UCF

UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2023/24

Master of Health Administration, Health Services Administration Track

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

June 2023 • School of Global Health Management and Informatics

Letter of Welcome

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

The School of Global Health Management and Informatics strives 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. Our goal is to equip you with the knowledge and tools needed to address the unique challenges facing the global healthcare landscape.

In addition to the academic aspect, we hope that you will take advantage of the various extracurricular activities and networking opportunities available to you. SGHMI works closely with the American College of Health Care Executives (ACHE) to provide students with opportunities to network with 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 not only experts in their respective domains but also committed mentors who are eager to support your growth and success. They bring a wealth of experience from both academia and industry, ensuring that 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 prepare to 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 MHA 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.

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

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 department and on campus are ready to answer your remaining questions:

Academic Program Coordinator
Pamela Von Graff
DPAC 401F
Pamela.VonGraff@ucf.edu
407.823.0564

Mrs. Von Graff 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. She assists students with academic planning and graduation, university questions, program questions, and ways to get involved in the MHA program.

MHA Program Director
Dr. Reid Oetjen
DPAC 404A
Reid.Oetjen@ucf.edu
407.823.5668

Reid Oetjen, Ph.D., serves as the program leader, overseeing and directing the MHA track, leading innovation in curriculum and educational programs, and fostering a supportive, collaborative, and inclusive learning and research environment for students. He 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.

Graduate Affairs
cciegrad@ucf.edu
407.823.5369

College of Graduate Studies:
For general graduate inquiries and graduate student services from the Graduate School, please review the College of Graduate Studies website as an additional resource.

Introduction/Overview Section

Complete Name of Degree

Master of Health Administration, Health Services Administration Track

College

College of Community Innovation and Education

Department

School of Global Health Management and Informatics

Program Type

Master

Program Website

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

Program Accreditation and Overview:

The program 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 MHA 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

The Master of Health Administration appeals to a variety of students including recent college graduates as well as 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 toward a Ph.D. in Public Affairs or a related field.

The curriculum provides a course of study that includes an analysis of issues and trends in the healthcare industry, the study of the structure and leadership of healthcare organizations, strategic planning, financial management, and organizational strategies for change, research methods and statistics, and information systems for solving problems in the health care industry.

Students do a required internship. Coursework emphasizes oral communications, written communications, working in teams, and consultation with local healthcare organizations.

Mission Statement

The mission of the Master of Health Administration is to prepare students with the required knowledge and skills to enter and advance in healthcare management and leadership positions in health services organizations.

Vision Statement

The vision of the Graduate Program in Health Administration is to be the premier program in 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.

Program Goals

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:
B. Conduct high-quality research in the areas of health services management and policy with a metropolitan, community, regional, and national focus.
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.
D. Actively engage alumni in assisting the program in curricula and development initiatives, student recruitment, career development, and research initiatives.
E. Ensure a continual diverse application 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 society
- Continuous improvement in the quality of work of faculty, staff, students, and alumni
- Teamwork among students, faculty, staff, and alumni
- Opportunity building for students, faculty, and alumni
- Responsiveness to change and innovation

Program Structure

The 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 teach in the program can be found on the School of Global Health Management and Informatics website found here: ccie.ucf.edu/hmi/faculty-staff/. On that same page, you can also find their CVs and research interest.

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 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 professions.
- Assuming responsibility for one's own academic and professional development.
- Participating actively and demonstrating enthusiasm towards classroom activities.
- Demonstrating cooperation and understanding to peers and other members of the health professional team.
- Striving to progress toward competency and demonstrating this with an adequate level of productivity.
- Taking responsibility for punctuality and the ability to follow through with tasks.

Professional Development

Coordinated by the College of Graduate Studies, the Pathways to Success program offers the following free development opportunities for graduate students including 20 workshops in Academic Integrity, Graduate Grantsmanship, Graduate Teaching, Personal Development, Professional Development, and Research. For more information and how to register, please visit [Pathways to Success.](#)

How to Get Involved

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 the opportunity for professional networking.

In Our Program

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.

Students will receive an offer for a free one-year membership to ACHE (American College of Healthcare Executives) after they are admitted and will be notified via email.

For more information and to join ACHE, please contact 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.

To join the UCF eMHA/ MHA Case Team Club, please contact Shannon.Elswick@ucf.edu

Graduate Health Network

The Graduate Health Network is an organization created for students in the Master of Health Administration program. This student organization serves as a platform for students like you to connect, collaborate, and cultivate meaningful relationships with your 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.

To join the Graduate Health Network, simply reach out to us at graduatehealthnetwork@gmail.com

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.

