



UNIVERSITY OF CENTRAL FLORIDA

# Graduate Program Handbook - 2023/24

*Health Administration MHA: Executive Master of Health Administration Track  
(eMHA)*

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Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the *Executive Master of Health Administration (eMHA) track*.

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May 2023 • School of Global Health Management & Informatics



updated: May 2023

# Letter of Welcome

On behalf of the School of Global Health Management and Informatics, I am delighted to warmly welcome you as an incoming student in our Executive Master of Health Services Administration (EMHA) program. We are thrilled to have you join our esteemed community of scholars and future leaders in the field of health management.

At the School of Global Health Management and Informatics, we strive to provide an exceptional learning experience that combines rigorous academics with practical training, allowing our students to develop the necessary skills to navigate the complex world of healthcare administration. As a student in our MHA program, you will have access to cutting-edge resources, renowned faculty, and a vibrant community that fosters collaboration and innovation.

Over the course of your program, you will be exposed to a comprehensive curriculum that covers a wide range of topics, including healthcare policy, financial management, strategic planning, information technology, and health economics. We aim to equip you with the knowledge and tools needed to address the global healthcare landscape's unique challenges.

In addition to the academic aspect, we hope you will take advantage of the various extracurricular activities and networking opportunities available. SGHMI works closely with the American College of Health Care Executives (ACHE) to provide students with opportunities to network with your fellow industry professionals. Our school hosts guest lectures, industry conferences, and professional development workshops, all of which will enrich your educational journey and help you establish valuable connections within the field.

Our dedicated faculty members are experts in their respective domains and committed mentors eager to support your growth and success. They bring a wealth of experience from academia and industry, ensuring you receive a well-rounded education that bridges theory and practice. We encourage you to actively engage with your professors, ask questions, and seek their guidance throughout your time at the School of Global Health Management and Informatics.

As you embark on this transformative journey, I encourage you to embrace the challenges, seize the opportunities, and immerse yourself in the rich learning environment that awaits you. Your time with us will not only shape your professional trajectory but also allow you to make a significant impact on the lives of individuals and communities around the world.

Once again, congratulations on your acceptance to the EMHA program at the School of Global Health Management and Informatics!

Warm regards,

Kendall Cortelyou, Ph.D., MHA  
Interim Director, School of Global Health Management and Informatics

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# Navigating Policy and Resources at the University of Central Florida

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at the University of Central Florida.

**ACADEMIC CATALOGS**

These online catalogs can help you quickly locate and save details about our undergraduate and graduate programs. Whether you are a prospective student or already enrolled, you can easily see what the University of Central Florida has to offer!

**Current Undergraduate Offerings**  
VISIT CATALOG

**Latest Graduate Programs**  
VISIT CATALOG

**Prior Years' Catalogs**  
VISIT ARCHIVES

**STUDENT LIFE**  
ORLANDO, FL | 73°F

**Student Handbook**

**THE GOLDEN RULE STUDENT HANDBOOK**

**KNIGHT LIFE at UCF**

Don't just go to college — get the most out of it. At UCF, you'll have many ways to get involved inside and outside of the classroom. From application to graduation, you'll be inspired to do amazing things. So whether you prefer academics and research or campus activities and athletics, we'll provide you with the tools and support you need to find your place and foster your purpose.

Discover your next adventure at UCF.

**GRADUATE STUDENT HANDBOOK**

[Student Handbook Intro](#)  
[Financial Matters](#)  
[Role of the College of Graduate Studies](#)

**Understanding Your Graduate Experience**

**UCF Regulations**

**Pathways to Success**  
Personal and Professional Development Opportunities

HOME NOTICE ARCHIVES SUBSCRIBE TO NOTIFICATIONS UCF POLICIES

**Chapter 5: Students**

## How to Use This Handbook

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 handbooks are wonderful resources, know that you are always welcome to talk with your program director and program coordinator, faculty and staff in your program, and the Graduate College.

This handbook is designed to serve as a guide to specific information concerning the program and program policies. Under applicable rules of the Administrative Procedures Act, the eMHA program may change any of the announcements, information, policies, rules, regulations, or procedures outlined 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.

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves by 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 faculty welcomes you to the Executive Master of Health Administration (eMHA) Program. We hope that you will view your time with us as a challenging and enjoyable learning experience.

The eMHA 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 the first step toward a Ph.D. in Public Affairs or a related discipline. The curriculum provides content on the analysis of issues and trends in the healthcare industry; the study of the structure and leadership of healthcare 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 Master of Health 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 strives to assist in the development of informed and responsive leaders who possess the capacity for critical thinking and creative problem-solving.

## Whom to Contact for Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed in this document. Several key positions in this school and on campus are ready to answer your remaining questions:

### **eMHA Program Coordinator**

Kristin Della Sala, M.Ed., serves as a point person for program policy and procedures. She is well-versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook. Kristin assists students with academic planning and graduation, university questions, program questions, and ways to get involved in the eMHA program.

### **eMHA Program Director**

Dawn Oetjen, Ph.D., serves as a visionary leader, overseeing and directing the eMHA track, leading innovation in curriculum and educational programs, and fostering a supportive, collaborative, and inclusive learning and research environment for students. She also nurtures and develops strong relationships with the healthcare community and represents the MHA Program within and outside the University. Dr. Oetjen supervises all activities within the program to meet the requirements of accreditation, as well as ensures compliance with collegiate, university, state, and federal policies related to grant funding, legislative, and academic policies.

Contact information for your eMHA Program Coordinator and Graduate Program Director can be found on the eMHA track's page in the [Graduate Catalog](#). Simply navigate to the Programs tab in the catalog and then navigate to the program/track name.

### **Graduate School Services**

For general graduate inquiries and graduate student services from the Graduate School, please review the [College of Graduate Studies](#) website as an additional resource.

