



UNIVERSITY OF CENTRAL FLORIDA

# Health Services Administration MS Graduate Program Handbook

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# Health Services Administration 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

### Welcome to the Master of Science Executive Health Services Administration Program

The faculty welcomes you to the Executive Health Services Administration Program. We hope that you will view your time with us as a challenging and enjoyable learning experience.

The Student Handbook is designed to serve as a guide to specific information concerning the program and program policies. The Executive Health Services Administration Program, under applicable rules of the Administrative Procedures Act, may change any of the announcements, information, policies, rules, regulations, or procedures set forth in this handbook. The handbook is published once a year and cannot always reflect new and modified regulations. Information regarding University rules, regulations, policies, procedures, and requirements are published in the UCF Catalog and The Golden Rule.

Please feel free to discuss any questions you may have with the faculty.

### The Graduate Program in Executive Health Services Administration

The Executive Health Services Administration graduate degree appeals to professionals in the health field who are seeking to broaden their knowledge of the health industry and advance their careers. Other students enter the program as a first step towards a PhD in Public Affairs or a related discipline. The curriculum provides content on the analysis of issues and trends in the health care industry; the study of the structure and leadership of health care organizations; strategic planning; financial management; individual and organizational strategies for change; research methods, statistics, policy and planning issues and information systems to facilitate problem solving.

The purpose of the Graduate Program in Executive Health Services Administration is to educate and train students who are preparing to function in a wide variety of managerial and supervisory healthcare environments, ranging from rural to metropolitan, from integrated delivery systems to freestanding clinical organizations, and from operational activities to educational pursuits. Each faculty member will model the attributes of an

administrative scholar with respect to practice, education, research, continuing education, service, and leadership. In support of this aim, the faculty strive to assist in the development of informed and responsive leaders who possess the capacity for critical thinking and creative problem solving.

## **Mission Statement**

The purpose of the graduate program in Executive Health Services Administration is to educate and train students who are preparing to function in a wide variety of managerial and supervisory health care environments, ranging from rural to metropolitan, from integrated delivery systems to free-standing clinical organizations, and from operational activities to educational pursuits. Each faculty member will model the attributes of an administrative scholar with respect to practice, education, research, continuing education, service and leadership. In support of this aim, the faculty strive to assist in the development of informed and responsive leaders who possess the capacity for critical thinking and creative problem-solving.

## **Vision Statement**

The Vision of the Graduate Program in Executive Health Services Administration is to be the premier program in Executive Health Services Administration in the state of Florida and one of the nation's premier programs recognized for excellence and diversity in graduate education, research and service. Such excellence and diversity will be achieved through innovative partnerships in education, research, and service responsive to community and regional needs.

## **Program Goals**

Goal A. Prepare students for careers in health services management and policy by imparting the knowledge, values, and skills essential for effective management and leadership of health organizations.

Goal B. Conduct high-quality research in the areas of health services management and policy with a metropolitan, community, regional and national focus.

Goal C. Provide services through which the Department's faculty, staff and students apply their management, research knowledge, and skills to issues relevant to various stakeholders in central Florida.

Goal D. Actively engage alumni in assisting the program in curricula and development initiatives, student recruitment, career development, and research initiatives.

Goal E. Ensure a continual diverse applicant pool of excellent full and part-time students. Diversity refers to ethnicity, age, gender, work experience, and academic background.

## **Program Values**

The faculty of the Program recognizes seven values of particular importance:

- *Respect* for the dignity of each individual;
- *Equity* in matters of employee relations, resource allocation, and dispute resolution;
- *Accountability* of individual faculty, staff, and students to one another and to society;
- *Continuous improvement* in the quality of work of faculty, staff, students, and alumni;
- *Teamwork* among student, faculty, staff, and alumni; and
- *Opportunity* building for students, faculty, and alumni;
- *Responsiveness* to change and innovation.

