The master’s student handbook is designed to provide necessary information for master’s students to progress in their academic career at UCF. This handbook provides additional information for master’s students but does not replace the UCF Graduate Catalog. Students are encouraged to be familiar with the UCF Graduate Catalog for all UCF policies regarding graduate studies. [http://www.graduate.ucf.edu/currentGradCatalog/](http://www.graduate.ucf.edu/currentGradCatalog/)

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WELCOME TO THE
EXECUTIVE MASTER OF HEALTH ADMINISTRATION PROGRAM

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

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

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

The Graduate Program in Executive Master of Health Administration

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

The purpose of the Graduate Program in Executive 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 strive to assist in the development of informed and responsive leaders who possess the capacity for critical thinking and creative problem solving.

MISSION STATEMENT

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

Understanding health care systems  Applying business skills
Communicating and managing relationships  Demonstrating excellence in leadership
Exhibiting professionalism and ethical conduct
Our program competencies (refer to page 20) are developed through exceptional, media-enhanced instruction, and are 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.

VISION STATEMENT

The MHA will be a preeminent program in health services administration education through excellence in graduate performance, faculty scholarship and global partnerships. It will be recognized for its innovative, high-quality approach to meeting the health care needs and expectations of its communities, and for leading significant improvements in the health care system.

PROGRAM GOALS

The program has established the following goals in keeping with its mission and vision:

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

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

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

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

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

PROGRAM VALUES

In addition to the core values of UCF (Integrity, Scholarship, Community, Creativity, and Excellence), the MHA Program also embodies the following values:

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

The Executive Master of Health Administration Program is administratively located in the Department of Health Management and Informatics, College of Community Innovation and Education.

Dr. Pamela Carroll is the Dean of the College of Community Innovation and Education. Dr. Su-I Hou is the Chair of the Department.

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

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

- Dr. Bradley Beauvais
- Dr. Michelle Chandler
- Dr. Xinliang Liu
- Dr. Reid Oetjen
- Mr. Philip Putnam
- Dr. Bernardo Ramirez
- Dr. Dianne Ross
- Dr. Lawrence West
- Mr. Philip Wessel

NONDISCRIMINATION STATEMENT

The Executive Master of Health Administration Program supports the Equal Opportunity and Affirmative Action Programs of the University of Central Florida in both student selection and faculty recruitment.

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

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

WHAT TO KNOW ABOUT THE PROGRAM

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

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

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

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

“University policy dictates that students enrolled in "market based” or "cost recovery” programs are not allowed to enroll in traditional state funded (E&G) classes or those outside of their specific program of study until they either complete or withdraw from their specific program. These programs have a unique funding model that are outside of traditional academic programming making them self-supporting entities. Thus students, student credit hours, generated resources, and program expenditures may not be intermingled with state funded academic resources.”

TRANSFER OF CREDIT
At the discretion of the Executive Master of 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 descriptions and official transcripts noting the course in question. A maximum of 9 credit hours can be transferred in upon approval. For the university's regulations concerning transfer of credits for master's programs, refer to the current Graduate Catalog.
ENROLLMENT
Graduate students may not enroll in more than 12 credit hours for the Fall, Spring and Summer semesters.

GRADUATION REQUIREMENTS

According to the graduate catalog students must maintain a grade point average of at least a 3.0 ("B") for graduation. Additionally, “a student may apply a maximum total of six semester credit hours of “C” grades, or the “C” grade credits associated with at most two classes, whichever is greater, to satisfy degree program requirements” (as taken from the UCF College of Graduate Studies found here: http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Course_Category_Definitions). A student who earns a third grade of "C" may be disqualified from further Executive Master of Health Administration studies. The decision to dismiss a student is recommended by the Program Director to the College of Graduate Studies. In any course repeated, a student must earn a grade of "B" or better. The following is an excerpt from the catalog and can be found at http://www.graduate.ucf.edu/currentGradCatalog/. A student who earns a “D” or below will be disqualified from further eMHA graduate studies.

