The Rueckert-Hartman
College for Health Professions
at
Regis University

Division of
Health Services Administration

Student Handbook
2013/2014

Bachelor of Science
in
Health Care Administration
Health Information Management

Post-Baccalaureate Certificate
in
Health Information Management

Master of Science
in
Health Services Administration
Healthcare Informatics & Information

Graduate Certificate
In
Health Care Informatics
Health Care Quality & Patient Safety

Regis University reserves the right to terminate programs for financial or other reasons that it determines warrants such action. The content, schedule, requirements, and means of presentation of courses may be changed at any time by the university for educational reasons that it determines are sufficient to warrant such action. Programs, services, or other activities of the university may be terminated at any time due to reasons beyond the control of the university, including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, government orders, financial insolvency, or other reasons or circumstances beyond the control of the university.
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INTRODUCTION

The purpose of this handbook is to familiarize the student with the policies of the various programs of the Division of Health Services Administration. It is intended for use in conjunction with the Regis University Bulletin, available through the University Office of the Registrar. The Division of Health Services Administration Student Handbook is not exhaustive and serves only as a general guide. It is subject to change.

Every student is personally responsible for all information in the Regis University Bulletin, the Division of Health Services Administration Student Handbook, and other appropriate documents. Regis University assumes that undergraduate, graduate and certificate students accept and act upon this responsibility. Therefore, it is your responsibility as a student enrolled in the Health Care Administration, Health Information Management, or Health Services Administration program to ensure that courses on your degree or certificate plan are completed prior to graduation. Additionally, it is your responsibility to request official transcripts from other institutions and to see that they are received and recorded by the Registrar. Failure to read and understand the policies and procedures contained in the Bulletin, Handbook, and other appropriate documents, and/or failure to contact your advisor does not relieve you of this responsibility. Your faculty advisor is available to clarify policies and procedures and to assist you in planning your academic progress toward the completion of your program.

Please be aware that the Family Educational Rights and Privacy Act of 1974 prohibits faculty or advisors from giving the following information about students over the phone or in person to anyone other than the student: GPA's, grades, student schedules, information on probationary status, financial information, and number of transfer hours.

THE REGIS TRADITION

Welcome to the Division of Health Services Administration and The Rueckert-Hartman College for Health Professions of Regis University! The Rueckert-Hartman College for Health Professions is one of three schools that make up Regis University. The other two schools are Regis College, with the traditional undergraduate and graduate programs, and the College for Professional Studies, which offers graduate and undergraduate programs designed specifically for the adult learner.

Regis University has been in existence, in some form, since 1877. It was in this year that a group of Jesuit missionaries from Naples, Italy, carried the Jesuit tradition to America when they carved out a college, named Las Vegas College, on the edge of the New Mexico desert. In 1884, the college was moved to Morrison, Colorado and renamed College of the Sacred Heart. Four years later, the Morrison site proved too remote and the college was again moved to its present location in northwest Denver, where eventually it was named Regis College.

Over the past decade, Regis University has experienced tremendous growth in its enrollment due to the expansion of new programs and the addition of new campus sites. In recognizing that the institution had become much broader in scope, the name was again changed to Regis University on July 1, 1991. As one of 28 Jesuit colleges and universities nationwide, Regis exemplifies the special qualities which an independent Jesuit educational institution can bring to the society it serves. We are widely recognized for our Jesuit tradition and the diverse and innovative approaches taken toward the educational process.

The mission of Regis University is to educate men and women of all ages to take leadership roles and to make a positive impact in a changing society. This mission is inspired by the Jesuit vision of Ignatius
Loyola that challenges us to attain the inner freedom to make intelligent choices. We at the University seek to provide values-centered education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values, and a just existence. As a consequence of Ignatius Loyola’s vision, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

This is accomplished through rigorous academic standards, a values-oriented approach to learning, and sensitivity to the needs of the individual student. It is the Jesuit tradition of quality and values-centered education in combination with the Regis tradition of innovation that sets Regis University apart in Colorado’s academic community.

Regis University is accredited by the North Central Association of Colleges and Secondary Schools and holds an additional accreditation by the Commission on Allied Health Informatics and Information Management Education (CAHIM) for the Health Information Management Program. The university does not discriminate on the basis of race, color, gender, age, national or ethnic origin, handicap, or sexual orientation in the consideration of eligible students for admission, scholarships, awards, and financial aid.

THE RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS (RHCHP)

The Rueckert-Hartman College for Health Professions was created in 1988 and continues to grow and diversify. The College incorporates graduate and undergraduate nursing programs, graduate and undergraduate programs in health services administration, and the doctoral programs in physical therapy nursing and pharmacy.

The mission of The Rueckert-Hartman College for Health Professions is to educate men and women as leaders committed to excellence within the health care professions. You will find the complete statement of mission, purpose and values for the College in Appendix A. The mission, goals, and values of the department and each individual program are a reflection of this broad continuation of the Regis mission.
DIVISION OF
HEALTH SERVICES ADMINISTRATION

The Division of Health Services Administration (HSA) was formed in 1996 in order to integrate and streamline the various undergraduate programs in health services administration and management. These programs include Health Care Administration and Health Information Management. The graduate program in Health Services Administration was approved in January, 1999 with its inaugural class beginning in October, 1999. This program is described in this handbook. Because of the integrated nature of this program, students are encouraged to become familiar with the basic outline of the program.

Mission Statement

The mission of the Division of Health Services Administration is to create and maintain a learning environment that prepares and challenges each student to achieve excellence and leadership in the administration and management of health services. The overall goals and values of the division are closely aligned with those of The Rueckert-Hartman College for Health Professions and the University and are embodied in the individual mission statements of each program.

Philosophy

The Faculty and Staff of the Division of Health Services Administration believe that the health services industry provides a critical component of the overall health and well being of the individual, the community and the larger society. We believe that each and every member of the health services team can make a positive difference in the lives of patients, the health of the community and the broad direction of health services delivery in the larger society. Further, we believe that successful leadership and professional service in the health care industry require:

- Thorough grounding in the knowledge and skills of the student's specified discipline;
- Collaborative appreciation of the roles and functions of the entire health care team;
- Awareness and understanding of the many and complex facets of individual and community health, the evolving health care delivery system, and the social, political, economic, legal, cultural and ethical factors influencing the delivery of health services;
- Effective technical, administrative and interpersonal skills and abilities along with the ability to apply them flexibly in a rapidly changing environment.

This Division seeks to create a learning environment that incorporates a broad awareness of the health care system with a solid balance of professional skills and knowledge in order to prepare students to seek and achieve excellence and leadership in a variety of settings and roles within the health care industry.

Furthermore, each program seeks to create a learning environment that respects the unique abilities, perspectives and needs of the individual student. Strong emphasis is placed on critical thinking, exploration of personal and professional values, leadership, and the pursuit of excellence. We are inspired by our belief in the power of the individual to make a positive difference in the world.
Excellence in practice and leadership are supported by aggressive review and refinement of the curricula to promote current content and practice. In addition, faculty are selected on the basis of current experience and practice, professional accomplishment, and leadership roles within the profession.

Health Services Administration - Division Goals and Standards

GOAL 1: Create a learning environment that respects the unique abilities, perspectives, and needs of the individual student.

STANDARD

1a. Offer non-traditional weekend and online course offerings to accommodate the schedule of the working individual.
1b. Offer alternative learning formats, including independent study and student-designed courses, to accommodate the schedules and specific professional interests of individual students.
1c. Average satisfaction scores on the graduate exit survey will exceed 3.0 on specified questions related to program mission, goals, administration, facilities, and university services.
1c. Results of the graduate exit surveys will be reviewed annually with a minimum of two improvement areas identified and incorporated in the program's operational plan for the following year.

GOAL 2: Support a learning process that emphasizes critical thinking, exploration of personal and professional values, leadership, and the pursuit of excellence.

STANDARD

2a. Every program graduate will have completed, with a passing grade, a course in health care leadership with emphasis on leadership theory, personal and professional mission and values, ethical decision making, and strategic planning.
2b. Every graduate will have completed, with a passing grade, a minimum of three course projects that demonstrate significant critical analysis and concept presentation skills.
2c. Every undergraduate degree student will have completed, with a passing grade, a course in health care ethics.
2d. Every graduate student will have completed, with a passing grade, a leadership course position paper on ethics and leadership.

GOAL 3: Support the specific academic goals and standards of each program in the Division of Health Services Administration.

STANDARD

3a. Attain outcome results as defined in the goals and standards of the Health Care Administration program.
3b. Attain outcome results as defined in the goals and standards of the Health Information Management Program.
3c. Attain outcome results as defined in the goals and standards of the Health Services Administration program.
GOAL 4: Attract and retain highly qualified and experienced faculty who reflect the values of Regis University and who represent the health care community's best talent, leadership, and professional opportunity.

STANDARD

5a. Average satisfaction scores on the course/faculty evaluations will exceed 3.0 on specified questions related to instructor performance.
5b. Average satisfaction scores on undergraduate and graduate exit surveys will exceed 3.0 on specified questions related to instructor performance.
5c. The mix of faculty and affiliate faculty will represent a combination of hospital-based and non-hospital based practitioners from a variety of health care disciplines and health services settings.
5d. Affiliate faculty will attend a minimum of one orientation and/or faculty meeting/development activity per academic year.

THE BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

Program Overview

The Health Care Administration (HCA) Program was approved in 1993 and accepted its first class in the Spring of 1994. The program offers a Bachelor of Science degree in Health Care Administration in both ground based and online delivery formats.

The program prepares students for a variety of technical, managerial, and consultive roles in the health care industry. Health services administrators and managers can assume a wide range of roles in diverse areas including clinical and administrative management, patient and customer services, provider relations and contract administration, sales and marketing, outcomes research, and consulting. Employment opportunities exist in all types of health care facilities and related settings. Such settings may include hospitals, nursing homes, mental health facilities, ambulatory facilities and clinics, insurance companies, state and local health departments, other government agencies, managed care organizations, educational institutions, computer firms, service agencies, and other private industry.

The curriculum combines classroom learning with a clinical internship which features on-the-job, supervised experience in an approved facility. Most courses are cross-listed with the Health Information Management program as an effective and efficient way of bringing health care professionals together to share ideas and promote collaboration.

Mission of the Health Care Administration Program

The mission of the Health Care Administration Program is "to promote excellence and leadership in health care administration."
Health Care Administration Program Goals

Inspired by the Regis University vision of leadership in the service of others, the goals and standards of the Health Care Administration Program are as follows:

GOAL 1: Develop and maintain a curriculum for the HCA student that effectively prepares him or her for professional positions in the current HCA market.