The program is designed specifically for self-motivated, mature, and experienced professionals who are seeking advanced preparation in management and administrative roles that ultimately lead to upper level executive positions in complex health services organizations. The curriculum provides a course of study that includes an analysis of issues and trends in the health care industry; a study of the structure and leadership of health care organizations; strategic planning; financial management; individual and organizational strategies for change; research methods, statistics, policy and planning issues and information systems to facilitate problem solving.

## **Program Structure**

The Master of Sciences Executive Health Services Administration Program is administratively located in the Department of Health Management and Informatics, College of Health and Public Affairs. Dr. Michael Frumkin is the Dean of the College of Health and Public Affairs. Dr. Reid Oetjen is the Chair of the Department.

The faculty who teaches in the program can be found in the Department of Health Management and Informatics website, found here: [ccie.ucf.edu/hmi/faculty-staff/](http://ccie.ucf.edu/hmi/faculty-staff/). On that same page, you can also find their CVs and research interest.

Below lists the names of the faculty who teaches in the program:

Dr. Michelle Chandler, PhD

Dr. John Gaze, PhD

Dr. Varadraj Gurupur, PhD

Dr. Xinliang "Albert" Liu, PhD

Dr. Reid Oetjen, Ph.D., MSHSA (Chair)

Mr. Phil Putnam, JD, MHA

Dr. Bernardo Ramirez, MD, MBA

Dr. Timothy Rotarius, PhD, MBA

Mr. Larry Walters, MHA

Mr. Phil Wessel, MHA

## **Nondiscrimination Statement**

The Master of Sciences Executive Health Services Administration 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. In addition, females make up a majority of students in the Program. Therefore, it is evident that 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 applicant pools 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.

## What to Know about the Program

The Master of Science in Health Sciences: Executive Health Service Administration Appeals to professionals in the health field who are interested in broadening their knowledge of the business aspect of the health industry and advancing their careers. Still other students enter the program as a first step towards a PhD in Public Affairs or a related field. This program is completely online which provide convenience and accessibility to working professionals. Although you are enrolled as an online student, you are welcome and encouraged to access the resources at the UCF Main Orlando campus as well as the regional campuses in the Central Florida region. For a listing of all UCF campuses, please visit this link: [connect.ucf.edu/](http://connect.ucf.edu/).

The program utilizes an engaging and interactive multi-media environment that requires students to have a reliable internet connection, a computer that can support the current software such as Microsoft Office Suite and other audio and visual capabilities. Also, students should have access to a microphone and web camera to participate in webinars, consultations and other academic activities. We recommend the use of headsets to improve the quality of the communication. Some activities in the program such as consultations and webinars may be synchronous to facilitate the interaction between the faculty and students.

Although the program is online, we highly encourage all students to participate in local activities to further their continuing education, professional networking and application of their course learning to the practicing work environment. The program also encourage students to join the local chapter of the American College of Healthcare Executives (ACHE) and/or other relevant professional associations to maintain their professional development.

Students will be advised on how to keep a portfolio throughout the program where they can record their academic achievements and use examples to further their professional advancement that highlight their competencies developed in their academic and professional path.

*"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."*

## Transfer of Credit

At the discretion of the Executive Health Services Administration 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 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](#).

## Enrollment

Graduate student may not enroll in more than 12 credit hours for fall, spring and summer semesters.

## 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 earn no more than two grades of "C" to graduate. A student who earns a third grade of "C" may be disqualified from further Executive Health Services Administration studies. A final decision on disqualification will be made by majority vote of the eMSHSA faculty. In any course repeated, a student must earn a grade of "B" or better. A student who earns a grade of "D" or below will be disqualified from further HSA graduate studies. The following is an excerpt from the catalog and can be found at [ucf.catalog.acalog.com/index.php?catoid=4](http://ucf.catalog.acalog.com/index.php?catoid=4).

There is a minimum of 44 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 Graduate Plan of Study regularly through [myUCF](#) to ensure they are on track for graduation from the program.