## Onboarding

Once students are admitted to the program and attend the eMHA Orientation, they will begin the onboarding process. This begins with an introduction and overview of the eMHA Forum (located within Webcourses). The eMHA Forum contains important information that will assist you throughout your time in the eMHA track and serves as the main communication platform. During your orientation, you will learn more about the expectations of our students, opportunities, tools, and resources that are available to you, and suggestions to assist you in being successful.

The eMHA Forum website will also: provide you with steps to create your ePortfolio, a networking tool that allows your faculty, fellow students, and alumni to learn more about you; house your “Letter to Your Future Self”, where you may outline your aspirational goals and vision for your professional future; and is where you will complete your Evidence of Understanding document, Plan of Study, and Immunization form (all required for matriculation in the eMHA track).

Onboarding in the eMHA track also includes completing a self-assessment of your perceived proficiency with each of the track competencies. This self-assessment takes place at three different periods throughout your time in the track: during orientation (pre-test to set a benchmark), at the midpoint, and after your last class.



## Introduction/Overview Section

### Complete Name of Degree

Health Administration MHA: Executive Master of Health Administration (eMHA)

### College

College of Community Innovation and Education (CCIE)

### School

School of Global Health Management and Informatics (SGHMI)

### Program Type

Master of Health Administration

### Program Website

<https://ccie.ucf.edu/hmi/programs/health-administration-mha/>

### Year of Program Inception

2012

### Program Overview Narrative

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 healthcare industry; a study of the structure and leadership of healthcare 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.

### Mission, Values, and Goals

The Executive Master of Health Administration program prepares current and future health administrators to make positive contributions to the healthcare industry. Our diverse student population achieves competence in the healthcare environment by:

- Understanding healthcare systems
- Applying business skills
- Communicating and managing relationships
- Demonstrating excellence in leadership
- Exhibiting professionalism and ethical conduct

In addition to the core values of UCF (Integrity, Scholarship, Community, Creativity and Excellence), the program embodies these values:

- *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.
- *Diversity* of individual faculty, staff, and students.
- *Fairness and Equity* in matters of employee relations, resource allocation, and dispute resolution.
- *Opportunity building* for students, faculty, and alumni.
- *Respect* for the dignity of each individual.
- *Responsiveness* to change and innovation.
- *Teamwork* among student, faculty, staff, and alumni.

## 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 School'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 Structure

The Executive Master of Health Administration Program is administratively located in the School of Global Health Management and Informatics, College of Community Innovation and Education. Dr. Grant Hayes is the Dean of the College of Community Innovation and Education. Dr. Kendall Cortelyou is the Interim School Director.

The faculty who teaches in the program can be found on the School of Global 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.

Faculty who currently teach in the program include:

- Yara Asi, Ph.D.
- Bradley Beauvais, Ph.D. (adjunct faculty)
- Cathy Bush, Ph.D.
- Michelle Chandler, Ph.D.
- Shannon Elswick, MSHA
- John Gaze, Ph.D. (adjunct faculty)
- Jillian Harrington, Ph.D.
- Reid Oetjen, Ph.D.
- Bernardo Ramirez, MD
- Jay Schaefer, Ph.D.
- Phil Wessel, MHA
- Cynthia Williams, Ph.D.

## Nondiscrimination Statement

The eMHA track 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 so that applicant pools and the Program's workforce 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.

## Program Accreditation/Certification

The eMHA track is accredited by the Commission on Accreditation of Health Management Education (CAHME). CAHME actively promotes continuous improvement in the preparation of future healthcare leaders by developing measurable, competency-based criteria for excellence in healthcare management.

CAHME Accreditation is the benchmark for students and employers alike that ensure that students are well prepared to lead in healthcare management. Since 1968, [CAHME accreditation](#) defined the standards for healthcare management education for the world community. Ensuring the health of our communities depends on creative, knowledgeable and mission driven

professionals. Graduating from a CAHME Accredited program helps to better prepare the future leaders of healthcare.

The eMHA track is also a Full Graduate Program member in the [Association of University Programs in Health Administration \(AUPHA\)](#), a global network of colleges, universities, faculty, individuals and organizations dedicated to the improvement of health and healthcare delivery through excellence in healthcare management and policy education. Its mission is to foster excellence and drive innovation in health management and policy education and promote the value of university-based management education for leadership roles in the health sector. It is the only non-profit entity of its kind that works to improve the delivery of health services – and thus the health of citizens – throughout the world by educating professional managers. AUPHA's membership includes the premier baccalaureate, master's and doctoral degree programs in health administration education in the United States, Canada, and around the world. Its faculty and individual members represent more than 300 colleges and universities.

Full Graduate Program Members receive these additional benefits for students:

- Award \$1,000 in [Foster G. McGaw Scholarships](#) annually
- Students are eligible to apply for the [HCA Corris Boyd Scholars Program](#)
- Students are eligible to apply for the [Bachrach Family Scholarship](#)
- Students are eligible to receive books from the [Bugbee-Falk Book Award](#)
- Students can participate in the [Upsilon Phi Delta Scholarship Program](#)

## Program Competencies

Our [program competencies](#) are developed through exceptional, media-enhanced instruction, and reinforced through expert faculty who create and disseminate knowledge that improves managerial practice, strengthens health systems worldwide through global partnerships, and significantly contributes to the profession's body of knowledge through applied research, publications, and presentations. Program competencies are also applied through service learning, experiential projects, and practical internships with community partners.

The five Competency Domains for the eMHA track are:

- I. Understanding of the Healthcare Environment
- II. Business Skills and Knowledge
- III. Communication and Relationship Management
- IV. Leadership
- V. Professionalism

## Student Expectations

The program utilizes an engaging and interactive multi-media environment that requires students to have a reliable internet connection, and 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 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 encourages 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 highlights their competencies developed in their academic and professional path.