STANDARD

1a. All domains and competencies outlined in the HSA Professional Competencies Model are included in the program course work.
1b. Course syllabi are reviewed at least annually by the program director and the instructor for currently relevant content and appropriateness based on faculty input, student course evaluations, and other available feedback (e.g., HSA Advisory Board, employer surveys, etc.).
1c. Every student completes a capstone project, which demonstrates advanced skills in project management.
1d. Average satisfaction scores on the undergraduate exit survey exceed 3.0 on specified questions related to curriculum content and educational preparation.
1e. Average satisfaction scores on the one-year graduate survey exceed 3.0 on specified questions related to educational preparation and current employment.
1f. Results of the clinical site evaluations of student performance, graduate exit surveys, and one-year graduate surveys are reviewed annually with corrective action implemented in any area of curriculum weakness as indicated by the review process.

GOAL 2: Provide educational opportunities for the practicing health services administrator or manager to expand existing skills and learn new skills for success in the current health care market.

STANDARD

2a. Conduct annual mailings and announcements to promote specified courses for continuing education credit to local professionals.
2b. Average satisfaction scores on course and faculty evaluations exceed 4.0 on specified statements related to curriculum content and applicability.

GOAL 3: Promote both traditional and non-traditional HCA career opportunities through active participation and support of health services initiatives throughout the community.

STANDARD

3a. The director and full time faculty member establish and complete target activities on an annual basis.
3b. A minimum of two (2) new clinical sites per year, other than hospitals, are identified and contracts obtained.
HCA Curriculum

The HCA curriculum consists of 51 hours of professional courses in the major discipline of health care administration. The curriculum of the HCA program is designed based on the HSA Professional Competencies Model. A complete listing of the domains and competencies may be found in Appendix G along with a matrix analysis of each competency as it is addressed in the current curriculum.

The HCA degree plan includes the following:

### HCA Professional Requirements (51 SH)

<table>
<thead>
<tr>
<th>Credit Hours (SH)</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HCA 408</td>
<td>Health Care Policy</td>
</tr>
<tr>
<td>3</td>
<td>HCA 410</td>
<td>Health Care Delivery Systems</td>
</tr>
<tr>
<td>3</td>
<td>HCA 412</td>
<td>Integrated Delivery Systems</td>
</tr>
<tr>
<td>3</td>
<td>HCA 413</td>
<td>Fundamentals of Managed Care</td>
</tr>
<tr>
<td>3</td>
<td>HCA 420</td>
<td>Marketing and Public Relations in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 423</td>
<td>Legal Aspects of Health Services</td>
</tr>
<tr>
<td>3</td>
<td>HCA 425</td>
<td>Quality Improvement in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 428</td>
<td>Health Care Economics</td>
</tr>
<tr>
<td>3</td>
<td>HCA 432</td>
<td>Leadership and Management in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 450</td>
<td>Health Care Information Systems</td>
</tr>
<tr>
<td>3</td>
<td>HCA 452</td>
<td>Human Resource Management in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 458</td>
<td>Strategic &amp; Project Management in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 460</td>
<td>Health Statistics and Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>HCA 465</td>
<td>Health Care Finance</td>
</tr>
<tr>
<td>3</td>
<td>HCA 475</td>
<td>Communication in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 480</td>
<td>Health Care Administration Capstone</td>
</tr>
<tr>
<td>3</td>
<td>HCA 485</td>
<td>Administrative Internship</td>
</tr>
</tbody>
</table>

### Bachelor of Science in Health Care Administration

In addition to the HCA professional course requirements, candidates for the Bachelor of Science degree must complete 45 hours in The Rueckert-Hartman College for Health Professions core studies requirements; 6 hours of division requirements in accounting; 6 hours of upper division electives; and 20 hours of general electives as follows:

### RHCHP Core Studies Requirements (45 SH)

<table>
<thead>
<tr>
<th>Credit Hours (SH)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Natural Sciences/Mathematics/Computer Science</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>12</td>
<td>Social Science/Economics/Business</td>
</tr>
<tr>
<td>3</td>
<td>Philosophy</td>
</tr>
<tr>
<td>3</td>
<td>Ethics in Health Care Services (HCE 435)</td>
</tr>
<tr>
<td>6</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>6</td>
<td>Literature/Humanities/Oral &amp; Written Communication</td>
</tr>
<tr>
<td>3</td>
<td>English Composition</td>
</tr>
</tbody>
</table>
Upper Division Electives (6 SH)

6 SH Upper Division electives ONLY (These courses may be taken in RHCHP or in the College for Professional Studies. A 400-level course number is required. (Example: HCA 430, HCA 440.)

Additional Professional Requirements (6 SH)

3 SH Principles of Accounting I (AC 320a or equivalent)
3 SH Principles of Accounting II (AC 320b or equivalent)

These courses apply to the core studies and division requirements. Students are encouraged to complete these requirements prior to beginning the HCA course sequence. Failure to complete these requirements will necessitate the permission of the program director to enroll in any specified HCA course for which one of these prerequisites is listed.

General Electives (20 SH)

The total semester hours required for graduation are 128 semester hours. A minimum of 30 graded semester hours must be completed at Regis University.

Health Care Administration Course Descriptions

Refer to the Appendix for a complete list of course descriptions.

Program Schedule

HCA courses are offered in an every-other-weekend format, with an online component or completely online. Classes meet every other weekend for two ten-week sessions each semester. Classes meet from 8:30 am to 4:00 pm each day. Selected courses are offered in the summer session in an accelerated format and online.

The program is designed to be completed in 24 to 30 months depending on the semester of enrollment and the academic course load per term. Refer to the schedule tables in Appendix C for the current recommended course sequence. Students are strongly encouraged to work closely with their advisors if they deviate from this sequence.

The HCA program is also offered in an online format where students may enroll in one or two online classes per 8 week term.

Administrative Internship

The Administrative Internship (HCA 485) is a structured clinical internship experience. The course involves placement at one or more clinical sites and completion of 120 documented hours at the clinical site. In most cases, these hours are completed in three consecutive weeks in a traditional Monday through Friday 8:00 am to 5:00 pm schedule. Students may be asked to vary these hours to ensure maximum exposure to activities at the clinical site (i.e., early morning committee meetings or evening shift duties).
A Clinical Coordinator will work with the student to obtain placements that are convenient and consistent with the student’s area of interest. (Refer to the appendix for a listing of the clinical sites which we have an agreement.) Whenever possible, the student’s request for a specific site or range of dates is honored. However, the program does not guarantee placement at the student’s site of choice or within specific requested dates. Students generally may not complete the internship at their present place of employment. Internships are unpaid and subject to employee regulations.

The Internship Manual is available on the HSA website. It is the responsibility of the student to become familiar with all policies and procedures regarding the administrative internship. As stated in the manual, it is the responsibility of the student to initiate the request and required forms for the internship placement process. All forms and related instructions are included in the manual.

Students must have the background check, drug screen, health status report, immunization record, proof of insurance on file prior to application for clinical placement. Students are required to have a Regis name tag identifying them as a Regis intern. Name tags are issued immediately prior to student placement for a nominal fee.

THE BACHELOR OF SCIENCE AND POST BACCALAUREATE CERTIFICATE IN HEALTH INFORMATION MANAGEMENT

Program Overview

This program was originally introduced at Regis University in 1979 as the Health Record Information Management (HRIM) program. The change in name to Health Information Management (HIM) reflects the rapidly changing demands of the profession. Upon graduation the student is awarded a Bachelor of Science degree in Health Information Management with a minor in Health Care Administration or a certificate in Health Information Management.

Both programs prepare students for entry level HIM positions and for the national certification examination. Successful completion of this examination allows the student to use the professional credential of Registered Health Information Administrator (RHIA). Most courses are cross-listed with the Health Care Administration program as an effective and efficient way of bringing health care professionals together to share ideas and promote collaboration. As with the HCA program, the HIM program is offered mostly in an online format, with select classes offered ground based.

The American Health Information Management Association (AHIMA) defines health information management as “the field that focuses on health care data and the management of information resources. It addresses the nature and structure of data and the translation of data into usable forms of information concerning the health and health care of individuals and populations.” The Association further identifies the HIM professional as someone who collects, integrates and analyzes primary and secondary health care data, disseminates information, and manages information resources related to the research, planning, provision, payment, and evaluation of health care services.
HIM professionals assume a wide variety of technical, managerial, and consultative roles in the health care delivery system. Employment opportunities exist in all types of health care facilities and departments within those facilities as well as in other health related settings. Such settings may include hospitals, nursing homes, mental health facilities, ambulatory facilities and clinics, insurance companies, state and local health departments, other government agencies, managed care organizations, educational institutions, computer firms, service agencies, and other private industry.

ACCREDITATION

The HIM program is accredited by the Commission on Health Informatics and Information Management Education (CAHIIM).

Mission of the Health Information Management Program

The mission of the Health Information Management Program is to “promote excellence and leadership in health information management.”

Health Information Management Program Goals

Inspired by the Regis University vision of leadership in the service of others, the goals and standards of the Health Information Management Program are as follows:

GOAL 1: HIM Graduates will demonstrate entry level competencies.

STANDARD

1a. 80% of HIM graduates will pass certification exam on the first writing.
1b. Regis students should score at or better than national mean in each domain.
1c. 100% of HIM students will receive an above average rating on each PPE.
1d. 90% of employers will rate students above average in employer survey.

GOAL 2: The curriculum will incorporate all HIM competencies (2005 +)

STANDARD

2a. 100% of HIM competencies are reflected in HIM courses.
2b. 100% of course syllabi will reflect competencies for each course.

GOAL 3: The curriculum will incorporate current HIM and other state-of-the-art technology in appropriate courses.

STANDARD

3a. Each HIM specific course will incorporate either HIM related software or other appropriate technology.
3b. Hands-on computer projects will be incorporated in all HIM courses.

GOAL 4: Adequate resources will be allocated to all HSA programs.
NOTE: Refer to the Appendix for the HIM competencies that relate to domains specific to the RHIA exam content areas.

STANDARD

4a. No class will be held with less than five or more than 20 students.
4b. All HIM software applications will be working and accessible to students.
4c. All classrooms will have adequate technology access.
4d. Adequate affiliate faculty will be available for all HSA courses.
4e. Adequate budget will be appropriated for HSA Dept.
4f. Classroom space will be available for all HSA Dept. classes.
4g. Adequate clinical sites will be available for students.
4h. Adequate library resources (books & journals) are available for all students.
4i. Online students will have the same resources available as ground based students.

GOAL 5: Program will meet student’s expectations of an educational program.

STANDARD

5a. 90% of students will rate overall program satisfaction at “B” or higher on exit survey.

GOAL 6: Faculty will demonstrate knowledge & expertise in their content area.

STANDARD

6a. HIM Faculty will maintain CE appropriate for their credential.
6b. All faculty evaluations by students will reflect a mean of 3.0 on Question 1 of Faculty Evaluation
6c. Affiliate faculty will work in jobs related to their teaching content area.

GOAL 7: Program will provide CE activities and courses for area HIM communities of interest.

STANDARD

7a. At least two courses will be actively promoted each semester.

GOAL 8: The program will meet the HIM employment needs of area health care facilities.

STANDARD

8. 80% of HIM grads will obtain jobs in area at or close to graduation.

GOAL 9 The HIM program will promote career opportunities through active participation in national, state, local initiatives.
STANDARD

9a. HIM Marketing rep will attend at least one national & two state/local events yearly to market HIM program.
9b. HIM director will participate in one national event & two local events each year.