There is a minimum of 44 semester hours required for graduation. Students must file their “Intent to Graduate” through MyUCF (https://my.ucf.edu/index.html) the semester before his or her graduating semester. Students are also encouraged to check their Graduate Plan of Study regularly through MyUCF (https://my.ucf.edu/index.html) to ensure they are on track for graduation from the program.

INCOMPLETE GRADES

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

GRADING POLICY

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

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
60 and below = F

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

Executive Master of Health Administration Program

Year 1

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<td>• HSA 6345 Leadership for Health Care Executives</td>
<td>• HSA 6346 Health Care Organizational Behavior and Human Resource Management</td>
<td>• HSA 6505 Health Care Quality and Risk Management</td>
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<td>• HSA 6197 Health Care Informatics for Health Care Leaders</td>
<td>• HSA 6555 Health Care Ethics and Law</td>
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Please visit UCF’s website ([www.ucf.edu](http://www.ucf.edu)) where you will find a complete copy of the graduate catalog plus other pertinent information.

**DESCRIPTION OF REQUIRED COURSES**

Course descriptions can be accessed through the College of Graduate Studies Catalog at [http://www.graduatecatalog.ucf.edu/content/Courses.aspx](http://www.graduatecatalog.ucf.edu/content/Courses.aspx)

**1st Fall**

*Health Care Statistics and Research* (4 Credits)
Research method techniques and statistical techniques for problem-solving and decision-making including theoretical, quantitative, and quantitative skills to understand, conduct, and evaluate health care research.

*Leadership for Health Care Executives* (4 Credits)
The course addresses current leadership theory focusing on leadership styles, motivation, change management, innovation, and creativity as they related to management of health services organizations.

**1st Spring**
Financial Accounting for Health Care Managers (4 Credits)
This course examines accounting and financial management concepts, along with managerial protocols and regulatory constraints affecting health care organizations.

Health Care Organizational Behavior and Human Resource Management (4 Credits)
The focus of this course is the application of human resources and organizational theory in the health care setting for health care managers.

1st Summer

Health Care Quality and Risk Management (4 Credits)
This course provides an understanding of the current quality-based management practices within health care organizations and effective risk management strategies for health care managers.

Financial Management for Health Care Managers (4 Credits)
This course teaches students to apply and integrate advanced accounting and financial principles to develop solutions to specific problems encountered in today's health care organizations.

2nd Fall

Health Care Informatics for Health Care Leaders (4 Credits)
This course provides the student with the knowledge to align health information technology advances with the organizational strategy, including improving quality, safety, and efficiency.

Health Care Economics and Policy (4 Credits)
Study of the economic foundations of the health care market and policy.

2nd Spring

Epidemiology and Health Planning (4 Credits)
This course introduces students to the descriptive and applied methods of managerial epidemiology, including methods for data retrieval and research application.

Health Care Ethics and Law (4 Credits)
This course presents an overview of legal and ethical issues facing managers and providers in variety of health care settings.

2nd Summer

Health Care Capstone and Strategic Management (4 Credits)
The course is designed to integrate and build on all prior Executive Master of Health Administration concepts and course work through the lens of strategic management.
ACADEMIC PROGRESS

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

If you fail to meet the requirements for satisfactory academic progress you will receive written notification of your status from the Program Director. In response to this notification you may submit a written petition to the, Program Director requesting continuation in the professional program of study. The petition must describe the reasons for your unsatisfactory progress and the strategies you propose to improve future performance. Failure to demonstrate satisfactory academic progress will result in dismissal from the Executive 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 Executive Master of Health Administration Program will be based on a review of the circumstances of your dismissal and any additional information regarding changes in your status.

COURSE PLANNING

Students should become familiar with the courses they need to obtain their degree. Student files are reviewed each semester by the Academic Coordinator to determine courses needed toward graduation. Students are encouraged to follow the graduate plan of study as provided by the Academic Coordinator. Good planning could save time and eliminate unnecessary heavy schedules.