## Program Professional Conduct/Ethics Statement

### The Golden Rule Student Handbook

The University of Central Florida is a community brought together by the tenets of the UCF Creed: Integrity, Scholarship, Community, Creativity, and Excellence. These are the values that guide our conduct, performance, and decisions. To be successful at UCF, there is an expectation that we embrace and promote these core values in everything we do as a sign of our membership in the UCF community.

Whether you are a new or continuing graduate student at UCF, there are certain responsibilities that you must uphold as members of our community. The [Golden Rule](#) is a compilation of policies and procedures from different university areas intended to define the rights and responsibilities afforded to students and provide a better understanding of each student's role as a member of the UCF community.

The [Golden Rule](#) is published online annually but can be revised at any time to reflect new and modified information deemed critical by the university. Changes will be communicated through online resources and by other means, at which time the revisions will supersede previously published information. The Golden Rule Student Handbook provides students with knowledge in the following areas:

- Students' Rights and Responsibilities
- Student Conduct
- Academic Integrity
- Rules of Conduct
- Student Conduct Review Process
- Student Conduct Appeals

### Disciplinary Measures

Any infraction of the policies of the Executive Master of Health 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 violate 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 a 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 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 oneself 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 other members of the health professional 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.

## Advising/Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members alike.

Your advisor has two main roles: 1) assisting you in acquiring the highest possible level of knowledge and competence in the field, and 2) tracking your progress in completing your degree, assisting with course selection and planning your academic path, and 3) helping you navigate the university rules and regulations.

Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

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

### **Potential Questions to Ask Advisors**

- How available will you be to answer questions I might have?
- What are your expectations for the amount of time I should spend each day/week on coursework?
- Are there opportunities for students to attend professional development activities, including those that may be outside of my field of interest/research?
- Do students have the opportunity to attend professional meetings where they can interact with colleagues/researchers from other institutions?
- Do students have the opportunity to participate in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?
- How long do you think it should take me to get my degree?
- What are former graduate students doing now?
- What goals do you have for graduate students?

### **Giving & Receiving Feedback**

There are several processes for students and advisors/mentors to give and receive feedback from each other about their performance. Feedback mechanisms include: the Student Perception of Instruction (course evaluations) completed for each course taken; the Graduating Graduate Student Survey completed right before graduation; and the Alumni Survey sent to eMHA track graduates every three years post-graduation. Students will receive feedback in a variety of modalities as well, such as: comments from faculty (and peers) on assignments, projects, and presentations; discussions with eMHA administration after completing the pre-, mid-, and post competency assessment surveys (three different points during track completion); and during advising sessions with eMHA administration.

The [Academic Grievance](#) section under General Graduate Policies in the graduate catalog details the process that students can pursue if they do not agree with an assessment of their academic performance or believe they have been treated unfairly. We encourage students to meet with their instructors and their advisors to discuss any issues as well.

## Program Costs and Fees

The estimated cost per credit hour for our online EMHA program is \$772.69, which includes university fees.

Some courses may also have extra fees associated with them that may cover expenses for certificates earned during the course(s).

*“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.”*

## Program Assessment

The eMHA track is involved in several regular/annual assessment practices. These assessments include our external annual reports to the Commission on Accreditation of Healthcare Management Education (CAHME) annual reports, our accrediting body regarding compliance and continuous improvement, and internal annual reports, such as the eMHA track Institutional Effectiveness plans and reports. Other assessment efforts may require involvement or data from students in the program, such as the data collected from our Graduating Graduate Student Survey and from our CAHME Competency Pre-, Mid-, and Post-survey assessments.

## How to Get Involved/Professional Development

As a graduate student at UCF, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides an opportunity for professional networking.

## In Our Discipline

There are many opportunities for you to become involved in student, program, and professional associations within your academic discipline. A few are provided below. We encourage you to check frequently into the eMHA Form in webcourses for announcements regarding additional opportunities.

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. UCF also has a Registered Student Organization (RSO) affiliated with ACHE. You can learn more on KnightConnect and by emailing [ache.ucf@gmail.com](mailto:ache.ucf@gmail.com).

### Medical Group Management Association (MGMA)

Living the vision of "Advancing the business of healthcare today for a better tomorrow", Medical Group Management Association (MGMA) is a key element in perpetuating success throughout the healthcare industry. Whether you're an MGMA member to advance your personal goals or your professional career, MGMA has the resources to initiate change and drive results.

With exceptional peer-to-peer and mentor-to-peer support systems, as well as abundant hard-copy and digital resources, MGMA is spearheading the path to healthcare advancement. They are known for providing members and the community with consistent expert resources and solutions that include, but are not limited to: educational collateral and certifications, success strategies for students, innovative ideas and networking events, expertly compiled benchmarking data and statistics, and access to industry experts and thought leaders.

For more information, please visit <https://www.mgma.com/membership/landing-pages/salary-calculator/mgma-student-membership-first-year>

### Healthcare Financial Management Association (HFMA)

The Healthcare Financial Management Association (HFMA) helps its members achieve optimal performance by providing the practical tools and solutions, education, industry analyses, and strategic guidance needed to address the many challenges that exist within the US healthcare system. The diverse HFMA community has more than 100,000 members, including healthcare finance leaders and professionals from hospitals and health systems, provider organizations, physician practices, business partners, and payer markets.

At the local, regional and national levels, HFMA advances the profession and industry by: providing relevant education and professional development opportunities; building and supporting coalitions with other healthcare associations to achieve consensus on solutions for the challenges facing the U.S. healthcare industry, as well as ensure accurate representation of the healthcare finance profession; educating a broad spectrum of key industry decision-makers on the intricacies and realities of maintaining fiscally healthy healthcare organizations; and working with a broad cross-section of stakeholders to improve the healthcare delivery system by identifying and bridging gaps in knowledge, best practices, and standards.