HIM Curriculum – Requirements and HIM Competencies

The HIM curriculum consists of 46 hours of professional courses in the major discipline of health information management and 12 additional hours of courses to complete a minor in health care administration. The actual professional course requirements are the same for the Bachelor of Science degree with minor and the certificate option with one exception. The certificate includes a nine semester hour emphasis in health care administration which does not include one of the required courses for the minor.

The curriculum of the HIM program is designed based on the HSA Professional Competencies Model and AHIMA’s domains, competencies (RHIA exam) and knowledge clusters. A complete listing of the domains and competencies may be found in the Appendix along with a matrix analysis of each competency as it is located in the current curriculum. In addition, the HIM curriculum emphasizes the Domains, Subdomains and Tasks (DSTs). The DSTs are identified by the American Health Information Management Association as the necessary abilities of a practitioner upon completion of his/her formal education. In addition to providing guidance in HIM curriculum development, the DST statements form the basis for formulation of the national certification examination.

The HIM degree and certificate plans include the following:

**HIM Professional Requirements (46 SH)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 313</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 320</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 350</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 385</td>
<td>2 SH</td>
</tr>
<tr>
<td>HIM 410</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 415</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 423</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 425</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 432</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 450</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 451</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 455</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 460</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 475</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 480</td>
<td>3 SH</td>
</tr>
<tr>
<td>HIM 485</td>
<td>2 SH</td>
</tr>
</tbody>
</table>

Introduction to Health Information Management
Human Disease & Pharmacology
Disease Classification Systems
Directed Practice
Health Care Delivery Systems
HIM: Data Systems & Structures
Legal Aspects of Health Services
Quality Improvement in Health Care Settings
Leadership & Management in Health Care Settings
Health Care Information Systems
Reimbursement Management in Health Care Settings
Database Planning & Management in Health Care Settings
Health Statistics and Research Methods
Communication in Health Care Settings
Administration of HIM Services
Management Practicum
Health Care Administration Minor Requirements (12 SH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 SH HCA 452</td>
<td>Human Resource Management in Health Care Settings</td>
</tr>
<tr>
<td>3 SH HCA 458</td>
<td>Strategic &amp; Project Management in Health Care Settings</td>
</tr>
<tr>
<td>3 SH HCA 465</td>
<td>Financial Planning &amp; Management in Health Care Settings</td>
</tr>
<tr>
<td>3 SH HCA (Select one)</td>
<td>(HCA 408, HCA 412, HCA 413, HCA 420, HCA 428)</td>
</tr>
</tbody>
</table>

All students are required to complete the following pre-requisite division requirements. For degree seeking students, these courses apply to the core studies and division requirements. Students are encouraged to complete these requirements prior to beginning the HIM course sequence. Failure to complete these requirements will necessitate the permission of the program director to enroll in any specified HIM course for which one of these prerequisites is listed. **Anatomy & Physiology and Medical Terminology must be completed prior to the semester in which HIM 350/451 are taken** (Disease Classification Systems & Classification Systems & Reimbursement Management in Health Care Settings).

**Additional Professional Requirements (3 SH)**

3 SH Principles of Accounting (AC 320a or equivalent)

**Bachelor of Science in Health Information Management**

In addition to the HIM professional and HCA minor course requirements, candidates for the Bachelor of Science degree must complete 45-47 hours in The Rueckert-Hartman College for Health Professions core studies requirements, 6 hours of division requirements, 6 hours of upper division business and computer science electives, and 15-19 hours of general electives as follows. The total semester hours required for graduation are 128 semester hours. A minimum of 30 graded semester hours must be completed at Regis University.

**RHCHP Core Studies Requirements (45 SH)**

12 SH Natural Sciences/Mathematics/Computer Science
   - 6 SH Anatomy and Physiology I & II
   - 3 SH Computer Literacy
   - 3 SH Introduction to Statistics
12 SH Social Science/Economics/Business
   - 6 SH Philosophy
     - 3 SH Ethics in Health Care Services (HCE 435)
   - 6 SH Religious Studies
   - 6 SH Literature/Humanities/Oral & Written Communication
   - 3 SH English Composition

**Business and Computer Science Elective (3 SH)**

3 SH Upper Division ONLY

**General Electives (15-19 SH)**
Program/Institution Name/City/State: Regis University, Denver Colorado (Program Code 106)

To use this template for CAHIIM accreditation purposes, please document the course or courses (in Column 3) by prefix and number, that contain the knowledge clusters listed in Column 2 and those courses that address achievement of Entry-Level Competency for each Domain and Subdomain (Column 1). Note that each knowledge cluster contains the term and number corresponding to the New Version of Bloom’s Taxonomy (see last page of this document). Where a knowledge cluster is specified at a higher taxonomy level, it is expected that the content will be introduced and reinforced in the curriculum, which in some cases may occur in more than one course in the program. When this occurs please list all courses that cover the knowledge cluster and that build toward entry-level competence. Please upload all program professional course syllabi in the CAS self-assessment online system when requested.

**Note:** Parenthesis indicate Knowledge Clusters

<table>
<thead>
<tr>
<th>Column 1 - HIM Baccalaureate Degree Entry-Level Competencies (Student Learning Outcomes)</th>
<th>Column 2 - Knowledge Clusters (Curricular Components)</th>
<th>Column 3 – List the Course(s) Prefix And Number that contain each of The Knowledge Clusters as listed in Column 2 and those courses that Address achievement of Entry-Level Competency for each Domain and Subdomain (Column 1)</th>
</tr>
</thead>
</table>
| **I. Domain: Health Data Management** | **Health Data Structure, Content, and Acquisition** | 1. HIM 313, 415, 350, 460  
2. HIM 313, 415, 451, 415  
(HIM 313, 415, 460)  
(HIM 313, 415, 450, 460)  
(HIM 313, 415, 480)  
(HIM 313, 415, 450, 385) |
| **I.A. Subdomain: Health Data Structure, Content, and Standards** | - **Capture, structure, and use of health information** (Evaluating, 5)  
- **Health information media (paper, electronic)** (Evaluating, 5)  
- **Data quality assessment and integrity** (Evaluating, 5)  
- **Secondary data sources such as registries and indexes** (Applying, 3)  
- **Healthcare data sets** (such as HEDIS, UHDDS, OASIS) (Analyzing, 4)  
- **Health information archival and retrieval systems** (Evaluating, 5)  
- **Data capture tools and technologies** (such as forms; data input screens; templates, other health record documentation tools) (Evaluating, 5) | 1. HIM 313, 415, 460  
2. HIM 313, 350, 451, 415  
(HIM 313, 415, 460)  
(HIM 313, 450, 460)  
(HIM 313, 415, 480)  
(HIM 313, 415, 450, 365) |
| 1. **Manage health data** (such as data elements, data sets, and databases). | **Standards and regulations for documentation** (such as Joint Commission, CARF, COP) (Evaluating, 5)  
**Health information standards** (such as HIPAA, ANSI, HL-7, UMLS, ASTM) (Applying, 3)  
**Patient Identity Management Policies** (MPI) (Applying, 3) | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| 2. **Ensure that documentation in the health record supports the diagnosis and reflects the patient’s progress, clinical findings, and discharge status.** | **Standards and regulations for documentation** (such as Joint Commission, CARF, COP) (Evaluating, 5)  
**Health information standards** (such as HIPAA, ANSI, HL-7, UMLS, ASTM) (Applying, 3)  
**Patient Identity Management Policies** (MPI) (Applying, 3) | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| **I.B. Subdomain: Healthcare Information Requirements and Standards** | **Healthcare Information Requirements and Standards** | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| 1. **Develop organization-wide health record documentation guidelines.** | **Standards and regulations for documentation** (such as Joint Commission, CARF, COP) (Evaluating, 5)  
**Health information standards** (such as HIPAA, ANSI, HL-7, UMLS, ASTM) (Applying, 3)  
**Patient Identity Management Policies** (MPI) (Applying, 3) | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| 2. **Maintain organizational compliance with regulations and standards.** | **Standards and regulations for documentation** (such as Joint Commission, CARF, COP) (Evaluating, 5)  
**Health information standards** (such as HIPAA, ANSI, HL-7, UMLS, ASTM) (Applying, 3)  
**Patient Identity Management Policies** (MPI) (Applying, 3) | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| 3. **Ensure organizational survey readiness for accreditation, licensing and/or certification processes.** | **Standards and regulations for documentation** (such as Joint Commission, CARF, COP) (Evaluating, 5)  
**Health information standards** (such as HIPAA, ANSI, HL-7, UMLS, ASTM) (Applying, 3)  
**Patient Identity Management Policies** (MPI) (Applying, 3) | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| 4. **Design and implement clinical documentation initiatives.** | **Standards and regulations for documentation** (such as Joint Commission, CARF, COP) (Evaluating, 5)  
**Health information standards** (such as HIPAA, ANSI, HL-7, UMLS, ASTM) (Applying, 3)  
**Patient Identity Management Policies** (MPI) (Applying, 3) | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
| **I.C. Subdomain: Clinical Classification Systems** | **Clinical Classification Systems** | 1. HIM 313, 415, 480  
2. HIM 423, 480  
(HIM 450)  
3. HIM 313, 425, 480  
(HIM 450)  
4. HIM 313, 451, 480 |
1. Select electronic applications for clinical classification and coding.
2. Implement and manage applications and processes for clinical classification and coding.
3. Maintain processes, policies, and procedures to ensure the accuracy of coded data.

<table>
<thead>
<tr>
<th>I.D. Subdomain: Reimbursement Methodologies</th>
<th>Reimbursement Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manage the use of clinical data required in prospective payment systems (PPS) in healthcare delivery.</td>
<td>Clinical data and reimbursement management (Evaluating, 5)</td>
</tr>
<tr>
<td>2. Manage the use of clinical data required in other reimbursement systems in healthcare delivery.</td>
<td>Compliance strategies and reporting (Analyzing, 4)</td>
</tr>
<tr>
<td>3. Participate in selection and development of applications and processes for chargemaster and claims management.</td>
<td>Chargemaster management (Analyzing, 4)</td>
</tr>
<tr>
<td>4. Implement and manage processes for compliance and reporting.</td>
<td>Case mix management (Analyzing, 4)</td>
</tr>
<tr>
<td></td>
<td>Audit process such as compliance and reimbursement (Evaluating, 5)</td>
</tr>
<tr>
<td></td>
<td>Payment systems (such as PPS, DRGs, APCs, RBRVS, RUGs, MSDRGs) (Analyzing, 4)</td>
</tr>
<tr>
<td></td>
<td>Commercial, managed care, and federal insurance plans (Analyzing, 4)</td>
</tr>
<tr>
<td></td>
<td>Revenue cycle process (Analyzing, 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Domain: Health Statistics, Biomedical Research, and Quality Management</th>
<th>Healthcare Statistics and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze and present data for quality management, utilization management, risk management, and other patient care related studies.</td>
<td>Statistical analysis on healthcare data (Applying, 3)</td>
</tr>
<tr>
<td>2. Utilize statistical software.</td>
<td>Descriptive statistics (such as means, standard deviations, frequencies, ranges, percentiles) (Analyzing, 4)</td>
</tr>
<tr>
<td>3. Ensure adherence to Institutional Review Board (IRB) processes and policies.</td>
<td>Inferential statistics (such as t-tests, ANOVAs, regression analysis, reliability, validity) (Applying, 3)</td>
</tr>
<tr>
<td></td>
<td>Vital statistics (Applying, 3)</td>
</tr>
<tr>
<td></td>
<td>Epidemiology (Understanding, 2)</td>
</tr>
<tr>
<td></td>
<td>Data reporting and presentation techniques (Evaluating, 5)</td>
</tr>
</tbody>
</table>
II.B. Subdomain: Quality Management and Performance Improvement

1. Provide support for facility-wide quality management and performance improvement programs.
2. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.
3. Apply Quality Management tools.