To become a member of the IHI Open School Chapter, simply reach out to us at 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.

To become a member of NAHSE UCF and contribute to our mission, please reach out to us at 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 inquiries and more information, please feel free to reach out to us at upd.pres@gmail.com

Mentor Pods

Welcome to Mentor Pods 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

Admission Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions](#) section of the Graduate Catalog. In addition to the general UCF graduate application requirements, applicants to this program must provide:

- Goal statement indicating how the Master of Health Administration program will enhance career goals.
- Résumé (no longer than two pages).
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services (WES)](#) or [Josef Silny and Associates, Inc.](#) only.
- The GRE and letters of recommendation are not required for admission to this program.

Admission to the program is competitive, based on the evaluation of the applicant's abilities, past academic performance, work experience, and the match of the program with career goals. The Master of Health Administration program accepts only the most qualified students. Not all students who apply may be accepted, even if minimum requirements are met. Applicants who do not meet admission criteria are subject to an interview.

Students are admitted to the Master of Health Administration program in the fall and spring semesters. Full and part-time plans of study are available for both fall and spring admission cycles.

Degree Requirements

Prerequisites
Total Credits: 6

- Students must complete prerequisite coursework, including knowledge of finance and economics. Upon admission to the MHA program, students will be required to complete two (2) prerequisite assessment tests. Students that receive a passing score of 80% or higher will be exempt from taking the prerequisite in the respective area. - HSA 5177 - Foundations of Health Care Finance 3 Credit Hours - HSA 5436 - Foundations of Health Care Economics 3 Credit Hours

Required Courses
Total Credits: 45

- Details

Core
Total Credits: 42

- Complete the following:
    - HSA5198 - Health Care Decision Sciences and Knowledge Management (3)
    - HSA6119 - Health Care Organization and Management (3)
    - HSA6128 - Health Care Services Management (3)
    - HSA6155 - Health Economics and Policy (3)
    - HSA6195 - Management and Health Information Systems (3)
    - HSA6342 - Health Care Human Resources (3)
    - HSA6385 - Health Care Quality Management (3)
    - HSC6636 - Issues and Trends in the Health Professions (3)
    - HSC6911 - Scientific Inquiry in the Health Profession (3)
    - PHC6000 - Epidemiology (3)
    - PHC6146 - Health Planning and Policy (3)
    - PHC6160 - Health Care Finance (3)
    - PHC6164 - Health Care Finance II (3)
    - PHC6420 - Case Studies in Health Law (3)

Capstone
Total Credits: 3

    - HSA6925 - Capstone in HSA (3)

Elective Courses
Total Credits: 3

- Complete at least 1 of the following:
    - HSC6656 - Healthcare Ethics (3)
    - HSA6112 - International Health Systems (3)
    - HSA6512 - Health Care Leadership (3)
    - HSA6536 - Health and Medical Terminology for Health Administrators (3)
    - HSA5509 - Health Care Risk Management I (3)
    - PHC6183 - Health Care Emergency Management (3)
    - PUP6607 - Politics of Health (3)
    - NGR5660 - Health Disparities: Issues and Strategies (3)
    - GEY5648 - Gerontology: An Interdisciplinary Approach (3)

Total credits: 3

Internship

HSA 6946 Internship - offered every semester (Prerequisites: 24 credit hours completed in the program and completion of the internship orientation Webcourse). As a requirement for the Master of Health Administration, students must complete an internship within the administrative realm of an actual healthcare organization. Students will work directly with the Director of Internships to select an organization of interest. Students are required to fulfill 240 contact hours within their selected organization over the course of the semester, or approximately 18-20 hours per week.

Many healthcare organizations will require that students complete a background check, which may include but is not limited to, law enforcement fingerprinting, state driving records, credit reports, and criminal records check. The cost of the background check is the student's responsibility. Background checks may take time to complete and, subsequently, could delay the student's internship placement. It is advised that, in the semester before the internship, the student contact the organization directly to obtain further information on the organization's background check requirements. Students who have potential background issues must contact the Director of Internships to schedule an interview to discuss the impact on field placement. The Health Services Administration Program cannot guarantee internship placement or subsequent degree completion for students who do not pass background checks

In rare circumstances, students with three or more years of relevant healthcare management experience may qualify for an elective or independent study internship option and are required to contact the Director of Internships and the MHA Program Director for approval.

Capstone Experience

A final written examination experience is required of all students in the program. This requirement will be met through the successful completion of the Capstone course (HSA 6925). 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 pertaining to research-based best practices in that specialization area.