## Incomplete Grades

Students who earn an incomplete grade in a course will have until the end of the semester immediately following the semester in which the incomplete grade was earned to make up the course requirements. Should the course work not be completed in this time frame, the incomplete grade will be changed to an F and the student will be disqualified from further HSA graduate studies. In order to be eligible to receive a grade of "I", the student must complete at least 60 percent of the required coursework.

## Grading Policy

The grading policies of the Executive Health Services Administration Program are as follows:

90-100 = A  
80-89 = B  
70-79 = C  
60 - 69 = D  
60 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.

## Academic Progress

You are encouraged to make an appointment to meet the faculty at any time and especially if you are having difficulty with any course. In order to demonstrate satisfactory academic progress you must maintain an overall GPA of 3.00 satisfactorily complete the professional course requirements, and satisfy the Capstone final course described in this Handbook. Any deviation from the sequence of course identified in the program of study must be approved by your Academic Coordinator.

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 Executive Health Services Administration Program, unless a petition for continuation is approved. If you are dismissed from the Program you may apply for readmission. Readmission to the Executive Health Services Administration 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 the Academic Coordinator to determine courses needed toward graduation. Students are encouraged to follow the graduate plan of study as provided by the Academic Coordinator. Good planning could save time and eliminate unnecessary heavy schedules.

## **Advising**

It is the student's responsibility to satisfy all requirements for graduation. Executive Health Services Administration students should be advised by the Academic Coordinator and if needed by the Program Director. It is in the student's best interest to be advised each semester.

## **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 Executive Health Services Administration 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.

# **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.

1. Membership in Student Organizations.
2. 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.
3. 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.

4. 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.
5. 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.
6. 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."
7. 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."
8. 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 responsibility for his or her education and for the maintenance of their 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, please visit the UCF Student Health Center.  
[whps.sdes.ucf.edu/hiv](http://whps.sdes.ucf.edu/hiv).

## Rules of Conduct

For the complete Rules of Conduct see the Golden Rule at [goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/).

## Student Academic Behavior

### Academic Behavior Standards

UCF is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action affects student enrollment status.

Violations of student academic behavior standards include:

- Cheating whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects. The unauthorized possession or use of examination or course related material shall also constitute cheating.
- Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials take from another has plagiarized.
- A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

### Academic and/or Disciplinary Action

Action by the instructor;

- When a violation of student academic behavior standards becomes known, the instructor shall take appropriate measures ranging from counseling to an academic action (loss of credit for a specific assignment, examination or project, or removal of the offender from the course with a grade of "F") to recommendation of disciplinary action to the university student judicial officer.
- Before initiating any academic action, the instructor shall inform the student of the alleged violation, citing the information on which the allegation is based. The instructor shall give the student the opportunity to respond in defense, including hearing from other persons with knowledge of the situation involving the student's alleged behavior. Subsequently, the instructor shall duly inform the student in writing of the academic action being taken and the reasons for such action. Reports of the initial and final academic action shall be sent to the university student judicial officer.
- Should an alleged violation of academic behavior standards arise before the withdrawal deadline in a term., the instructor shall notify the registrar that the student shall not be withdrawn from the course of question. Only a written release from the instructor of the authorized party deciding a student appeal will allow withdrawal.
- However, if the student appeals the academic action and desires to withdraw from the course, the process shall be initiated by the student immediately in the normal university manner. Such withdrawal requests will be held in abeyance until a ruling on an appeal is obtained. If resolved in favor of the student, the withdrawal request will be processed at the time. The individual empowered to rule on the student appeal shall appropriately notify both the registrar and university student judicial officer of the outcome.
- The instructor's recommendation for disciplinary action (university probation, suspension or expulsion) shall be submitted through the college dean to the university student judicial officer for

processing under the provisions of the university's student judicial process. E. Student appeals of academic action shall be made under the provisions of the university's grade appeal rule.