<table>
<thead>
<tr>
<th>Quality Management and Performance Improvement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quality assessment, and management tools (such as benchmarking, Statistical Quality Control, and Risk Management) (Analyzing, 4)</td>
<td>1. HIM 425, HIM 480</td>
</tr>
<tr>
<td>• Utilization and resource management (Analyzing, 4)</td>
<td>2. HIM 425, 313, 415, 451</td>
</tr>
<tr>
<td>• Disease management process (such as case management, critical paths) (Analyzing, 4)</td>
<td>3. HIM 425, 480</td>
</tr>
<tr>
<td>• Outcomes measurement (such as patient, customer satisfaction, disease specific) (Evaluating, 5)</td>
<td>(HIM 425)</td>
</tr>
<tr>
<td>• Benchmarking techniques (Creating, 6)</td>
<td>(HIM 425, 480)</td>
</tr>
<tr>
<td>• Patient and organization safety initiatives (Applying, 3)</td>
<td>(HIM 425, 480)</td>
</tr>
</tbody>
</table>

III. Domain: Health Services Organization and Delivery

III.A. Subdomain: Healthcare Delivery Systems

1. Evaluate and implement national health information initiatives in the healthcare delivery system for application to information systems policies and procedures.
2. Interpret, communicate, and apply current laws, accreditation, licensure and certification standards related to health information initiatives at the national, state, local, and facility levels.
3. Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services.
4. Revise policies and procedures to comply with the changing health information regulations.

<table>
<thead>
<tr>
<th>Healthcare Delivery Systems</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organization and delivery of healthcare systems (Evaluating, 5)</td>
<td>1. HIM 410, HIM 313)</td>
</tr>
<tr>
<td>• Components and operation of healthcare organizations including e-health delivery (Evaluating, 5)</td>
<td>2. HIM 410, HIM 313), HIM 450, 415</td>
</tr>
<tr>
<td>• Accreditation standards (such as Joint Commission, NCQA, CARF, CHAP, URAC) (Evaluating, 5)</td>
<td>(HIM 313, 415, 350)</td>
</tr>
<tr>
<td>• Regulatory and licensure requirements such as COP, state health departments (Evaluating, 5)</td>
<td>2. HIM 423, 425, 313, 480</td>
</tr>
<tr>
<td>• Federal initiatives: ONC, CCHIT, Red Flag Rules, Meaningful Use (Evaluating, 5)</td>
<td>(HIM 313)</td>
</tr>
<tr>
<td></td>
<td>3. HIM 313, 415</td>
</tr>
</tbody>
</table>
5. Translate and interpret health information for consumers and their caregivers.

<table>
<thead>
<tr>
<th>III.B. Subdomain: Healthcare Privacy, Confidentiality, Legal, and Ethical Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coordinate the implementation of legal and regulatory requirements related to the health information infrastructure.</td>
</tr>
<tr>
<td>2. Manage access and disclosure of personal health information.</td>
</tr>
<tr>
<td>3. Develop and implement organization-wide confidentiality policies and procedures.</td>
</tr>
<tr>
<td>4. Develop and implement privacy training programs.</td>
</tr>
<tr>
<td>5. Assist in the development of security training.</td>
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<tr>
<td>7. Apply and promote ethical standards of practice.</td>
</tr>
<tr>
<td>8. Define and maintain elements of the legal health record.</td>
</tr>
<tr>
<td>9. Establish and maintain e-Discovery guidelines.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Healthcare Privacy, Confidentiality, Legal, and Ethical Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Legislative and legal system (Analyzing, 4)</td>
</tr>
<tr>
<td>• Privacy, confidentiality, security principles, policies and procedures (Evaluating, 5)</td>
</tr>
<tr>
<td>• Identity management (Evaluating, 5)</td>
</tr>
<tr>
<td>• Health information laws, regulations, and standards (such as HIPAA, HITECH, Joint Commission, State laws) (Evaluating, 5)</td>
</tr>
<tr>
<td>• Elements of compliance programs (Evaluating, 5)</td>
</tr>
<tr>
<td>• Professional ethical issues (Evaluating, 5)</td>
</tr>
<tr>
<td>• Legal Health Record, e-Discovery guidelines (Evaluating, 5)</td>
</tr>
<tr>
<td>• Information security training (Understanding, 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Information Technology and Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.A. Subdomain: Information and Communication Technologies</td>
</tr>
<tr>
<td>1. Implement and manage use of technology, including hardware and software to ensure data collection, storage, analysis, and reporting of information.</td>
</tr>
<tr>
<td>2. Contribute to the development of networks, including intranet and Internet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications.</td>
</tr>
<tr>
<td>3. Interpret the use of standards to achieve interoperability of healthcare information systems.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Information and Communication Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer concepts (hardware components, network systems architectures, operating systems and languages, and software packages and tools) (Analyzing, 4)</td>
</tr>
<tr>
<td>• Communications technologies (networks—LANS, WANS, WLANS, VPNs) (Understanding, 2)</td>
</tr>
<tr>
<td>• Data interchange standards (such as NIST, HL7, 5010, Reference Information Modeling (RIM)) (Analyzing, 4)</td>
</tr>
<tr>
<td>• Internet technologies (Intranet, web-based systems, standards – SGML, XML) (Analyzing, 4)</td>
</tr>
<tr>
<td>• Data, information, and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems) (Evaluating, 5)</td>
</tr>
<tr>
<td>• System interoperability, data sharing, Health Information Exchanges (Evaluating, 5)</td>
</tr>
<tr>
<td>• Nation-wide Health Information Infrastructure NHIN (Applying, 3)</td>
</tr>
</tbody>
</table>

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<tr>
<th>4. HIM 313, 415, 480</th>
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<tbody>
<tr>
<td>5. HIM 313, 480</td>
</tr>
</tbody>
</table>
### IV.B. Subdomain: Information Systems

1. Apply knowledge of database architecture and design (such as data dictionary, data modeling, data warehousing) to meet organizational needs.
2. Monitor use of clinical vocabularies and terminologies used in the organization’s health information systems.
4. Apply appropriate electronic or imaging technology for data/record storage.
5. Apply knowledge of database querying and data mining techniques to facilitate information retrieval.
6. Implement and manage knowledge-based applications to meet end-user information requirements.
7. Design and generate administrative reports using appropriate software.
8. Apply appropriate electronic or imaging technology for data/record storage.
9. Participate in system selection processes (RFI and RFP).
10. Evaluate and recommend clinical, administrative, and specialty service applications (RFI vendor selection, electronic record, clinical coding).
11. Apply appropriate systems to life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to the selection of healthcare information systems.

<table>
<thead>
<tr>
<th>Information Systems</th>
<th>(HIM 313, 450)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading development of health information resources &amp; systems (Analyzing, 4)</td>
<td>1. HIM 450, 455</td>
</tr>
<tr>
<td>Database Architecture and Design (Evaluating, 5)</td>
<td>HIM 313, 450, 455</td>
</tr>
<tr>
<td>Human factors and user interface design (Applying, 3)</td>
<td>2. HIM 350, 450, 451</td>
</tr>
<tr>
<td>Systems Development Life Cycle (systems analysis, design, implementation, evaluation, and maintenance) (Evaluating, 5)</td>
<td>(HIM 450)</td>
</tr>
<tr>
<td>Clinical, business, and specialty systems applications (administrative, clinical decision support systems, electronic health record and computer-based health record systems, nursing, ancillary service systems, patient numbering systems at master and enterprise levels) (Evaluating, 5)</td>
<td>3. HIM 313, 415</td>
</tr>
<tr>
<td>Regional Health Information Exchange (RHIO RHIE?), Health Information Exchanges (HIE), Regional Health Extension Centers (RHEC) (Evaluating, 5)</td>
<td>4. HIM 313, 450</td>
</tr>
<tr>
<td>Project management (Evaluating, 5)</td>
<td>5. HIM 450, 455</td>
</tr>
<tr>
<td></td>
<td>(HIM 450)</td>
</tr>
<tr>
<td></td>
<td>6. HIM 450, 455</td>
</tr>
<tr>
<td></td>
<td>7. HIM 415, 425, 460, 480</td>
</tr>
<tr>
<td></td>
<td>(HIM 450)</td>
</tr>
<tr>
<td></td>
<td>8. HIM 313, 415, 445</td>
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<td>9. HIM 450</td>
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<td></td>
<td>10. HIM 450, 480</td>
</tr>
<tr>
<td></td>
<td>11. HIM 450</td>
</tr>
</tbody>
</table>

### IV.C. Subdomain: Data Security

1. Protect electronic health information through confidentiality and security measures.
2. Protect data integrity and validity using software or hardware technology.
3. Implement and monitor department and organizational data and information system security policies.
4. Recommend elements that must be included in the design of audit trails and data quality monitoring programs.

<table>
<thead>
<tr>
<th>Data Security</th>
<th>(HIM 313, 450)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data security protection methods (such as authentication encryption, decryption, firewalls) (Analyzing, 4)</td>
<td>1. HIM 313, 450</td>
</tr>
<tr>
<td>Data security (audits, controls, data recovery, e-security) (Evaluating, 5)</td>
<td>2. HIM 313, 415, 450, 455</td>
</tr>
<tr>
<td></td>
<td>3. HIM 313, 415, 480</td>
</tr>
</tbody>
</table>
5. Recommend elements that should be included in the design and implementation of risk assessment, contingency planning, and data recovery procedures.