For more information, please visit <https://www.hfma.org/about-hfma/>

### In Our Program/School

#### Graduate Health Network (GHN)

The Graduate Health Network is an organization created for students in the Master of Health Administration program's MHA and eMHA tracks. This student organization serves as a platform for students to connect, collaborate, and cultivate meaningful relationships with fellow peers who share a passion for healthcare leadership and administration.

By joining the Graduate Health Network, you gain opportunities to expand your professional network within the healthcare industry. This network acts as a valuable resource for exchanging knowledge, sharing experiences, and exploring potential career paths within the healthcare administration field. This student organization provides a supportive environment that will enrich your academic journey.

For more information, contact [graduatehealthnetwork@gmail.com](mailto:graduatehealthnetwork@gmail.com)

#### ACHE at UCF

UCF American College of Health Executives student chapter is an organization that provides students with networking opportunities with fellows and other professionals in the healthcare industry. This organization is committed to empowering future healthcare leaders by bridging the gap between academia and industry. Through various events, workshops, and networking sessions, our chapter provides a platform for students to connect with accomplished fellows and professionals, gaining valuable insights and building meaningful relationships.

The UCF ACHE Student Chapter serves as a vital link between students and professionals in the healthcare industry. Through networking, resources, and educational events, we aim to cultivate the skills, knowledge, and connections necessary for success in healthcare management. Whether students aspire to be healthcare executives, administrators, or leaders in any healthcare role, our chapter provides the ideal platform to shape their future careers.

For more information, contact [ache.ucf@gmail.com](mailto:ache.ucf@gmail.com)

#### UCF eMHA/ MHA Case Team Club

The UCF eMHA/MHA Case Team Club is an exciting and dynamic organization that offers students a unique opportunity to engage in real-world problem-solving within the healthcare system. Our club focuses on participating in case competitions, providing members with valuable hands-on experience in tackling complex challenges.

Dedicated to fostering growth and professional development, our club is open to all students who have an interest in competing in case competitions. Interested students have the chance to participate in a range of developmental activities designed to enhance their skills and knowledge in healthcare management. These activities serve as a platform for honing critical thinking, analytical abilities, and teamwork.

Under the guidance of our experienced Case Team Coaches, students will be selected to represent our club in various competitions as opportunities arise throughout the year. This

selection process ensures that members receive mentorship and guidance from seasoned professionals who will help them excel in their chosen competitions.

By joining the UCF eMHA/MHA Case Team Club, students will not only gain practical experience and enhance their problem-solving abilities but also establish valuable connections within the healthcare management industry. We encourage all passionate and driven students to be a part of our club and embark on a transformative journey that will prepare them for future success in the ever-evolving healthcare landscape.

For more information, please contact [Shannon.Elswick@ucf.edu](mailto:Shannon.Elswick@ucf.edu)

#### Institute for Healthcare Improvement (IHI) Open School Chapter

The Institute for Healthcare Improvement (IHI) Open School Chapter is a student organization that allows students to participate and lead in healthcare improvement in local organizations. As a member of our chapter, you will have the unique opportunity to participate in and lead projects aimed at enhancing the quality, safety, and effectiveness of healthcare delivery. Through collaborative efforts with healthcare professionals and experts, you will gain practical experience in implementing innovative solutions and driving positive change in the healthcare system.

At the IHI Open School Chapter, we foster a culture of learning and continuous improvement. You will have access to a wealth of educational resources, including workshops, seminars, and webinars, that will deepen your understanding of key improvement methodologies, such as Lean, Six Sigma, and quality improvement. These skills and knowledge will enable you to make a tangible impact on the healthcare landscape.

For more information, please contact [addithmenon@knights.ucf.edu](mailto:addithmenon@knights.ucf.edu)

#### National Association of Health Service Executives (NAHSE)

The National Association of Health Service Executives (NAHSE) at UCF promotes the advancement of black healthcare leaders and promotes equitable healthcare services for underserved communities. Through a wide range of initiatives, we provide opportunities for professional development, mentorship, and networking, ensuring our members have the tools and resources needed to excel in their careers.

We firmly believe in the power of representation and the importance of diverse perspectives in healthcare leadership. We work diligently to create an inclusive environment where black healthcare professionals can thrive and make a lasting impact on their communities.

By joining NAHSE UCF, you will have the opportunity to connect with a network of passionate individuals who share your commitment to healthcare equity. Through our events, workshops, and guest speaker series, you will gain valuable insights and knowledge from industry experts, further enriching your understanding of healthcare administration and leadership.

For more information, please contact [nahseucf@gmail.com](mailto:nahseucf@gmail.com)

### Upsilon Phi Delta Honor Society (UPD)

The Upsilon Phi Delta Honor Society (UPD) is a prestigious national organization dedicated to recognizing and celebrating the exceptional achievements of students in the field of healthcare administration. As an exclusive honor society, UPD serves as a symbol of distinction within the healthcare management and policy community.

Through our selective membership, UPD aims to form a network of driven individuals who share a passion for healthcare administration.

For more information, please contact [upd.pres@gmail.com](mailto:upd.pres@gmail.com)

### Mentor Pods

Mentor Pods are an invaluable resource designed to support in preparing for post-graduation career moves. Led by a dedicated team of faculty, Mentor Pods offers a monthly meeting opportunity where you can receive guidance, mentorship, and valuable insights to navigate your career journey successfully.

The goal of mentor pods is to provide you with the necessary tools and knowledge to excel in your chosen field and make informed decisions about your career path. During our monthly meetings, you can expect engaging discussions, interactive workshops, and one-on-one mentoring sessions tailored to address your specific needs and aspirations. We cover a wide range of career-related topics, including resume building, interview preparation, networking strategies, job search techniques, and professional development.