ADVISING

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

FACULTY OFFICE HOURS

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

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

ACADEMIC STANDARDS AND CONDUCT

STUDENT RIGHTS AND RESPONSIBILITIES

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

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

b. Refunds and charges. The status of a student charged with a violation of University regulations shall not be affected pending final disposition of the charges except in the case of administrative action. For specific procedures and rights of students during the student conduct process, see later section entitled “Student Conduct Review Process.”

8. Confidentiality of student records. Each University office and agency which generates, collects, and disseminates information on students must follow the guidelines for confidentiality of those records in their possession. For further information see, “Student Record Guidelines.”

9. Provisions for Victims/Survivors of Acts of Violence. To ensure fairness to victims/survivors of acts of violence throughout the disciplinary process, the University has established the following policy on victims/survivors:
   a. a victim or a survivor may have a person of her or his choice accompany her or him throughout the Student Conduct Review process. This person will act as a support person or advisor but will not represent the victim or survivor.
   b. a victim or survivor may submit a list of questions related to the alleged incident, prior to the hearing, that she or he feels the charged student should be asked during the hearing process.
   c. a victim or survivor may not have her or his irrelevant past conduct, including sexual history, discussed during the hearing. The issue of relevancy shall be determined by the Student Hearing Panel or the hearing officer.
   d. a victim or a survivor may make a “victim or survivor impact statement” and suggest an appropriate sanction (to include appropriate compensations) if the charged student is found to have been in violation of the Rules of Conduct.
   e. a victim or survivor may know the outcome of the student conduct review process, after making a commitment to protect the confidentiality for all persons involved as outlined in the Family Educational Rights and Privacy Act Regulations, 99.31.13. However, where the student conduct review process is invoked for a sex offense, both the victim/survivor and the accused must be informed of the final outcome of the student conduct review process without a commitment to protect the confidentiality of the information, pursuant to the Clery Act Regulations, 668.46(b)(11). The "final outcome" means only the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

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

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

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

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

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

**PERSONAL HEALTH RESPONSIBILITIES**

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

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

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

**AIDS POLICY**

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

The policy of the university is to treat cases of AIDS on a case by case basis. When an AIDS case comes to the attention of the university, whether student, faculty, or staff member, the
University AIDS Committee will assume responsibility for conducting a thorough review based upon the best medical and legal information available. Any actions taken will respect the rights of the individual to confidentiality as well as the individual's welfare and that of the university community. For further information, please visit the UCF Student Health Center. [http://whps.sdes.ucf.edu/hiv](http://whps.sdes.ucf.edu/hiv)

**RULES OF CONDUCT**


**STUDENT ACADEMIC BEHAVIOR**

1. Academic Behavior Standards

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

Violations of student academic behavior standards include:

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

(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 student's own. Any student failing to properly credit ideas or materials take from another has plagiarized.

(3) A student *who has* assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

2. 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.

B. 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.

C. 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.

D. The instructor's recommendation for disciplinary action (university probation, suspension or expulsion) shall be submitted through the college dean to the university student judicial officer for processing under the provisions of the university's student judicial process.

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

3. 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 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 be in violation of university rules of conduct. This action is taken as stated in the Student Rights and Responsibilities, the Rules of Conduct, and the Judicial Process sections of The Golden Rule.

**PROFESSIONALISM**

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

"Professionalism" is defined as professional character, spirit or methods--the standing, practice, or methods of a professional, as distinguished from an amateur. Behaviors and attitudes required of health professionals are expected of Health Services Administration students, and include:

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

MISCELLANEOUS INFORMATION

FINANCIAL SUPPORT

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see Financing Grad School on the UCF Graduate Studies website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

Key points about financial support:

• If you are interested in financial assistance, you are strongly encouraged to apply for admission early. A complete application for admission, including all supporting documents, must be received by the priority date listed for your program under "Admissions."
• You must be admitted to a graduate program before the university can consider awarding financial assistance to you.
• If you want to be considered for loans and other need-based financial assistance, review the UCF Student Financial Assistance website at http://finaid.ucf.edu and complete the FAFSA (Free Application for Federal Student Aid) form, which is available online at http://www.fafsa.ed.gov. Apply early and allow up to six weeks for the FAFSA form to be processed.
• UCF Graduate Studies awards university graduate fellowships, with most decisions based on nominations from the colleges and programs. To be eligible for a fellowship, students must be accepted as graduate students in a degree program and be enrolled full-time. University graduate fellowships are awarded based on academic merit and therefore are not affected by FAFSA determination of need.
• Please note that select fellowships do require students to fill out a fellowship application (either a university fellowship application, an external fellowship application, or a college or school fellowship application). For university fellowship applications, see Financing Grad School.
• For information on assistantships (including teaching, research, and general graduate assistantships) or tuition support, contact the graduate program director of your major.

ACADEMIC CALENDAR

This online academic calendar provides important dates to remember including the Add/Drop deadline, Withdrawal deadline, exam and commencement schedules and university holidays. For a list of deadlines and other important dates see the academic calendar. The UCF academic calendar can be found here: http://calendar.ucf.edu/2020/fall
WITHDRAWAL POLICY
For specific guidelines regarding withdrawals see the withdrawal policy in the graduate catalog at http://graduate.ucf.edu/currentGradCatalog/content/Admissions/.

IMPORTANT WEBSITES

The University of Central Florida Home Page (www.ucf.edu)
This website contains a wealth of information about UCF as well as the services they offer to current students.

Graduate Studies (www.graduate.ucf.edu)
As a Graduate student, you will find this website helpful as it provides information on specific Graduate issues such as registration, financial matters, Orientations, Career Resources, the Graduate Student Association, and more.

The College of Community Innovation and Education (https://ccie.ucf.edu/)
The COHPA website provides information specifically pertaining to the College of Health and Public Affairs. Visit this site in order to get up-to-date information on the latest COHPA news and events, alumni information, research forums and more.

The Department of Health Management and Informatics (https://ccie.ucf.edu/hmi/)
This website provides information on the Department of Health Management and Informatics and the staff and faculty that work in the department. You can obtain information about your specific degree program, MS-HSA, and other programs that the department has to offer.

Financial Aid (http://pegasus.cc.ucf.edu/~finaid/)
At this website, you will find specific information concerning the financial aid process including applying for aid and receiving aid. Also listed are the different types of aid that is available to students.

The Writing Center (www.uwc.ucf.edu)
The Writing Center is a free service to all UCF students. They specialize in assisting students who are writing papers, essays, dissertations, resumes and other materials.

The Library (http://library.ucf.edu)
This website might be one of your most useful websites you visit as a Graduate student. Here, you can search for journal articles, browse journal titles and online databases, and get information on the many resources the library has to offer.

The American College of Healthcare Executives (ACHE) (www.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.

myUCF (http://my.ucf.edu)
After logging into this website, you will be able to view the course schedule of classes, register for your classes and view your fee invoice from the Financial Aid office.