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<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>V. Organization and Management</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>V.A. Subdomain: Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>1. Manage human resources to facilitate staff recruitment, retention, and supervision.</td>
<td>• Employment laws (Analyzing, 4)</td>
</tr>
<tr>
<td>2. Ensure compliance with employment laws.</td>
<td>• Principles of human resources management (recruitment, supervision, retention, counseling, disciplinary action) (Evaluating, 5)</td>
</tr>
<tr>
<td>3. Develop and implement staff orientation and training programs.</td>
<td>• Workforce education and training (Creating, 6)</td>
</tr>
<tr>
<td>4. Develop productivity standards for health information functions.</td>
<td>• Performance standards (Evaluating, 5)</td>
</tr>
<tr>
<td>5. Monitor staffing levels and productivity, and provide feedback to staff regarding performance.</td>
<td>• Labor trends, market analysis (Analyzing, 4)</td>
</tr>
<tr>
<td>6. Benchmark staff performance data incorporating labor analytics.</td>
<td>• Cost benefit analysis of resource needs (Applying, 3)</td>
</tr>
<tr>
<td>7. Develop, motivate, and support work teams.</td>
<td></td>
</tr>
<tr>
<td>8. Analyze and report on budget variances.</td>
<td></td>
</tr>
<tr>
<td>9. Evaluate and manage contracts.</td>
<td></td>
</tr>
<tr>
<td>10. Apply principles of ergonomics to work areas.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>V.B. Subdomain: Strategic Planning and Organizational Development</td>
<td>Strategic Planning and Organizational Development</td>
</tr>
<tr>
<td>1. Apply general principles of management in the administration of health information services.</td>
<td>• Organizational assessment and benchmarking (Analyzing, 4)</td>
</tr>
<tr>
<td>2. Assign projects and tasks to appropriate staff.</td>
<td>• Critical thinking skills, emotional intelligence, employee engagement (Analyzing, 4)</td>
</tr>
<tr>
<td>3. Demonstrate leadership skills.</td>
<td>• Project management (Evaluating, 5)</td>
</tr>
<tr>
<td>4. Apply project management techniques to ensure efficient workflow and appropriate outcomes.</td>
<td>• Process reengineering and work redesign (Analyzing, 4)</td>
</tr>
<tr>
<td>5. Facilitate project management by integrating work efforts, as well as planning and executing project tasks and activities.</td>
<td>• Change management (Analyzing, 4)</td>
</tr>
<tr>
<td></td>
<td>• Facilitation of teams and meetings (Applying, 3)</td>
</tr>
<tr>
<td></td>
<td>• Principles of management (Evaluating, 5)</td>
</tr>
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<td></td>
<td>• Negotiation techniques (Analyzing, 4)</td>
</tr>
<tr>
<td></td>
<td>• Communication and interpersonal skills (Evaluating, 5)</td>
</tr>
<tr>
<td></td>
<td>• Team/consensus building (Evaluating, 5)</td>
</tr>
</tbody>
</table>
Certificate in Health Information Management

The Certificate in Health Information Management is designed for students who have earned a prior baccalaureate degree in any field other than health information management. The certificate option does not require completion of the RHCHP Core Studies Requirements or elective course work. The certificate option does require completion of all division, HIM professional, and HCA emphasis requirements. A total of 69 semester hours is required for completion of the HIM certificate. A minimum of 30 graded semester hours must be completed at Regis University.

The HIM certificate includes the following:

**REQUIRED COURSES**  (14 SH)

- 3 SH    HSC 240    Fundamentals of Anatomy & Physiology I (or equivalent)
- 3 SH    HSC 241    Fundamentals of Anatomy & Physiology II (or equivalent)
- 2 SH    HSC 310    Medical Terminology
- 3 SH    MT 274    Introduction to Statistics for Health Care Professionals

**HIM Professional Requirements**  (43 SH)

- 3 SH    HIM 313    Introduction to Health Information Management
- 3 SH    HIM 320    Human Disease & Pharmacology
- 3 SH    HIM 350    Disease Classification Systems
- 2 SH    HIM 385    Directed Practice
- 3 SH    HIM 410    Health Care Delivery Systems
- 3 SH    HIM 415    HIM: Data Systems & Structures
- 3 SH    HIM 423    Legal Aspects of Health Services

### Bloom’s Taxonomy: Revised Version

1 = Remembering: Can the student recall or remember the information?
2 = Understanding: Can the student explain ideas or concepts, and grasp the meaning of information?
3 = Applying: Can the student use the information in a new way?
4 = Analyzing: Can the student distinguish between the different parts, break down information, and infer to support conclusions?
5 = Evaluating: Can the student justify a stand or decision, or judge the value of?
6 = Creating: Can the student create new product or point of view?
3 SH  HIM 425  Quality Improvement in Health Care Settings  
3 SH  HIM 432  Leadership & Management in Health Care Settings  
3 SH  HIM 450  Health Care Information Systems  
3 SH  HIM 451  Reimbursement Management in Health Care Settings  
3 SH  HIM 455  Database Planning & Management in Health Care Settings  
3 SH  HIM 460  Health Statistics and Research Methods  
3 SH  HIM 480  Administration of HIM Services  
2 SH  HIM 485  Management Practicum  

**Health Care Administration Minor Requirements  (9 SH)**

<table>
<thead>
<tr>
<th>Shs</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HCA 452</td>
<td>Human Resource Management in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HCA 458</td>
<td>Strategic &amp; Project Management in Health Care Settings</td>
</tr>
</tbody>
</table>

**Health Information Management Course Descriptions**

Refer to the Appendix for a complete list of course descriptions.

**Program Schedule**

Ground based HIM and HCA courses are offered in an every-other-weekend format. Classes meet every other weekend for two ten-week sessions each semester. Classes meet from 8:30 am to 4:00 pm each day. Selected courses are offered in the summer session in an accelerated format.

The program is designed to be completed in 24 to 30 months depending on the semester of enrollment. Refer to the schedule tables in Appendix C for the current recommended course sequence. Students are strongly encouraged to work closely with their advisors if they deviate from this sequence.

HIM and HCA courses are also offered in an online format for those students who applied for and were accepted into this option. Students may choose to take one or two course each eight week session. Completion of the HIM or HCA program online is slightly longer than the ground based option.

NOTE: Students should not alternate between delivery options, though occasionally a ground based student may take an online class or vice-versa.

**Directed Practice and Management Practicum**

There are two classes in the HIM Program that serve as clinical experiences or professional practice experiences – HIM 385 and HIM 485.

HIM 385 is a “virtual” internship/clinical experience that can be completed online within an 8 week term and requires no onsite hours. It does include hands-on experience with EHRs, HIM software, HIM Association information and a service activity.

HIM 485 involves placement at one or more clinical sites and completion of 120 documented hours at the clinical site. In most cases, these hours are completed in three consecutive weeks in a
A Clinical Coordinator will work with the student to obtain placements that are convenient and consistent with the student’s area of interest. (Refer to the appendix for a listing of the clinical sites which we have an agreement.) Whenever possible, the student’s request for a specific site or range of dates is honored. However, the program does not guarantee placement at the student’s site of choice or within specific requested dates. Students may generally not complete the internship at their present place of employment. Internships are unpaid and subject to employee regulations.

The Clinical Manual is available on the Regis website, www.regis.edu in the syllabi fro HIM 385 & 485 and HCA 485. It is the responsibility of the student to become familiar with all policies and procedures regarding the clinical internships. As stated in the manual, it is the responsibility of the student to initiate the request and required forms for the internship placement process. All forms and related instructions are included in the manual.

Students must have the health status report, immunization record, and proof of insurance on file prior to application for clinical placement. Students are required to have a Regis name tag identifying them as a Regis intern. Name tags are issued immediately prior to student placement for a nominal fee.

**AHIMA’s Policy on Service Work in Internships**

Students are not to be substituted for paid staff. Students may not take the responsibility or the place of ‘qualified’ staff. However, after demonstrating proficiency, students may be permitted to perform procedures with careful supervision.

Students may be employed in the clinical facility outside regular education hours provided the work is limited, so it does not interfere with regular academic responsibilities. The work must be non-compulsory, paid and subject to employee regulations.” (AHIMA Personal Communication, July 1986)

**MASTER’S PROGRAMS IN HSA**

The division offers a master’s degree in Health Services Administration.

**Master of Science in Health Services Administration**

The graduate program in Health Services Administration (HSA) was approved in January, 1999 accepted its first class in the fall of 1999. The program offers a Master of Science degree in Health Services Administration. The program is designed to encourage progression from the HSA undergraduate programs and also serves experienced health care managers with related baccalaureate degrees. Program requirements can be completed in 18 months.

The field of health services administration encompasses many services and roles in the management and administration of the health care system and related industries. These professionals represent several different disciplines and are employed in a wide variety of traditional and non-traditional settings. Health care is a complex and rapidly changing industry with solid
projections for growth into the next century. The increased complexity of the system has heightened educational demands on the labor force, particularly those in positions of leadership.

This program is designed in an advanced practice model intended to extend an undergraduate foundation in health care management and/or prior health care management experience. With minimal introductory content, the curriculum contains a challenging master's core with advanced practice courses in financial, operations, quality and technology management. Special topics courses allow individual students to custom design learning experiences in specific areas of interest and expertise. The curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry.

The curriculum is designed with progression from the undergraduate HSA programs in mind. Some prerequisite courses may be required for students not progressing from the undergraduate programs.

*The program is offered on campus and online beginning January 2013.

Mission of the Health Services Administration Program

The mission of the Health Services Administration Graduate Program is “to promote excellence and leadership in health services administration.”

Health Services Administration Program Goals

Inspired by the Regis University vision of leadership in the service of others, the goals and standards of the Health Services Administration Program are as follows:

GOAL 1: Develop and maintain a curriculum for the HSA student that effectively prepares him or her for professional advancement in the current health services market.

STANDARD

1a. All domains and competencies outlined in the HSA Graduate Professional Competencies Model are included in the program course work.
1b. Course syllabi are reviewed at least annually by the program director and the instructor for currently relevant content and appropriateness based on faculty input, student course evaluations, and other available feedback (e.g., HSA Advisory Board, employer surveys, etc.).
1c. Every student completes a masters project, which demonstrates advanced skills in planning, research, analysis, and professional writing and presentation.
1d. Average satisfaction scores on the graduate exit survey exceed 3.0 on specified questions related to curriculum content and educational preparation.
1e. Average satisfaction scores on the one-year graduate survey exceed 3.0 on specified questions related to educational preparation and current employment.
1f. Results of the clinical site evaluations of student performance, graduate exit surveys, and one-year graduate surveys are reviewed annually with corrective action implemented in any area of curriculum weakness as indicated by the review process.
GOAL 2: Provide educational opportunities for the practicing health services administrator or manager to expand existing skills and learn new skills for success in the current health care market.

STANDARD

2a. Conduct annual mailings and announcements to promote specified courses for continuing education credit to local professionals.

2b. Average satisfaction scores on course and faculty evaluations exceed 4.0 on specified statements related to curriculum content and applicability.

GOAL 3: Promote both traditional and non-traditional HSA career opportunities through active participation and support of health services initiatives throughout the community.

3a. The program director and full time faculty member establish and complete target activities on an annual basis.

