RHIA) and a Certified Coding Specialist (CCS). She is certified as an ICD-10 Trainer by AHIMA as well. Dr. Noblin is active in the regional, state and national HIM organizations. She is also a panel reviewer for the Commission on Accreditation for Health Informatics and Information Management Education. Dr. Noblin is a co-author in the textbook Learning to Code with CPT/HCPCS. She has several other peer-reviewed publications and has presented her research at academic and practitioner conferences. Her research interests include electronic health records, personal health records, and health information exchanges.

### ***Lawrence West, PhD, MBA***

Larry West, PhD, received a BA in Economics from the University of California at Davis, an MBA from the University of Arizona, and a PhD in Information Systems and Industrial Organization Economics from Texas A&M University. He has published multiple papers on the economics of information and information systems, geographic information systems as a decision support technology, and the international labor market for skilled professionals. His teaching interests are database management systems and the development of custom web and Windows-based applications. Following graduation from UC Davis Dr. West served for ten years as a Regular Army Infantry Officer and Comptroller and eighteen years in the US Army Reserve, mostly in the Civil Affairs Corps. He is a veteran of the first deployment of US forces to Iraq where he earned the Bronze Star and the Iraq Campaign Medal with two campaign stars. He is a graduate of the U.S. Army Airborne and Ranger schools. Dr. West enjoys poker and plays it badly.

### ***Varadraj Gurupur, PhD***

Varadraj P. Gurupur, PhD was born in Mangalore, India. He received his undergraduate degree in Computer Science and Engineering from Mangalore University, India in the year 2002. Dr. Gurupur received his Master of Science in Computer Science in 2005 and PhD in Computer Engineering in 2010 from the University of Alabama at Birmingham.

Dr. Gurupur was previously employed with the School of Medicine, University of Alabama at Birmingham (UAB) as a Data Manager for their Alzheimer's disease Research Center, and later as an Information Systems Specialist. His main area of research is improving information systems for health and biomedical informatics. He has developed innovative prototypes that present new methodologies that can be used in the development of these information systems. Based on these prototypes he has published articles that have been indexed in PubMed. Dr. Gurupur's articles have been published in Journal of Medical Systems, Advances in Engineering Software, and IEEE Transactions on Learning Technologies.

### ***Steven Ton, MS***

Steven Ton is an Internship Director and instructor with the Department of Health Management and Informatics. He teaches Health Information Technology courses and employs his community contacts to develop and secure internship opportunities for students in the MS Health Care Informatics and undergraduate Health Informatics and Information Management programs. Previously, Ton served UCF as the Assistant Director of Information Technology for the College of Medicine's Regional Extension Center.

Ton is interested in the human brain and computer technology. He received his undergraduate degree in Neuroscience from the University of California, Irvine in 2008 and his Master of Science in Health Care Informatics from the University of Central Florida in 2011. Ton's research interests include technologies to improve the diagnosis and treatment of Autism Spectrum Disorders and Pervasive Developmental Disorders.

Ton is also an entrepreneur and health IT consultant with 15+ years in the IT space. He owns and operates an optometry practice. As a HIT consultant, Ton has helped over 60 central Florida health care providers successfully adopt and meaningfully use certified electronic health record technology with the aim of improving patient care.

## **Report/Project Requirements**

Reports and projects will be required as part of individual classes. Such classes that will have projects include:

- Biostatistics and Decision Analysis in Health Care
- Project Management in Health Care Informatics
- Privacy and Security in Health Care Informatics
- Health Care Informatics Capstone

# Financial Support

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Funding for Graduate School](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

## Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see [UCF Graduate Fellowships](#), which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.

Key points about financial support:

- If you are interested in financial assistance, you are strongly encouraged to apply for admission early. A complete application for admission, including all supporting documents, must be received by the priority date listed for your program under "Admissions."
- You must be admitted to a graduate program before the university can consider awarding financial assistance to you.

If you want to be considered for loans and other need-based financial assistance, review the UCF Student Financial Assistance website at [finaid.ucf.edu](http://finaid.ucf.edu) and complete the FAFSA (Free Application for Federal Student Aid) form, which is available online at [studentaid.ed.gov/sa/fafsa](http://studentaid.ed.gov/sa/fafsa). Apply early and allow up to six weeks for the FAFSA form to be processed.

- UCF Graduate Studies awards university graduate fellowships, with most decisions based on nominations from the colleges and programs. To be eligible for a fellowship, students must be accepted as a graduate student in a degree program and be enrolled full-time. University graduate fellowships are awarded based on academic merit and therefore are not affected by [FAFSA](#) determination of need.
- Please note that select fellowships do require students to fill out a fellowship application (either a university fellowship application, an external fellowship application, or a college or school fellowship application). For university fellowship applications, see [Financing Grad School](#).
- For information on assistantships (including teaching, research, and general graduate assistantships) or tuition support, contact the graduate program director of your major.

## Graduate Student Associations

There currently is no MS - Health Care Informatics Graduate Student Association. However, we do encourage student to join the HIMSS organization. Student membership fees are at a discounted rate.

**The Graduate Student Association (GSA)** is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit [facebook.com/groups/UCFgsa/](https://facebook.com/groups/UCFgsa/). For individual department or graduate program organizations, please see program advisor.

## Professional Development

As part of the Degree Requirements of the Health Care Informatics program, each student is required to complete an internship. During the internship, students will work in an organization to get hands-on experience in Health Care Informatics.

## Job Search

Graduates of the program will have opportunities for employment as practitioners, managers, analysts and researchers. A recent job search within the state of Florida listed numerous openings in health centers, hospital systems and health insurance organizations for individuals with a health informatics degree.

The federal government estimates that 40,000 new health care informatics professionals will be needed within the next decade. Numerous openings have been announced in several environments, including: hospitals, health centers, physicians' offices, regional extension centers and health insurance companies.

## Forms

- [College of Graduate Studies Forms and References](#)  
A complete listing of general forms and references for graduate students, with direct links, may be found here.
- [Graduate Petition Form](#)  
When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- [Traveling Scholar Form](#)  
If a student would like to take advantage of special resources available on another campus but not available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections, this form must be completed and approved.

## Useful Links

- [Health Care Informatics](#)
- [College of Community Innovation and Education](#)
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# Grad Faculty

**Asterisk** = has previous committee experience, which qualifies the person to serve as vice chair

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