Golden Rule (http://www.goldenrule.sdes.ucf.edu/)
The Golden Rule was created to provide the answers for many of your questions regarding university rules and regulations.
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<tr>
<th>DOMAIN</th>
<th>COMPETENCY</th>
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<tbody>
<tr>
<td>I. Understanding of the Healthcare Environment:</td>
<td>A. Healthcare Systems and Organizations</td>
<td>1. Demonstrate knowledge of the healthcare system, its funding and payment mechanisms, and the environment in which it operates</td>
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<td>2. Assess the interrelations among access, quality, cost, resource allocation, accountability, and community</td>
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<td>B. Public Health and Health Outcomes</td>
<td>1. Understand and articulate health and public health policy outcomes</td>
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<td>2. Develop outcome measures for planning and policy</td>
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<td>II. Business Skills and Knowledge:</td>
<td>A. General Management</td>
<td>1. Analyze and evaluate information to support a decision or recommendation</td>
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<td>2. Conduct needs analysis, identify and prioritize requirements</td>
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<td>3. Demonstrate critical thinking and analysis</td>
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<td>4. Identify alternate processes and potential solutions</td>
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<td>B. Financial Management</td>
<td>1. Understand and apply basic accounting, financial management, and financial analysis principles</td>
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<td>C. Human Resource Management</td>
<td>1. Familiarity with and ability to apply human resource laws and regulations</td>
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<td>2. Performance management and employment satisfaction measurement and improvement systems</td>
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<td></td>
<td>3. Examine and implement selection, recruitment, and retention techniques</td>
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<td>4. Develop organizational policies and procedures</td>
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<td>D. Organizational Dynamics and Governance</td>
<td>1. Ability to analyze and apply organizational systems theory and structure</td>
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<td></td>
<td>2. Ability to analyze and apply governance theory and structure</td>
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<td>3. Assess organizational culture and its impact on effectiveness</td>
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<td>4. Interpret and integrate federal, state, and local regulation/laws</td>
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<td>E. Strategic Planning and Marketing</td>
<td>1. Define and construct strategic planning principles and processes</td>
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<td>2. Analyze and assess markets, market segmentation, strategy, change and innovation</td>
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<td>F. Information Management</td>
<td>1. Explain the role and function of information technology in operations</td>
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<td>2. Ability to plan and implement</td>
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<td>III. Communication and Relationship Management:</td>
<td>A. Communication Skills</td>
<td>1. Demonstrate effective written, oral communication, and presentation skills</td>
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<td>2. Provide and receive constructive feedback</td>
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<td>3. Listen and respond effectively to the ideas and thoughts of others</td>
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<td>B. Relationship Management</td>
<td>1. Build collaborative relationships</td>
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<td>2. Demonstrate effective interpersonal relations</td>
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<td>3. Practice and value shared decision making</td>
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<td>C. Facilitation and Negotiation</td>
<td>1. Demonstrate effective negotiation and facilitation techniques</td>
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<td>2. Facilitate conflict, mediation, and alternative dispute resolution</td>
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<td>IV. Leadership:</td>
<td>A. Leadership Skills and Behavior</td>
<td>1. Champion solutions and encourage decision making</td>
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<td>2. Engage in critical thinking and decision making</td>
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<td>3. Utilize relevant data to critically analyze financial and organizational issues</td>
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<td>4. Provide visionary leadership identifying future possibilities for the organization</td>
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<td>B. Organizational Climate and Culture</td>
<td>1. Create an organizational climate that encourages teamwork</td>
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<td>2. Establish an organizational culture that values and supports diversity</td>
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<td>3. Support innovation and creativity</td>
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<td>C. Communicating Vision</td>
<td>1. Create and communicate a shared vision</td>
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<td>2. Promote systems thinking in operations</td>
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<td>3. Identify opportunities for growth and development of the organization</td>
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<td>D. Managing Change</td>
<td>1. Demonstrate change management skills</td>
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<td>2. Anticipate and plan strategies for</td>
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* The ability to communicate clearly and concisely with internal and external stakeholders, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

* The ability to inspire individual and organizational excellence, create a shared vision and effectively manage change to attain the organization’s strategic ends and successful performance.
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| V. Professionalism: | The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. | overcoming obstacles
|                  |                                             | 3. Anticipate the need for resources to carry out initiatives             |
| A. Personal and Professional Accountability |                                             | 1. Uphold and act upon ethical and professional standards and principles |
|                  |                                             | 2. Demonstrate and promote cultural sensitivity                          |
| B. Professional Development and Lifelong Learning |                                             | 1. Provide personal commitment to enhance knowledge, skills, and abilities in healthcare administration |
|                  |                                             | 2. Value and act on feedback that is provided about one’s own strengths and weaknesses |
| C. Contributions to the Community and Profession |                                             | 1. Participate in community service                                      |
|                  |                                             | 2. Support collegial relationships with peers through networking, information sharing, and mentoring |