Master of Science in Health Services Administration (36 SH)

The HSA degree plan includes the following curriculum requirements for all students:

**Master’s Core (18 semester hours)**
- 3 SH HCE 600 Organizational Ethics and Health Care Compliance
- 3 SH HSA 601 Leadership & Organization Development in Health Services
- 3 SH HSA 602 Organizational Planning and Development in Health Services
- 3 SH HSA 660 Methods of Research and Inquiry
- 3 SH HSA 680 Contemporary Issues in Health Services Delivery Systems
- 3 SH HSA 696 Master’s Project in Health Services

**Advanced Practice Core (18 semester hours)**
- 3 SH HSA 604 Foundations of Economics, Accounting & Finance
- 3 SH HSA 624 Advanced Concepts in Quality and Outcomes Management
- 3 SH HSA 649 Health Care Information Systems or any HCI course
- 3 SH HSA 663 Advanced Concepts of Health Care Finance
- 6 SH Graduate Electives

**Recommended Pre-requisite Division Requirements**
- 3 SH ACC 320 I & II – Principles of Accounting I & II (or equivalent)
- 3 SH MT 270 – Introduction to Statistics (or equivalent)

HSA Admission Requirements

The HSA program is designed for those students with at least two years of health care experience, preferably at a management level. Students who do not meet this requirement may be required to take up to three pre-requisite classes:
HSA 610 – Health Care Delivery Systems  
HSA 612 – Integrated Delivery Systems  
HSA 624 – Quality Improvement in Health Care Settings

HSA faculty will determine the required pre-requisites for graduate students subsequent to reviewing application materials.

**Health Services Administration Course Descriptions**

Refer to the Appendix for a complete list of course descriptions.

**HSA Curriculum**

The HSA curriculum consists of 30 hours of professional courses in the major discipline of health services administration and 6 hours of elective courses intended to complement the HSA degree.

The curriculum of the HSA program is designed based on the HSA Graduate Professional Competencies Model. A complete listing of the domains and competencies may be found in Appendix H along with a matrix analysis of each competency as it is addressed in the current curriculum.

**Recommended Course in Technology**

All students must have a working knowledge of common software applications, including word processing, spreadsheet, graphics/presentation and internet software programs. Students with limited experience are strongly advised to take HSC 250 – Computer Concepts for Health Care Professionals, or equivalent, prior to entering the program.

**Technology Requirement**

All students entering the HSA graduate program are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation, a microphone and camera (computer enabled), and internet software programs including email. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses will be enhanced with the use of email and other distance learning technologies to communicate and exchange learning materials.

**MASTER OF SCIENCE IN HEALTHCARE INFORMATICS & INFORMATION MANAGEMENT**

**PROGRAM DESCRIPTION**

The Master of Science in Health Care Informatics degree, housed in the Division of Health Services Administration (HSA), prepares graduates for a variety of roles in health care organizations in roles that specifically deal with health information technology and managing.
electronic data and information. Employment settings include hospitals, other health care facilities, medical group practices, health care management companies, state and federal agencies, insurance and managed care companies, technology firms, computer vendors, health data exchanges and educational institutions.

The curriculum is designed to build on an undergraduate foundation in health care management, health information management and health care technology. With minimal introductory content, the curriculum contains a challenging healthcare informatics core with additional courses in managing e-HIM, system security and ethical issues in health information technology. The curriculum makes extensive use of case studies and applied projects. One elective course allows individual students to select a specific area of interest and expertise. With prior approval, courses may also be taken from other graduate programs at Regis University including any Master of Science in Information Technology or Business Technology Management in the College for Professional Studies. Courses are designed specifically to advance the implementation and use of health care technology and digital information in the health care sector.

ADMISSION

The ideal candidate for the Master of Science in Health Care Informatics & Information Management (HIIM) degree holds a baccalaureate degree in Health Care Administration, Health Information Management or a baccalaureate degree in technology, business or other health related field with two to three years of management experience in a health industry setting with exposure to health care systems. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university
- evidence that undergraduate degree requirements will be met no later than August of the current year.
- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale
- a satisfactory score on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
- Two letters of recommendation from persons familiar with the applicant’s academic and/or professional potential.
- An admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
- A current resume or other documentation of professional experience.
- A personal interview. This may be waived for HSA progression students.
- A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: Applicants without degrees or experience in a health-related field may be required to take prerequisite coursework. All documents submitted during the application process become the property of Regis University.

Admission through HSA Undergraduate Progression

Qualified students in the undergraduate and post-baccalaureate certificate HSA programs (HCA and HIM) are encouraged to progress into the MS program. These students complete the same application process. Students must provide evidence that undergraduate degree requirements will be met no later than August of the current year. Those students who progress from an undergraduate HSA program can apply six credits to the MS degree and must take HSA 649 Health Care Information Systems and HSA 658 Strategic & Project Management at the graduate level for articulation to the graduate program. Previous graduates of the HIM or HCA program who have taken HH 450 Health Care Information Systems will be exempt from this class.

Admission on Probation

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of “B” or better in the first nine hours of graduate coursework. (A grade on B- is not acceptable.) Successful completion of the first nine hours of coursework with a 3.000 grade point average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional Admission allows students to register for nine semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

Computer Requirement

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation software, a microphone and speakers and Internet connectivity. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses may be enhanced with the use of e-mail and other distance
learning technologies to communicate and exchange learning materials.

**Student Advising**

Students are assigned an academic advisor upon admission to the program. Advisors counsel students on meeting the requirements for the graduate program; however, it is the student’s responsibility to schedule advising discussions and to complete all degree requirements.

**Program Progression**

Candidacy for the Master of Science in Health Care Informatics & Information Management degree at Regis University requires successful completion of course requirements and a master’s project. The 36 semester hour program may be completed in 18 months of full-time study. Six semester hours per ten-week term constitutes full-time study. There is a five year time limit for completion of all degree requirements. This time limit is computed from the time of matriculation. If students wish to complete the degree after the time limit has expired, readmission to the program is required and new program requirements may be in effect.

In order for progression through the program to occur, students must meet the following grade requirements:

- Candidates must maintain a minimum 3.000 (B) cumulative grade point average.
- No grade may be lower than “C”, regardless of grade point average. A grade lower than “C” is not counted toward graduation but is included in the student’s cumulative grade point average.
- Graduate students who receive the grade “C-” or lower for a 600-level course must repeat the course.
- Students may not enroll in the Capstone (HCI 680) with a grade point average less than a 3.000.

**Academic Withdrawal**

A student who chooses to withdraw from the program should give written notice of this decision to the division director. In addition, a Withdrawal form must be completed by the student and signed by the division director. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before the withdrawal.
- The student returns to the program within one calendar year of the withdrawal.

If these conditions are not met, the student must reapply to the program and be accepted for readmission. Initial acceptance into the program does not guarantee readmittance.
Transfer of Credit Policy and Procedure

Acceptance of transfer credit is permitted at the discretion of the division director. Transfer credits are considered only for courses taken at a regionally accredited school and for coursework for which a letter grade not less than a “B-” was earned. Additionally, the course must have been completed within the last three years. Students wishing to transfer credit into the Master of Science in Health Care Informatics & Information Management degree program must forward a letter stating the request and provide an official school transcript of the coursework. Only appropriate coursework relevant to the program will be approved for transfer. A copy of the course syllabus may also be necessary to determine whether the content and course applies to the HIIM program.

Graduation

Students graduate the semester that all requirements are met and documentation of such is received in the Rueckert-Hartman College for Health Professions Office of the Dean by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic coursework.
- A minimum cumulative grade point average of 3.000.
- Satisfactory completion of a master’s project.

Incomplete grades, falling below the required cumulative grade point average, late application for graduation, or late receipt of transcripts of transfer credit may delay graduation and awarding of the degree to a subsequent semester.

For additional information on Commencement and Graduation, refer to the General Information section of this Bulletin.

Degree Requirements

The following prerequisites may apply:
HSA 610–Health Care Delivery Systems
HSA 649–Health Care Information Systems

Master’s Core:

<table>
<thead>
<tr>
<th>Total Degree Requirements</th>
<th>30 -36 SH</th>
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<tbody>
<tr>
<td>HCI 600 Information Systems Concepts</td>
<td>3 SH</td>
</tr>
<tr>
<td>MSCI 610 Ethics in Information Technology</td>
<td>3 SH</td>
</tr>
<tr>
<td>HSA 649 Health Care Information Systems*</td>
<td>3 SH</td>
</tr>
<tr>
<td>HSA 658 Strategic &amp; Project Management in Health Care*</td>
<td>3SH</td>
</tr>
<tr>
<td>HCI 680 HIIM Capstone Research Project</td>
<td>3 SH</td>
</tr>
</tbody>
</table>
CERTIFICATE IN HEALTH CARE INFORMATICS

The use of technology in health care is increasing in health care settings across the country. The electronic health record (EHR) and other clinical health care systems are being implemented with increasing speed in the industry. The Health Care Informatics Certificate is designed to allow current and future health care professionals to understand and utilize technological solutions in the workplace transparently and to provide basic knowledge in health care informatics. Health Care Informatics has to do with understanding technology and its role in promoting the effective organization, analysis, management and use of information within the health care environment and in treatment of the patient. The four courses that comprise the Certificate are offered in an evening eight week format and can be completed in two academic semesters (four eight week terms).

Certificate in Health Care Informatics (12 SH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HCI 610</td>
<td>Design and Selection of IT Systems in Health Care Settings</td>
<td>3</td>
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<tr>
<td>HCI 615</td>
<td>Human Computer Interaction and Device Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HCI 620</td>
<td>Clinical Data Mining for Decision Support</td>
<td>3</td>
</tr>
<tr>
<td>HCI 625</td>
<td>Change Management in Adoption of IT Health Care Solutions</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Care Informatics Course Descriptions

Refer to the Appendix for a complete list of course descriptions

Health Care Informatics Admission Requirements

The ideal candidate for the Certificate in Health Care Informatics degree holds a baccalaureate degree in Health Care Administration/Management or a baccalaureate degree in a business, clinical or health related field with two to three years of management experience in a health industry setting and has some experience with health care systems. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university

* Students progressing from HIM/HCA undergrad or those who graduated after May 2007 may use these courses to fulfill graduate requirements to total 36 hours.
evidence that undergraduate degree requirements will be met no later than August of the current year.

- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale or
- An admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials
- A current resume or other documentation of professional experience
- A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: Applicants without degrees or experience in a health related field may be required to take prerequisite course work. All documents submitted during the application process become the property of Regis University.

CERTIFICATE IN HEALTH CARE QUALITY & PATIENT SAFETY

Measuring patient outcomes has been around since the late 1800’s, but it was not until the 1970’s that health care organizations began employing quality assurance nurses. Healthcare organizations have responded throughout the years by setting up quality departments within their organizations. In the past, direction for quality programs was based on requirements of accrediting bodies such as Joint Commission. In 1999, the Institute of Medicine released a report focusing on the safety of patients in our health care system. This report triggered a number of actions including the 100K Lives Campaign, public reporting of health outcomes, pay for performance initiatives and the National Patient Safety and Quality Improvement Act of 2005, which encourages voluntary reporting of adverse events. Reporting of health outcomes by healthcare agencies and other organizations has created an environment of transparency for health care organizations. The public can now access and compare hospitals on mortality rates, infections rates, whether or not a hospital has electronic medical records or physician order entry, how many complaints a hospital or nursing home has had, and much more.