To learn more about Mentor Pods, please reach out to [Shannon.Elswick@ucf.edu](mailto:Shannon.Elswick@ucf.edu)

# Curriculum Section

## Admission Requirements

To be considered for admission to the program's executive health services administration track, you must submit the following:

- One (1) sealed transcript from each university/college attended that shows a minimum 3.0 GPA.
- Goal statement indicating how the Executive Health Services Administration program will enhance career goals.
- Resume (no longer than two pages).
- Three years of relevant health care experience, including one year of leadership experience.
- Three recommendation letters that speak to your health care and/or management experience (1 of those recommendation letters must be from your current supervisor).
- Applicants applying to this program who have attended a college or university outside of the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services or Josef Silny and Associates, Inc. only.

## Degree Requirements

Core - 40 Total Credits

Complete the following:

- HSA6766 - Health Care Statistics and Research (4)
- HSA6345 - Leadership for Health Care Executives (4)
- HSA6179 - Financial Accounting for Health Care Managers (4)
- HSA6505 - Health Care Quality and Risk Management (4)
- HSA6178 - Financial Management for Health Care Managers (4)
- HSA6197C - Health Care Informatics for Health Care Leaders (4)
- HSA6156 - Health Care Economics and Policy (4)
- HSA6520 - Epidemiology and Health Planning (4)
- HSA6555 - Health Care Ethics and Law (4)
- HSA6346 - Health Care Organizational Behavior and Human Resource Management (4)

Capstone - 4 Total Credits

Complete all the following:

- HSA6188 - Health Care Capstone and Strategic Management (4)

## Culminating/Capstone Experience

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 to help students acquire knowledge and skills about research-based best practices in that specialization area.

## Sample Plan of Study/Course Sequence/Completion Timeline

### Fall Cohort

#### 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>

## Spring Cohort

### 1st Year of Graduate Training

Spring	Summer	Fall
<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 6505: Health Care Quality and Risk Management</li><li>• HSA 6178: Financial Management for Health Care Managers</li></ul>	<ul style="list-style-type: none"><li>• HSA 6197: Health Care Informatics for Health Care Leaders</li><li>• HSA 6156: Health Care Economics and Policy</li></ul>

### 2nd Year of Graduate Training

Spring	Summer	Fall
<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 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 6188: Health Care Capstone and Strategic Management</li></ul>

## Program and Institutional Policies

### Absences

Students who anticipate that they may not be able to enroll continuously due to external circumstances should apply for [Special Leave of Absence](#). Specifically, students who are taking courses should apply for a Special Leave of Absence when they cannot enroll in more than two consecutive semesters.

To qualify for a Special Leave of Absence, the student must demonstrate good cause (e.g., illness, family issues, financial difficulties, personal circumstances, recent maternity/paternity, employment issues). The specific reason for the Leave of Absence request must be indicated by the student on the [Leave of Absence Form](#). Due to current U.S. government regulations, international students must be enrolled every fall and spring semester. For students in this category, a Special Leave of Absence is only available for documented medical reasons.

### 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. 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 courses identified in the program of study must be approved by your Academic Support Coordinator.

### Accommodations

UCF admits a diverse graduate student population. Some of those students may need an (or a variety) of accommodations to help them be successful in the program. Students in the program will be provided information related to how the program approaches accommodations for its students. This link to Student Accessibility Services can also be included in your statement here: <https://sas.sdes.ucf.edu/accommodations/>

### Appeals/Grievances

The [Academic Grievance](#) section under General Graduate Policies in the graduate catalog details the process that students can pursue if they do not agree with an assessment of their academic performance or believe they have been treated unfairly. We encourage students to meet with their instructors and their advisors to discuss any issues as well.



# Communication

## Student Responsibility for University Communication

UCF uses email as the official means of notifying students of important university business and academic information concerning registration, deadlines, financial assistance, scholarships, student accounts (including tuition and fees), academic progress and problems, and many other critical items for satisfactory completion of a UCF degree program. The university sends all business-related and academic messages to a student's Knights Email address to ensure that there is one repository for that information. Every student must register for, and maintain a Knights Email account at <https://extranet.cst.ucf.edu/kmailselfsvc> and check it regularly to avoid missing important and critical information from the university. Any difficulty with establishing an account or with accessing an established account must be resolved through the [UCF Computer Services Service Desk](#) so that a student receives all important messages.

Additionally, each student must have an up-to-date emergency e-mail address and cell phone number by which to be reached in case of a crisis on campus. This emergency contact information will be used only for emergency purposes. Also, both permanent and local mailing addresses must be on the record, so that any physical documents that must be mailed can be delivered.

It is critical that students maintain and regularly check their Knights Email account for official announcements and notifications. Communications sent to the Knights Email address on record will be deemed adequate notice for all university communication, include issues related to academics, finances, registration, parking, and all other matters. The University does not accept responsibility if official communication fails to reach a student who has not registered for, or maintained and checked on a regular basis, their Knights Email account. Please ensure that this information is current and that any changes in contact information are made online through the myUCF portal at <https://my.ucf.edu/>.

## Student Responsibility for Program/Track Communication

Professional Email Etiquette: use professional and respectful language in all email communications; include a clear and concise subject line that reflects the content of the email; use proper grammar, spelling, and punctuation; respond to emails in a timely manner, typically within 24-48 hours; and avoid using abbreviations or acronyms that may not be universally understood.

Online Discussion Forums and Platforms: engage in respectful and constructive discussions on online platforms; use appropriate language and tone when interacting with peers, faculty, and staff; stay on-topic and avoid personal or irrelevant discussions; reference credible sources and provide evidence when making arguments or statements; and respect the privacy and confidentiality of fellow students and faculty members.