Schedule Grid

This scheduling grid lists when courses for the program are offered.

Prerequisite Courses					
HSA 5177	Foundations of Healthcare Finance (Summer only)		51 Credits		
HSA 5436	Foundations of Healthcare Economics (Fall only)				
Area		**Required Courses**	**Fall**	**Spring**	**Summer**
Overview	HSC 6636	Issues and Trends in Health Professions	x	x	x
Internal Environment	HSA 6119	Health Care Organization and Management I*		x	
	HSA 6342	Health Care Human Resources Management*	x		
	HSA 6128	Health Care Services Management*		x	
	HSA 6155	Health Economics & Policy		x	
	PHC 6146	Health Planning & Policy	x		
	PHC 6420	Case Studies in Health Law		x	
	HSA 6195	Management and Health Information Systems		x	
Qualitative Tools	HSC 6911	Scientific inquiry in the Health Professions*	x		
	PHC 6000	Managerial Epidemiology			x
	HSA 5198	Health Care Decision Sciences and Knowledge Management*		x	
	HSA 6385	Health Care Quality Management*			x
Operational Management	PHC 6160	Health Care Finance I*	x		
	PHC 6164	Health Care Finance II*		x	
	5000/6000	One Approved Elective	x	x	x
Internship	HSA 6946	Internship (Required of all students- completed in term of graduation or the semester prior to graduating term) PR: 24 completed hours and completion of internship orientation webcourse	x	x	x
Capstone	HSA 6925	Capstone *The following courses must be completed prior to registration in the Capstone course: HSA 6128, HSA 6119, HSA 6342, PIIC 6160, PHC 6164, HSA 5198, HSC 6911 & HSA 6385	x	x	x

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. Students who are in thesis/dissertation hours should apply for a Special Leave of Absence when they cannot enroll in every semester (including summer).

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 Standards/Conduct/Integrity

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 or disciplinary action. Academic action affects student assignments, examinations, or grades. Disciplinary action affects student enrollment status.

Violations of student academic behavior standards include:

1. Cheating whereby non-permissible writing, visual or oral assistance including that obtained from another student is utilized by examinations, course assignments, or projects. The unauthorized possession or use of examination or course-related material shall also constitute cheating.

2. 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 students own. Any student failing to properly credit ideas or materials taken from another has plagiarized.

3. A student who has assisted another in any of the breaches or standards shall be considered equally culpable.

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 can find more information on formal accommodations from the Student Accessibility Services office: 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 Knight's 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, including 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 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 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 MHA Webcourse in; check your email regularly for important announcements and deadlines; and notify the MHA Program 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 MHA Program. 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 (3) consecutive terms results in dismissal from the program. 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:

- **A**cknowledging disability as an aspect of human diversity;
- **C**ultivating awareness of the environment's disabling barriers;
- **C**ollaborating on and proactively facilitating accessible environments and experiences;
- **E**ducating faculty and staff to create and maintain access in their spheres of influence;
- **S**hifting to an inclusive-minded attitude;
- **S**upplementing with reasonable accommodations as a last resort measure to ensure access.

Academic and/or Disciplinary Action

Action by the instructor;

A. 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

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.

B. 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.

C. 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.

D. Student appeals of academic action shall be made under the provisions of the university's grade appeal rule.

Coordination of Academic and Disciplinary Action

A. 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.

B. 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.

C. 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.

D. 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 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 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.

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
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – 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
- Ombuds Office – http://www.ombuds.ucf.edu

Dress Code

As 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.

Golden Rule

The Golden Rule is the university's policy regarding non-academic discipline of students and limited academic grievance procedures for graduate (grade appeals in individual courses, not including thesis and dissertation courses) and undergraduate students. Information concerning The Golden Rule can be found at www.goldenrule.sdes.ucf.edu/. Section 11, Student Academic Behavior, addresses appeal of graduate program actions or decisions.

Grading and Grading Procedures

The grading polices of the MHA, Health Services Administration track are as follows:

90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
Below 60	F

However, this policy may be changed at the discretion of each faculty member. Therefore, it is important to review the syllabi for each course to ensure that you are

familiar with the policy being used.

A grade point average of at least a 3.0 ("B") is required for graduation. Additionally, a student may earn no more than two "C" grades in the program. A student who earns a third "C" grade will be disqualified from further MHA studies. Disqualification from further MHA studies will also occur if a student earns a grade of "D" or below. In any course repeated a student must earn a grade of "B" or better.

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, veteran 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

Graduate students can review the university policy on plagiarism on the College of Graduate Studies website: https://graduate.ucf.edu/plagiarism/

Students can learn more about this topic by completing the Webcourse "Pressures to Plagiarize" in the Pathways to Success Program.