### **Coordination of Academic and Disciplinary Action**

- When an instructor initiates academic action as the result of the student's alleged violation of academic behavior standards, the academic action will be processed first. At the time of the final academic action report, the instructor can recommend, through the college dean, that disciplinary action should also be pursued through the university student judicial officer.
- When information concerning an alleged violation of academic standards is received by the university student judicial officer from other than instructional sources (e.g. other students, university police, etc.), that officer shall inform the dean of the college in which the violation allegedly took place before proceeding with the disciplinary process. The college dean shall inform any affected instructor.
- In case it is not clear initially whether the reported action is best pursued through academic action or disciplinary action procedures, the university student judicial officer and the dean of the college in consultation with any affected instructor(s), will confer and decide which procedure to employ in pursuing the case.
- In the case of the multiple or aggravated violations of academic behavior standards, the university student judicial officer shall initiate disciplinary action based on information contained in university records upon recommendation from the dean of the college.

### **Disciplinary Measures**

Any infraction of the policies of the Executive Health Services Administration 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. The type of action taken depends upon the seriousness of the infraction, Academic action by the faculty results if the student is cheating in the classroom or during, 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.

### **Professionalism**

The faculty have the responsibility to plan learning, experiences designed to assist the student in becoming a competent Health Care Administrator. In addition to acquiring knowledge and learning analytical skills, students must demonstrate effective (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. Behaviors and attitudes required of health professionals are expected of Health Services Administration 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 demonstrates enthusiasm toward classroom activities.
- Demonstrating cooperation and understanding to peers and other members of the health profession team.
- 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.

## Curriculum

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

## Timeline for Completion

### 1st Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• HSA 6766 Health Care Statistics and Research</li> <li>• HSA 6345 Leadership for Health Care Executives</li> </ul>	<ul style="list-style-type: none"> <li>• HSA 6179 Financial Accounting for Health Care Managers</li> <li>• HSA 6346 Health Care Organizational Behavior and Human Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>• HSA 6178 Financial Management for Health Care Managers</li> <li>• HSA 6505 Health Care Quality and Risk Management</li> </ul>

### 2nd Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• HSA 6156 Health Care Economics and Policy</li> <li>• HSA 6197 Health Care Informatics for Health Care Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• HSA 6520 Epidemiology and Health Planning</li> <li>• HSA 6555 Health Care Ethics and Law</li> </ul>	<ul style="list-style-type: none"> <li>• HSA 6188 Health Care Capstone and Strategic Management</li> </ul>

## Capstone Requirement

All students are required to successfully complete the capstone course (HSA 6188). To successfully pass this course, students must earn a grade of "A" or "B." There is one exception: If a student has not yet earned a "C" in the program, the student may pass this course with a grade of "C."

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Tangible research projects, scholarly papers, internships, or our capstone experience also contribute to the self-development of our students. The research study and final report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

## Graduate Research

For information regarding research interests, research publications, faculty research interests and research resources for graduate students visit the [Research webpage](#) on the Department of Health Management and Informatics website.

# Financial Support

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see Financing Grad School on the UCF Graduate Studies website, 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.

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 <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

## The American College of Healthcare Executives (ACHE)

[ache.org/](http://ache.org/)

This is a national organization open to all healthcare executives. UCF has an ACHE student chapter that meets monthly. Look for information about the next ACHE student chapter meeting in the HSA newsletter. If you are not local to the Central Florida Area, there may be an ACHE chapter near you. Please visit their website ([ache.org/](http://ache.org/)) to find a chapter near you.

## Graduate Health Network (GHN)

GHN is an organization that serves the needs of UCF students interested in a career in healthcare management. For more information, contact the Faculty Advisor, Kourtney Nieves ([kourtney.nieves@ucf.edu](mailto:kourtney.nieves@ucf.edu))

# Professional Development

Information regarding internship and fellowship opportunities offered by the Department of Health Management and Informatics visit the [Internships and Fellowships webpage](#) on the department website.