Professional and Academic Integrity: plagiarism and academic dishonesty are strictly prohibited - properly cite all sources used in assignments and research papers; respect copyright laws and

intellectual property rights; maintain confidentiality when discussing sensitive or private information; and adhere to the program's code of conduct and ethical guidelines.

Collaboration and Group Work: collaborate effectively and contribute your fair share to group assignments; communicate clearly and promptly with group members, sharing ideas, responsibilities, and deadlines; resolve conflicts or disagreements respectfully and constructively; hold regular virtual meetings to discuss progress and ensure everyone is on track; and inform the instructor immediately if any issues arise within the group.

Professionalism in External Communication: represent the program and the university professionally in all external communication; use proper language, tone, and formatting in written correspondence with external stakeholders; follow the organization's guidelines for social media use, ensuring appropriate content and professionalism; and obtain necessary permissions before sharing any confidential or sensitive information with external parties.

Feedback and Complaints: provide constructive feedback and suggestions for improvement in a respectful manner; if you have a complaint or concern, follow the designated procedures outlined by the program or university; and maintain professionalism and confidentiality when discussing complaints or issues with program faculty and staff.

Updates and Notifications: stay informed about program updates and notifications through official communication channels, such as email and the eMHA Forum in webcourses; check your email regularly for important announcements and deadlines; and notify the eMHA track administration if there are any changes to your contact information to ensure you receive timely updates.

These communication policies are intended to foster a positive and professional learning environment within the eMHA track. It is important to familiarize yourself with and adhere to these policies to promote effective communication and collaboration throughout your academic journey.

## Continuous Enrollment

All graduate students are required to enroll in at least one class over the span of the Academic year. Failure to enroll in three consecutive terms results in dismissal from the program. After candidacy exam is passed for doctoral students, they are required to enroll in dissertation hours every semester until graduation. The institutional policy from the graduate catalog around continuous enrollment could be provided in this section. [Continuous Enrollment](#) and [Continuous Enrollment and Active Students](#).

## Disability Statement

ACCESS matters.

**Purpose:** We envision UCF to be a fully accessible campus and inclusive environment for people with disabilities. We do this by:

- Acknowledging disability as an aspect of human diversity;
- Cultivating awareness of the environment’s disabling barriers;
- Collaborating on and proactively facilitating accessible environments and experiences;
- Educating faculty and staff to create and maintain access in their spheres of influence;
- Shifting to an inclusive-minded attitude;
- Supplementing with reasonable accommodations as a last resort measure to ensure access.

## Dismissal/Discipline

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 Master of Health Administration Program unless a petition for continuation is approved. If you are dismissed from the Program, you may apply for readmission. Readmission to the eMHA track will be based on a review of the circumstances of your dismissal and any additional information regarding changes in your status.

## Diversity Statement

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact [Student Accessibility Services](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – OIE <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)

- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## Dress Code

As future healthcare professionals, it is essential to maintain a professional image in all aspects of your career, including virtual interactions. With the increasing reliance on online meetings and video conferences, such as Zoom calls, it is crucial to adhere to a professional dress code even when attending these virtual sessions.

Here are some guidelines to help you present yourself professionally during Zoom calls:

**Dress Professionally:** Treat a Zoom call as you would an in-person meeting or class. Dress in appropriate attire that reflects your commitment to professionalism. Avoid wearing casual clothing like t-shirts, tank tops, or pajamas. Opt for business casual or business professional attire, depending on the formality of the meeting.

**Maintain Good Grooming:** Pay attention to personal grooming. Make sure your hair is neat and well-groomed. Maintain a clean and presentable appearance by practicing good hygiene. Avoid excessive makeup or accessories that may distract from the professional atmosphere.

**Choose a Suitable Background:** Ensure that your background is clean, clutter-free, and appropriate for a professional setting. Consider using a virtual background or a plain wall as your backdrop to minimize distractions. Make sure your environment is well-lit, allowing others to see you clearly.

**Be Mindful of Body Language:** Non-verbal cues play a significant role in virtual communication. Sit up straight and maintain good posture throughout the call. Make eye contact by looking directly into the camera rather than at your own image. Use appropriate hand gestures and facial expressions to convey your message effectively.

**Minimize Distractions:** Find a quiet and well-lit space for your Zoom calls. Inform those around you that you will be participating in a professional meeting and ask for their cooperation in maintaining a noise-free environment. Close any irrelevant applications or tabs on your computer to minimize distractions.

**Test Technology in Advance:** Prior to the scheduled call, ensure that your technology is working correctly. Check your internet connection, audio, and video settings. Familiarize yourself with Zoom features such as screen sharing and chat functions. Being prepared will help you avoid last-minute technical difficulties.

Remember, maintaining a professional image during Zoom calls is not only about appearance but also about conveying your professionalism, respect, and dedication to your chosen field. By adhering to these guidelines, you can present yourself in the best possible light and make a positive impression on your professors, colleagues, and potential employers.

## Full-time and Part-time Requirements

Students must enroll on a full-time basis and will be required to take two classes per semester. By doing so, students will be able to complete their degree within two years. The eMHA track follows a cohort model, which means that each group of students admitted during the fall or spring admissions cycles will progress through the program of study together. The advantages of this model include an increased sense of community, enhanced opportunities for networking and collaboration, and the ability to cover certain topics in more depth.

If extenuating circumstances arise, after receiving approval from the eMHA Program Director, students may be granted an exception and allowed to proceed on a part-time basis (one class per semester, completing degree in four years).

## Golden Rule

The Golden Rule is the university's policy regarding the non-academic discipline of students and limited academic grievance procedures for graduate (i.e., grade appeals in individual courses). Information concerning The Golden Rule can be found at [www.goldenrule.sdes.ucf.edu/](http://www.goldenrule.sdes.ucf.edu/). Section 11, Student Academic Behavior, addresses appeals of graduate program actions or decisions.