Artificial Intelligence (AI)

Various classes in the MHA Program may make use of Artificial Intelligence (AI) 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. 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

Students who are not meeting minimum academic requirements will be placed on academic probation. Students can review the Academic Progress and Performance section from the Graduate Catalog to understand GPA and other requirements to maintain good academic standing.

Satisfactory Progress

[Programs have certain expectations as it relates to progressing through the degree or program in a timely manner achieving certain course completion and/or milestones in a prescribed or suggested framework. Information about certain expectations related to

GPA or course grades overall and/or with specific courses is described in this section. For instance, some programs might have a requirement that a student must attain a specified grade in a required course. Students may have to repeat that course until the grade is achieved or the student might be dismissed from the program if the required grade in that course is not achieved. Similar expectations may be linked to internship, clinical, or practicum experiences. Details of this are provided in this section.]

Time Limits to Degree Completion

A student has seven years from the date of admission to the Master's program to earn a degree.

Extenuating circumstances may arise that hinder a students progress towards program completion and the ability to maintain continuous enrollment. If such a need arises, the student may petition for a Special Leave of Absence. Leaves are considered for medical (e.g., illness, injury) or non-medical (e.g., family needs, military deployment).

Students should be proactive in maintaining accurate records with the university and petition for a Special Leave of Absence prior to the need. When this is not possible, students should do so promptly after the need arises. Students are required to complete and submit the Leave of Absence form with all relevant supporting documents. See the Time Limitation and Continuous Enrollment Policy in the Graduate Catalog for more information.

Transfer Credit

At the discretion of the Health 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 description, course syllabus and official transcripts noting the course in question. A maximum of 9 credit hours can be transferred in upon approval. For the university's regulations concerning transfer of credits for master's programs, refer to the Transfer Credit section of the Graduate Catalog.

Additional Program Details

Financial Aid Funding

Information about funding for graduate school can be found on the College of Graduate Studies website [College of Graduate Studies Funding Website](#)

Graduate Assistantships

The Master of Health Administration offers a few graduate assistantships each year. The number available can vary as it depends on the budget of the program. Positions for the next academic year are normally advertised to students via e-mail or the program Webcourse at the end of the spring semester.

Outside of the opportunities in MHA, most other graduate assistantship positions are not advertised so students must contact various departments and programs to find available opportunities. Information about the graduate assistantship process can be found on the College of Graduate Studies website [Graduate Assistantships](#).

Professional Membership

Students receive an offer for a free one-year membership to ACHE (American College of Healthcare Executives) after they are admitted. In addition to the numerous student organizations listed under the How to Get Involved section, students can also find student membership opportunities in other professional organizations that are related to the health administration industry.

Medical Group Management Association (MGMA) www.mgma.com
Professional Association of Health Care Office Management (PAHCOM) www.pahcom.com
Academy of Management www.aomonline.org
American Society for Healthcare Human Resources Administration (ASHHRA) www.ashhra.org
Society for Human Resource Management (SHRM) www.shrm.org
Health Information and Management Systems Society (HIMSS) www.himss.org
American Health Information Management Association (AHIMA) www.ahia.org

Graduation Requirements

Students must successfully complete all prerequisite and required coursework for the degree and maintain a program of study and graduate status GPA of 3.0 or higher to graduate.

Students must file the Intent to Graduate through myUCF (https://my.ucf.edu) the semester before their graduating semester. Students are encouraged to check their online graduate plan of study regularly through myUCF to ensure they are on track to graduate from the program.

Graduation information can be found on the Commencement section of the College of Graduate Studies website. Specific information on the graduation ceremony can be found on the Registrar's Office website Graduation

Job Search and Career Pathways

Understanding the professional opportunities and benefits associated with completing a degree at UCF is very important for graduate students. In this section, programs can provide such information as:
- A description of potential careers related to your degree
- Data on employability in those fields
- Details on companies/industries that have hired graduates from your program
- For programs that have students who wish to become academics, information related to becoming a professor would be helpful
- Information on UCF's Pathways to Success Program can be provided
- Other career pathways information as relevant]

Student Associations

There are multiple ways to get involved at UCF. In addition to the student organizations related to MHA that are listed in the Ways to Get Involved section of the handbook, additional opportunities can be found at Graduate Studies Organization.