The Department offers scholarship opportunities to students in the program. Students will be made aware of these opportunities when they arise throughout the academic year. The ACHE essay contest, McGaw

scholarship, and HSA Alumni Scholarship are just a few of the opportunities available to students. The University also offers scholarship opportunities to eligible students. For a listing of scholarship opportunities, please visit the financial aid website found here: [finaid.ucf.edu/](http://finaid.ucf.edu/).

## Job Search

Information regarding career opportunities, including a listing of places of employment, visit the [Career Opportunities webpage](#) on the Department of Health Management and Informatics website.

## 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 Management and Informatics](#)
- [College of Community Innovation and Education](#)
- [College of Graduate Studies](#)
- [Academic Calendar](#)
- [American College of Healthcare Executives](#)
- [Bookstore](#)
- [Campus Map](#)
- [Counseling Center](#)
- [Financial Assistance](#)
- [Golden Rule Student Handbook](#)
- [Graduate Catalog](#)
- [Graduate Student Association](#)
- [Graduate Student Center](#)
- [Housing and Residence Life](#)
- [Housing, off campus](#)
- [Knights Email](#)
- [Library](#)
- [NID Help](#)
- [Pathways to Success](#)
- [Recreation and Wellness Center](#)
- [Shuttles Parking Services](#)
- [Student Health Services](#)
- [Thesis and Dissertation \(ETD\)](#)
- [UCF Global](#)
- [University Writing Center](#)



# Grad Faculty

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

## **Andraka-Christou, Barbara**

College: College of Community Innovation and Education  
Disciplinary affiliations: Health Management and Informatics  
Contact Info: [Barbara.Andraka@ucf.edu](mailto:Barbara.Andraka@ucf.edu)

## **Atkins, Danielle \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [Danielle.Atkins@ucf.edu](mailto:Danielle.Atkins@ucf.edu)

## **Chisholm, Latarsha**

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [Latarsha.Chisholm@ucf.edu](mailto:Latarsha.Chisholm@ucf.edu)

## **King, Christian**

College: College of Community Innovation and Education  
Disciplinary affiliations: Health Management and Informatics  
Contact Info: [Christian.King@ucf.edu](mailto:Christian.King@ucf.edu)

## **Liu, Albert Xinliang**

College: College of Community Innovation and Education  
Disciplinary affiliations: Public Affairs, Health Management and Informatics  
Contact Info: [xinliang.liu@ucf.edu](mailto:xinliang.liu@ucf.edu)

## **Malvey, Donna \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [donna.malvey@ucf.edu](mailto:donna.malvey@ucf.edu)

## **Noblin, Alice \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Care Informatics  
Contact Info: [alice.noblin@ucf.edu](mailto:alice.noblin@ucf.edu)

## **Oetjen, Dawn \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Care Informatics  
Contact Info: [dawn.oetjen@ucf.edu](mailto:dawn.oetjen@ucf.edu)

## **Oetjen, Reid \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [Reid.Oetjen@ucf.edu](mailto:Reid.Oetjen@ucf.edu)

**Ramirez, Bernardo \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [bramirez@ucf.edu](mailto:bramirez@ucf.edu)

**Unruh, Lynn**

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [Lynn.Unruh@ucf.edu](mailto:Lynn.Unruh@ucf.edu)

**Wan, Thomas \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [twan@ucf.edu](mailto:twan@ucf.edu)

**West, Lawrence \***

College: College of Health Professions and Sciences  
Disciplinary affiliations: Health Services Administration  
Contact Info: [lwest@ucf.edu](mailto:lwest@ucf.edu)

## Contact Info

- **Dawn Oetjen, PhD**  
Professor  
HPA2 210  
Phone: 407-823-2359
- **Hannah Nguyen, MSHSA**  
Program Coordinator  
HPA2 210  
Phone: 407-823-3267