The [Golden Rule](#) is published online annually but can be revised at any time to reflect new and modified information deemed critical by the university. Changes will be communicated through online resources and by other means, at which time the revisions will supersede previously published information. The Golden Rule Student Handbook provides students with knowledge in the following areas:

- Students' Rights and Responsibilities
- Student Conduct
- Academic Integrity
- Rules of Conduct
- Student Conduct Review Process
- Student Conduct Appeals

## Grading and Grading Procedures

The grading policies of the eMHA track 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.

## Incomplete Grades

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 all circumstances where the "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. This agreement form is submitted with the instructor grade rolls at the end of the semester, and a copy of this agreement is given to the Graduate College for further follow-up. For those students on financial assistance such as loans, the incomplete "I" must be made up by the agreement date. Failure to complete course requirements by that date may, at the discretion of the instructor, result in the assignment of an "F" grade, or a "U" grade for thesis, dissertation, or research report hours. It is the student's responsibility to arrange with the instructor for the changing of the "I" grade.

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. The exception to this in enrollment in the thesis (XXX 6971) and dissertation (XXX 7980) hours where the incomplete grade will be allowed to continue until graduation. UCF fellowship students cannot receive fellowship funds while holding incomplete grades and have thirty days from the issuance of the Incomplete to remedy it in order to continue to receive fellowship funds.

## Withdrawing from courses

Students who wish to withdraw from a course will need to do so by the withdrawal deadline. The deadline can be found in the [Academic Calendar](#). No refund will be made if a class is dropped by the withdrawal deadline. If you withdraw from a course by the withdrawal deadline, students will receive a W on their transcript for the course. To receive a full refund from dropping a course, you would need to drop the course by the Last Day to Drop and Request Full Refund deadline found in the Academic Calendar.

Students are able to adjust their schedule by the add/drop deadline in the [Academic Calendar](#) without receiving a W on their transcripts.

## Harassment

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, veterans status, sexual orientation, or genetic information is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature including any of these three situations.

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such an individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the OIE Coordinator. The Director of the Office of Institutional Equity Programs is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Barbara Ying CMMS Building 81, Suite 101. The phone number is (407) 823-1336. Policies and guidelines are available online at <http://www.eeo.ucf.edu>.

## Plagiarism

Understanding plagiarism is essential to the academic integrity of both programs and the institution. Please visit the College of Graduate Studies website for further information on this topic: <https://graduate.ucf.edu/plagiarism/> An also refer to the College of Graduate Studies webcourse: "Pressures to Plagiarize". This is offered through the Pathways to Success program.

## Artificial Intelligence (AI)

Various classes in the MHA Program will make use of Artificial Intelligence (AI) in various ways to enhance learning and academic experiences. The integration of AI technologies aims to provide valuable insights, improve data analysis, and foster critical thinking skills within the field of healthcare management. As a student in this program, it is important to understand the guidelines and expectations surrounding the use of AI.

You are permitted to use AI only in the manner and means described in the assignments provided by your instructors. These assignments will clearly outline the specific applications of AI and the appropriate utilization of AI tools and algorithms. It is essential to adhere to these instructions and use AI resources responsibly.

Any attempt to represent AI output inappropriately as your own work will be considered a serious violation of academic integrity and treated as plagiarism. Plagiarism, including claiming AI-generated outputs as original work, undermines the principles of honesty, fairness, and personal growth that our program upholds.

To avoid any misunderstandings or potential violations, it is essential to give proper credit and acknowledge the role of AI in your assignments. Clearly indicate the sources and methods utilized, including any AI-generated outputs or analyses. Additionally, familiarize yourself with the specific citation and referencing styles recommended by the program or course, ensuring that AI sources are appropriately cited and credited.

If you have any questions or concerns regarding the use of AI in this program, please consult your instructors who are available to provide guidance and clarification.

## Probation

In order to earn a graduate degree or graduate certificate at the University of Central Florida, students must have a minimum 3.0 Graduate Status GPA. To ensure that graduate students adhere to this requirement, the College of Graduate Studies conducts GPA audits at the end of each semester. Any student not achieving this mark will be placed on Academic Probationary Status. Please refer to the [Academic Progress and Performance](#) section from the Graduate Catalog for complete overview of the probation process.

## Time Limits to Degree Completion

The student has seven years from the date of admission to the master's program to complete the degree. Students may transfer in coursework according to the Transfer of Credit policy, however, courses older than seven years at the time of admission will not be transferred into the student's Program of Study.

Students who anticipate being out for an extended period of three consecutive semesters or longer should apply for a [Special Leave of Absence](#) no later than the end of the add/drop period of the third semester of absence. Students who do not maintain continuous enrollment without a Special Leave of Absence (see Continuous Attendance and Special Leave of Absence in the General Graduate Policies) must file for readmission to the university, although seven years is measured from when the student was first admitted to the program.

## Transfer Credit

To request transfer credit, the student should submit a Plan of Study (POS) during their first semester of enrollment (i.e., their admit term). Requests must be received by the end of the semester following their admit term. Transfer credit requests are made to the Graduate Program Director, who will review the student's transcript and the associated syllabi to decide if the transfer course(s) are equivalent to the course(s) required by the graduate program. Some syllabi may require an additional review by faculty with relevant expertise to determine equivalency. The POS must then be submitted to the College of Graduate Studies for review and approval.