Graduate Student Center

UCF is fortunate to have its own Graduate Student Center. It is a great place to relax, practice a presentation in one of our conference rooms, have your lunch, and to meet other graduate students. Graduate Student Center

Student Research Week/Student Scholar Symposium

Many of the graduate students who come to UCF will be involved in research. The College of Graduate Studies hosts an annual Research Forum to provide a conference setting for our own students to showcase their work either with poster presentations or a face-to-face presentation. The following link can be provided Student Research Week]

3MT

The College of Graduate Studies also hosts a 3MT competition for graduate students in both the Fall Semester. A brief description of what this is and how to be involved can be described in this field. The following link can also be provided: 3MT.

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.

Useful Links/Resources

- Academic Calendar
- Bookstore
- Campus Map
- CCIE Website
- College of Graduate Studies
- Counseling Center
- Financial Aid
- Golden Rule Student Handbook
- Graduate Student Association
- Graduate Student Center
- Graduate Catalog
- Housing
- Housing, off campus
- Knights Email
- Library
- Learning Online
- Master of Health Administration
- NID Help
- Parking Services
- Pathways to Success
- Recreation Center

- [Register for Classes](#)
- [Registrar's Office](#)
- [School of Global Health Management and Informatics](#)
- [Shuttles](#)
- [Student Health Services](#)
- [UCF Global](#)
- [UCF IT](#)
- [Writing Center](#)

Graduate Faculty

The following is a list of faculty that teach in the MHA program. Please visit the SGHMI website to find a full listing of faculty in our school https://ccie.ucf.edu/hmi/faculty-staff/

Barbara Andraka-Christou, Ph.D., J.D., B.A.
Catherine Bush, Ph.D.
Mark Bush, D.H.A, M.B.A.
Michelle Chandler, Ph.D.
Sung Choi, Ph.D.
Michelle Crozier, Ph.D.
Shannon Elswick, MSHA, FACHE
Jillian Harrington, EdD, CCS, CCS-P, CPC, CPC-P, CPC-I, CEMC, MHP
Christian King, Ph.D.
Reid Oetjen, Ph.D. MSHSA
Bernardo Ramirez, M.D., MBA
Philip Wessel, MHA
Cynthia Williams, Ph.D.

Description of Core Courses

Course descriptions can be accessed through h the Graduate Catalog at
http://www.graduatecatalog.ucf.edu/content/Courses.aspx

HSA5198 Health Care Decision Sciences and Knowledge Management
Description: Emphasis on the development of a general systematic approach to solving problems under uncertainty. The role of informatics and the application of information technology in improving the managerial decision-making process will be presented.
Credits: 3

HSA6119 Health Care Organization and Management I
Description: Planning, development, and marketing methods. Credits: 3

HSA6128 Health Care Services Management

Description: Conceptualization and development of customer service in healthcare organizations. The focus is on the links between theory and practical applications. Credits: 3

HSA6155 Health Care Economics and Policy

Description: Examines how the interests and interactions of patients, providers, insurers, the government, and others impact the allocation and distribution of healthcare. Credits: 3

HSA6195 Management and Health Information Systems

Description: Introduce students to healthcare information systems and current issues related to the effective management of these systems and health data Credits: 3

HSA6342 Health Care Human Resources Management

Description: Study of organizations, including modern management, human performance, and leadership. Credits: 3

HSA6385 Health Care Quality Management

Description: Mechanisms for enhancing the quality of service and care. Credits: 3

HSA6946 Internship

Description: An internship within the administrative realm of an approved healthcare organization. See Internship Coordinator for more information. Credits: 3

HSC6636 Issues and Trends in the Health Professions

Description: Exploration of current issues, problems and future trends in the practice and education of health professions. Credits: 3

HSC6911 Scientific Inquiry in the Health Professions

Description: Research design and statistical evaluation in health professions. Credits: 3

PHC6000 Managerial Epidemiology

Description: A study of the distribution and determination of diseases and inquires in human populations. Credits: 3

PHC6146 Health Planning and Policy

Description: Review of the determinants of the revolution of the health care system in the United States; analysis of public health, preventive medicine, and therapeutic

medicine in terms of quality, access, and cost; methodologies and issues in comprehensive health planning; and trends in health policy development. Credits: 3

PHC6160 Health Care Finance
Description: The identification of resources available to health care institutions, allocation of resources, and control of resource expenditures. Credits: 3

PHC6164 Health Care Finance II
Description: The course facilitates the development of strategic financial plans and their application to current healthcare management issues. Credits 3

PHC6420 Case Studies in Health Law
Description: Health law including patient care, liability, malpractice, workmen's compensation, and legal responsibilities of health personnel. Credits: 3

HSA6925 Capstone
Description: Case analysis approach to solving current health services administration problems and issues. Credits: 3