The core of the certificate is comprised of four courses. Students that do not have at least two years of health care experience in a hospital or appropriate setting or basic knowledge of experience using quality improvement tools may be required to take HSA 610 Health Care Delivery Systems. The Certificate is offered online in classroom formats.

Certificate in Health Care Quality & Patient Safety (12 SH)

<table>
<thead>
<tr>
<th>SH</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>HSA 624</td>
<td>Quality Improvement in Health Care Settings</td>
</tr>
<tr>
<td>3</td>
<td>HSA 670</td>
<td>Biostatistics &amp; Health Data Analysis</td>
</tr>
<tr>
<td>3</td>
<td>HSA 672</td>
<td>Managing Patient Safety and Organizational Risk</td>
</tr>
<tr>
<td>3</td>
<td>HSA 674</td>
<td>Current and Emerging Theories in Quality and Patient Safety</td>
</tr>
</tbody>
</table>

Certificate in Health Care Quality & Patient Safety Course Descriptions

Refer to the Appendix for a complete list of course descriptions.
Health Care Quality & Patient & Safety Admission Requirements

The ideal candidate for the Certificate in Health Care Quality & Patient Safety Certificate holds a baccalaureate degree in Health Care Administration/Management or a baccalaureate degree in a business, clinical or health related field with two or three years of management experience in a health industry setting and has some experience with health care systems. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university or evidence that undergraduate degree requirements will be met no later than August of the current year
- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale or an admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials
- A current resume or other documentation of professional experience
- A personal interview. This may be waived for HSA progression students.
- A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: Applicants without degrees or experience in a health-related field may be required to take prerequisite course work. All documents submitted during the application process become the property of Regis University.
ACADEMIC POLICIES AND PROCEDURES

NONDISCRIMINATION

Regis University welcomes students from diverse religious, racial, and ethnic backgrounds and strives to maintain an atmosphere of respect and sensitivity toward the ultimate dignity of each individual. The Division of Health Services Administration does not discriminate on the basis of race, color, gender, age, national or ethnic origin, handicap, or sexual orientation in the administration of its policies and procedures.

ADMISSION

Undergraduate Programs

Policy

The applicant is responsible for submission of all required application materials and fees prior to the application deadline. Applications received after the deadline will be considered on a space available basis.

All application materials are reviewed per the established procedure and the student is notified by letter of acceptance or non-acceptance into the program.

To be considered for admission to the HCA Bachelor of Science degree program, an applicant must meet the following minimum standards:

1. Demonstration of a minimum cumulative GPA of 2.500 (on a 4.000 scale) on previous graduate or undergraduate course work.
2. Demonstration of familiarity with the health care administration field.
3. Evidence of potential for success as a health care manager/administrator.

Note: Online HCA students must have completed at least 12 hours of coursework, 3 SH of which is English Composition.

To be considered for admission to the HIM Bachelor of Science degree program, an applicant must meet the following minimum standards:

1. Demonstration of a minimum cumulative GPA of 2.500 (on a 4.000 scale) on previous graduate or undergraduate course work.*
2. Demonstration of familiarity with the health information management profession.
3. Evidence of potential for success as an HIM professional.
4. Completion of Anatomy & Physiology courses.

Note: Online students must have completed 6 hours of Anatomy & Physiology, 3 hours of English composition, and a computer literary class before beginning the program.
To be considered for admission to the **HIM certificate program**, an applicant must meet the following minimum standards:

1. Completion of a baccalaureate degree (B.A. or B.S.) with a major in a field other than Health Information Management from an accredited institution of higher education.*
2. Demonstration of a minimum cumulative GPA of 2.500 (on a 4.000 scale) on previous graduate or undergraduate course work.
3. Demonstration of familiarity with the health information management profession.
4. Completion of Anatomy & Physiology courses.
5. Evidence of potential for success as an HIM professional.

Note: Online certificate students must have completed 6 hours of Anatomy & Physiology, 2 hours of Medical Terminology prior to beginning the program.

Students who do not meet the minimum cumulative GPA criterion may petition for special admission.

All applicants must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a score of 550 or greater, or complete an ELS Language Center’s level 109 course within one year prior to acceptance into the Program.

Applicants must have the following information on file:

- A signed and complete application form
- An admission essay
- Two letters of recommendation
- Official transcripts of all academic work since high school
- Evidence of payment of the application fee or waiver
- Online students, credit hour documentation, HIM students, good assessment statement.
- Background check and drug clearance

The Division of Health Services Administration reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and/or background indicate that his or her presence at the University could endanger the health safety, welfare, or property of members of the academic community or interfere with the orderly and effective performance of the division or other functions of the University.

*Students with no prior coursework may be admitted on academic probation or be required to complete at least six credit hours at a community college.

**Procedure**

1. The applicant submits a completed application form to the department with payment of the initial application fee and indicates the desired program option: online or campus based. EXCEPTION: The application fee is waived for students currently enrolled or with a previous paid application to Regis College or the College for Professional Studies.
2. The applicant submits a written essay. An applicant will not be admitted to Regis University until the essay has been received and evaluated positively for satisfactory writing skills. The applicant is also encouraged to submit a professional resume.
3. The applicant submits two letters of recommendation on the approved forms.

4. The applicant submits official transcripts from all colleges and universities attended.
   a. The transcripts are reviewed for verification of a 2.500 cumulative grade point average.
   b. The transcripts are evaluated for satisfactory completion or waiver of specified program prerequisite courses including:
      - Anatomy and Physiology I and II with Labs
      - Introduction to Computing or equivalent
      - Introduction to Statistics or equivalent
      - Medical Terminology
      - Principles of Accounting I & II
   c. The applicant is counseled regarding prerequisite and core studies courses that have not been completed.

5. The applicant is contacted to arrange a personal interview with the Division Director, or designee, prior to acceptance into the program. If long distances are involved, alternative arrangements may be made. Items to be discussed in the interview include:
   - previous education
   - previous professional experience (as applicable)
   - reason for selecting Regis University
   - interest in the chosen field
   - short and long term career goals

7. All application materials and related information are reviewed by the Division Director. The applicant is notified by letter of acceptance or non-acceptance to the program.

**Graduate Programs**

**Policy**

The applicant is responsible for submission of all required application materials and fees.

All application materials are then reviewed per the established procedure and the student is notified by letter of acceptance or non-acceptance into the program.

The ideal candidate for the Master of Science in HSA holds a baccalaureate degree in health care administration/management or a baccalaureate degree in an alternate or related field with 2-3 years of management experience in a health industry setting. To be considered for admission to the **Master of Science in Health Services Administration degree program**, an applicant must meet the following minimum standards:

1. A baccalaureate degree from a regionally accredited college or university
   - or -
   Evidence that undergraduate degree requirements will be met no later than August of the current year
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale
   - or -
   A satisfactory score on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from persons familiar with the applicant’s academic and/or professional potential.
4. An admission essay (minimum 750 words) addressing an issue specified in the application materials.
5. A current resume or other documentation of professional health care and/or management experience.
6. A personal interview. This may not be required for HSA progression students.
7. A completed application form including non-refundable application fee. The application fee is waived for HSA progression students.

Admission Through HSA Undergraduate Progression

Qualified students in the undergraduate and post-baccalaureate certificate HSA programs (HCA, HIM) are encouraged to progress into the HSA program. These students complete the same application process with waiver of the interview requirement. Students must provide evidence that undergraduate degree requirements will be met no later than August of the current year.

All students entering the HSA graduate program are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation, and internet software programs including email. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses will be enhanced with the use of email and other distance learning technologies to communicate and exchange learning materials.

The Division of Health Services Administration reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and/or background indicate that his or her presence at the University could endanger the health safety, welfare, or property of members of the academic community or interfere with the orderly and effective performance of the division or other functions of the University.

Procedure

1. The applicant submits a completed application form to the department with payment of the initial application fee. EXCEPTION: The application fee is waived for students currently enrolled or with a previous paid application to The Rueckert-Hartman College for Health Professions, Regis College, or the College for Professional Studies.
2. The applicant submits official transcripts from all colleges and universities attended.
   a. The transcripts are reviewed for verification of a 3.000 cumulative grade point average.
   b. The transcripts are evaluated for satisfactory completion of recommended program prerequisite courses including:
      ACC 201 – Principles of Accounting I or equivalent
      HCA/HIM 425 - Quality Improvement in Health Care Settings or equivalent
   c. The applicant is counseled regarding prerequisite courses that have not been completed.
3. The applicant submits two letters of recommendation on the approved forms.
4. The applicant submits a written essay that describes a current and significant trend in health care and the potential implications of that trend for the health care delivery system in the
next five to ten years. The essay is evaluated on the basis of the topic, structure and clarity and writing mechanics.

5. The applicant submits a current professional resume. The resume is reviewed for evidence of prior experience in health care and/or management.

6. The applicant is contacted to arrange a personal interview with the Division Director, or designee. If long distances are involved, alternative arrangements may be made. The interview requirement is waived for HSA progression students. Items to be discussed in the interview include:
   - previous education
   - previous professional experience
   - educational and professional goals
   - reason for selecting Regis University

7. All application materials and related information are reviewed by the Division Director and faculty. The applicant is notified by letter of acceptance or non-acceptance to the program.

Admission on Probation

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better on the first nine (9) hours of graduate course work. (A grade of B- is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.0 average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

Conditional Admission

Students who appear to be in good standing, but for whom all admission materials have yet to be received, may be allowed to register for a maximum of nine (9) hours while awaiting official admission.

BACKGROUND CHECK

Please follow the division/College policy for background checks using our provider, Certified Background, and following the appropriate procedures. You may NOT begin your practicum or directed practice without completing the background check. Refer to Appendix K for Background Check Procedures.

DRUG SCREENS

Health care facilities now require drug screens prior to employment or internship participation. Please follow the procedure for obtaining a drug screen which can also be completed through certifiedbackground.com. Refer to Appendix K for Drug Screening procedures.

HEALTH STATUS

Policy

To meet the requirements of the clinical facilities with which we have contracts as well as regulatory requirements of OSHA and the State of Colorado, it is necessary for programs in The Rueckert-
Hartman College for Health Professions to collect current health information and be able to document immunization status. Health information will be placed in the student advising file and held in strict confidence.

The Division of Health Services Administration requires that all students submit a completed Health Status and Immunization Form. The student must document evidence of immunity to hard measles (Rubeola) and Rubella. In addition, undergraduate students must submit documentation of TB testing. Please note that certain clinical sites may require additional immunizations and/or an updated TB test immediately prior to clinical placement. Immunization for Hepatitis B is not required by the program but strongly encouraged, and may be required by certain clinical sites.

The above documentation must be received before, or during, the first semester in the program. Failure to comply with this policy will prohibit the student from placement in the Administrative Internship (HCA 485), Directed Practice (HIM 385), Management Practicum (HIM 485). Graduate students wishing to do research in clinical settings may also be required by the clinical site to document additional immunizations and/or a recent TB test.