The following limits apply to transfer requests for degree programs (refer to the Graduate Certificate Policies for transfer of credit to graduate certificates):

1. The total number of transfer credits cannot exceed 9 credit hours of the UCF degree requirements.
2. Only graduate-level courses with a grade of 'B' or higher can be transferred. No Satisfactory/Unsatisfactory or Pass/Fail courses can transfer. Internal transfer courses (i.e., courses taken at UCF) will appear as a graded course on the transcript.
3. Transfer credit must be from a CAHME institution.
4. Transfer of international credits may be permitted with the required Josef Silny and Associates, Inc. or World Education Services (WES) transcript evaluations (see Admissions Equivalency Information). For a graduate-level course to be considered for transfer, the course should have an equivalent course in the program at UCF. To help the graduate program director decide whether a course is equivalent to the course offered at UCF, the student should provide an official transcript listing the course name and number, and a syllabus for the course to be considered for transfer. If the official transcript or syllabus are not provided by the international institution in English, the student should provide a translation performed by a certified translator at the issuing institution, government agency, or by a translator certified by the American Translators Association (<https://atanet.org/>). The international credit need to be from a CAHME institution.
5. Courses older than 7 years cannot be transferred unless they have been reviewed and approved by a formal committee comprised of graduate faculty in the program. Program-level approvals must be accompanied by statements demonstrating the currency of the course content in the context of the student's experience. The course must then be approved by the dean or dean's designee of the relevant college. Approval documentation must be attached with the transfer request to the College of Graduate Studies. All other transfer policies apply. Approved courses are valid if the student maintains continuous enrollment in the graduate program. If the student is readmitted after discontinuation or dismissal, the student must initiate a new transfer request for courses older than 7 years.

## Additional Program Details

### Financial Aid Funding

Students are able to receive financial aid through the [Office of Financial Aid](#). To receive at least partial aid, students need to be enrolled in at least 4.5 credits in the fall and spring semesters and at least 3 credits in the summer.

Scholarship opportunities through external sources will be posted in the eMHA Forum in webcourses when the scholarships become available.

Students can also apply to scholarships available on [UCF Scholarship website](#), including the [Access 2 Opportunity site](#).

### Professional Membership

Our MHA program is CAHME accredited and with the CAHME accreditation, students are able to receive a free student [Medical Group Management Association](#) (MGMA) membership.

Students will have to fill out the free membership request on their own terms.

During students first semester in the program, they will be notified by staff in the School of Global Health Management and Informatics that they are eligible for a free student membership to [American College of Healthcare Executives](#) (ACHE). Students will need to follow the instructions for the free membership that they will receive via their Knights email.

### Graduation Requirements

There are many important deadlines and milestones that students should be aware of as they progress through their academic careers. This webpage is designed to provide graduate students with this important information to keep them on track with their plans for earning their graduate degree and help them navigate the graduation process. Below are the steps you will need to take to ensure you can graduate in a timely manner:

1. Complete your Plan of Study (including all needed petitions, course substitutions, and transfer work) and submit to the College of Graduate Studies for review and approval.
2. Complete required and elective coursework
3. File your online intent to graduate at [p |XFI](#). Please ensure that your Diploma Mailing Address is correct.
4. [Graduate](#)

### Filing Your Intent to Graduate

The ability to file online opens at the mid-term of the semester su17u to the semester of graduation. Intents to graduate should be filed online no later than the last day of registration for the semester of graduation.

Below are the steps for indicating your intent to graduate.

- Students who intend to graduate must complete the online Intent to Graduate Form by logging into myUCF and navigating to the Student Self Service – Other Academics > Intent to Graduate: Apply.
- Once the online form is completed, students will receive e-mail communications from the College of Graduate Studies at various stages of the review process. Students can also log in to myUCF and check the status of their Intent to Graduate at any time by navigating to the Student Self Service– Other Academics > Intent to Graduate: Status
- Intent status will be moved to the pending status once it is reviewed in a precertification process by the academic college and the College of Graduate Studies. It will stay in pending status until after grades are officially posted, all requirements have been satisfied and final degree certification has been completed.
- An *approved* status indicates the degree has been awarded. Degrees are typically awarded within 45 days of Commencement Ceremonies, while **diplomas can take approximately 6-10 weeks to be mailed.**
- Official transcripts will reflect the conferred degree in approximately 24 hrs after being awarded. Transcripts must be ordered online through the MyUCF portal. [registrar.ucf.edu/transcript-request/](http://registrar.ucf.edu/transcript-request/).

## Graduation Weekend

Graduation weekend is an exciting time! You can participate in the UCF Commencement Ceremony that occurs on main campus. To attend the ceremony, you do need to ensure you have your proper regalia and tickets. You can find information on how to order regalia and how to receive your tickets on the [UCF Commencement website](#).

The School of Global Health Management and Informatics also hosts a Student Recognition Hooding Ceremony to recognize our graduates from the program. This event typically takes place the day before UCF's Commencement. If you plan to participate in this event, you will also need to order [regalia](#). Invitations will be sent to your Knights mail a month before the event.

## Useful Links/Resources

[There are a variety of events, resources, and field of study information you want your students to be aware of. This field can be used to provide that information. The following are a few examples:

- [Bookstore](#)
- [Campus Map](#)
- [Graduate Catalog](#)
- [Library](#)
- [Parking Services](#)
- [Shuttles](#)
- [Recreation Center](#)
- [Housing](#)
- [Counseling Center](#)

- [Writing Center](#)
- [Academic Calendar](#)

# Appendices

## EXECUTIVE MASTER OF HEALTH ADMINISTRATION EVIDENCE OF UNDERSTANDING

This is to acknowledge that I have received a copy of the Student Handbook. I have read and understand the contents and agree to comply with all program policies and procedures. I am willing to abide by the actions associated with any policy identified in both the Student Handbook and the University Student Handbook, The Golden Rule.

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

This signed copy must be submitted to Kristin Della Sala at [kristin.dellasala@ucf.edu](mailto:kristin.dellasala@ucf.edu) and will be retained in your academic records.

Program Director Signature \_\_\_\_\_

Date Received \_\_\_\_\_