HEALTH INSURANCE

Policy

All Health Services Administration students must maintain health insurance coverage. This requirement can be met by presenting proof to the Division of coverage by an alternative health insurance plan of the student’s choosing.

Documentation of health insurance coverage must be received before, or during, the first semester of the program. Failure to comply with this policy will prohibit the student from placement in the Administrative Internship (HCA 485), Directed Practice (HIM 385), Management Practicum (HIM 485).

HSA Student Attire for Internships & Practicum

As health care professionals, students in degree programs in Health Services Administration are expected to dress in a manner that demonstrates professionalism during class, during on campus activities and in internship situations. While classroom attire can be of a more casual nature, internship and practicum dress should reflect professional taste and remain in line with the facility where the internship is scheduled.

Hair: Hair should be clean and neatly groomed.

Nails: Nails must be neatly manicured (not chipped) and kept at a length that will not interfere with any job duties you may be asked to perform. Some hospitals or agencies may have policies about acrylic nails, etc. which we will try to identify prior to placement.

General Hygiene: Offensive body odor and poor personal hygiene is not acceptable.

Jewelry: Take a conservative approach to wearing jewelry of any kind. Some facilities prohibit the wearing of jewelry for religious reasons. (Adventist hospitals, for instance). We will try to identify these prior to placement.
Shirts: Revealing clothing (e.g., tank tops, spaghetti straps, halter tops, midriffs, tube tops, swim tops) is not permitted, and proper undergarments shall be worn. Torso exposure will not be permitted. Men’s shirts must have sleeves and a collar. Shirts with graphics or print that may be considered distracting, provocative, or offensive are not to be worn on campus or at internship sites.

Skirts/Dresses: Skirt lengths must be of a conservative nature; no mini-skirts or tight fitting skirts are allowed. Skirts or dresses made of denim material are sometimes not permitted in facilities.

Pants/Slacks: Pants should fit properly around the waist, have no holes and should not be made of denim.

Shoes: Shoes must be clean and in good condition. Open toe shoes are permitted, but no flip-flops. The facility may dictate other rules for shoes. Again, we will try to identify this ahead of placements.

Head Gear: Only headgear worn for bona fide religious or medical purposes is permissible at internship sites.

A faculty member or internship placement coordinator who sees a student in violation of the student dress code policy will either address the student or notify the appropriate clinical contact. Continued infractions of the dress code policy will result in a discussion with the HSA Program Director and may place the student in Academic Jeopardy regarding professional behavior.

TRANSFER CREDIT EVALUATION AND DEGREE/CERTIFICATE PLAN

Undergraduate Programs

All transcripts are evaluated for transfer credit according to the transfer credit policies of Regis University and the Division of Health Services Administration. A degree or certificate plan is prepared and reviewed with the student prior to, or during, the first semester of the program, or following completion of the first 12 hours of Regis course work as appropriate. Transfer of credits into the HIM program in certain instances, may only be accepted from other accredited CAHIM programs.

Graduate Programs

Acceptance of transfer credits is permitted at the discretion of the Division Director. Credit transfers are considered only for courses taken at regionally accredited schools and for course work for which a letter grade not less than a B was earned. Additionally, the course must have been completed within the last three (3) years. Students wishing to transfer credits into the Master of Science in HSA must forward a letter stating the request and provide an official school transcript of the course work. A copy of the course syllabus may also be necessary.

A degree plan is prepared and reviewed with the student prior to, or during, the first semester of the program.
CHALLENGE EXAMINATIONS

Undergraduate challenge examinations may be available for specified 300-level courses in the HIM major. Courses with a 400 level prefix are not eligible for challenge.

Graduate challenge examinations may be available for the waiver of specified prerequisite content.

REGISTRATION

Registration for the first session of classes is accomplished through the HSA Administrative Coordinator, or for online students, Marketing and Admissions Department. The student receives a registration packet containing a schedule of academic offerings for the semester and a recommended course schedule for the current subsession. If credit for one or both of the recommended courses has been obtained through transfer, the student is encouraged to contact his or her faculty advisor prior to registration. The student completes the blank registration form and returns it to the Department with the required tuition deposit. This deposit is applied directly to the tuition for that session. The deposit is not refundable if the student fails to begin classes as scheduled.

All further registrations are accomplished directly through the Office of the Registrar or by using Web Advisor. The student receives a registration packet containing a schedule of academic offerings for the semester and a recommended schedule for the current subsession. Again, if there is any question regarding a recommended course, the student is encouraged to contact his or her faculty advisor. The student may register by phone, mail, fax, or in person at the Office of the Registrar. No further tuition deposits are required. If registering by phone, fax or mail, printed confirmation of registration, along with an invoice, is generally mailed to the students within 48 hours of registration.

ADD/DROP

Students may add and/or drop courses through the end of the published add/drop period. Requests to drop a course must be made by calling the Office of the Registrar. When a course is dropped within the required time period, the course does not appear on the student’s transcript, and the tuition charge is credited to the student’s account.

WITHDRAWAL

Students may withdraw from a course beginning the first business day following the add/drop deadline through the published withdrawal deadline for the academic period. If a student withdraws from a course, a grade of “W” will be posted on the transcript. This grade is not calculated in the grade point average (GPA). Tuition refunds are calculated on a sliding scale. Additional information regarding refund policies is available from the Office of Student and University Accounts.

TUITION APPEAL INFORMATION

The following key points are important in dealing with withdrawals, effective Fall 2011:

- There are no longer "administrative drops." All drops after the add/drop period are considered withdrawals.
• A student who wishes to withdraw from his or her class after the add/drop deadline must complete a withdrawal form (online for CPS and RHCHP, hard-copy for RC). This will provide an appropriate date-stamp on the withdrawal and will generate an appropriate refund based on that date.

• If a student believes there are extenuating circumstances that might warrant a greater refund and/or removal of the "W" grade, he or she should be referred to Jennifer Fraser at jfraser@regis.edu or 303-458-4324 to learn how to submit an appeal and required supporting documentation.

• Certain appeals submitted may be reviewed by the Appeals Coordinator; others will be directed to the Appeals Committee for review. The committee will comprise University administrators and staff from key departments.

• All decisions are final and cannot be further appealed.

Circumstances Eligible for Appeal

• Recent medical condition (unanticipated medical condition that occurred during or immediately prior to the eligible term)

• Immediate family emergency (i.e., illness or death)

• Change in employment hours or location, employer-mandated travel, or active duty military obligation that prevents completion of all courses

• University registration correction

• Other special circumstances beyond the student's control

Circumstances NOT eligible for Appeal

• Personal errors in judgment or irresponsibility involving transportation, academic ability, time management, or failure to drop courses after the first class session, or in the case of on-line courses after the initial posting deadline

• Misinterpretation of University policies and procedures as published in the Regis University Bulletin, Student Handbook, and other University publications

• Lack of knowledge of Regis University policies and procedures as published in the Regis University Bulletin, Student Handbook, and other University publications

• Dissatisfaction with course content, delivery of instruction, or with academic progress in course. Complaints of this nature should be directed to the department chair

• Appeals of non-refundable fees

• Non-attendance after the first class session or minimal attendance of class

• Inadequate investigation of course requirements prior to registration and attendance

• Inadvertent repetition of courses previously taken or transferred for credit
• Non-qualification, late application, or loss of eligibility for financial aid or scholarships
• Non-receipt of mail due to obsolete address on file with the Enrollment Services division
• Failure of student to activate, maintain or access the official regis.edu e-mail address (e-billing)
• Changes of, or personal conflicts with, the instructor of record
• Student errors resulting in the delay of administrative processes relative to registration or the delivery of financial aid funds
• Voluntary acceptance of employment or other activity impacting ability to attend classes

STUDENT ADVISING

a. A faculty academic advisor is assigned to all entering HSA students in both ground based and online programs.
b. The advisor counsels students on meeting requirements for their specific program and provides necessary guidance and support for progression through the program as necessary. Graduate faculty advisors provide advising support for the student’s master’s project.
c. Students are encouraged to schedule regular appointments with their advisor, in person, by phone or email, to facilitate ongoing dialogue throughout their course of studies.
d. Students are required to schedule one mandatory advising session with their faculty advisor immediately prior to, or during, their third semester in the program to complete a pre-graduation check. This form provides a written plan for completion of the program. It is the responsibility of the student to contact his/her faculty advisor to schedule this session.
e. Conflicts with the assigned advisor must be presented in writing to the Division Director.

PROGRESSION POLICIES

Undergraduate Programs

Health Care Administration (HCA) Program

In order for progression through the Health Care Administration program to occur, students must meet the following progression policies.

1. Students must earn a grade of “C“ or better in all HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the division director. Students may repeat no more than two courses.
2. Students who earn a grade below “C“ in more than two HCA courses may not progress in the program.
3. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student’s academic advisor prior to a written request for Incomplete to the instructor(s).
Health Information Management (HIM) Program

In order for progression through the Health Information Management program to occur, students must meet the following progression policies.

1. Students must earn a grade of “C” or better in all HIM and HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the division director. Students may repeat no more than two courses.
2. Students who earn a grade below “C” in more than two HIM or HCA courses may not progress in the program.
3. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student’s academic advisor prior to a written request for Incomplete to the instructor(s).

Health Services Administration (HSA) Graduate Program

Candidacy for the Master of Science in Health Services Administration (HSA) degree at Regis University requires successful completion of course requirements and a Master’s project. The thirty-six (36) semester hour program may be completed in fifteen (15) months of full-time study. Six (6) semester hours per 10-week term constitutes full-time study. There is a five year time limit for completion of all degree requirements. This time limit is computed from the semester in which students complete the first course that is to be applied toward the degree, whether or not the student has been officially admitted to the program. If students wish to complete the degree after the Degree Plan has expired, readmission to the program is required and a new Degree Plan must be signed.

In order for progression through the HSA Program to occur, students must meet the following grade requirements:

1. Candidates must maintain a minimum 3.0 (“B”) average.
2. No grade may be lower than “C”, regardless of grade point average. A grade lower than “C” is not counted toward graduation but is included in the student’s cumulative grade point average.
3. Graduate students who receive the grade “C-” or lower for a 600-level course must repeat the course.
4. Students with a GPA lower than a 3.000 cannot take the Capstone class, HSA 680.

HEALTH CARE INFORMATICS AND INFORMATION MANAGEMENT (HIIM)

Candidacy for the Master of Science in Health Care Informatics and Information Management degree at Regis University requires successful completion of course requirements and a master’s project. The 36 semester hour program may be completed in 18 months of full-time study. Six semester hours per ten-week term constitutes full-time study.

There is a five year time limit for completion of all degree requirements. This time limit is computed from the time of matriculation. If students wish to complete the degree after the time limit has expired, readmission to the program is required and new program requirements may be
in effect. In order for progression through the program to occur, students must meet the following grade requirements:

1. Candidates must maintain a minimum 3.000 (B) cumulative grade point average.
2. No grade may be lower than “C”, regardless of grade point average. A grade lower than “C” is not counted toward graduation but is included in the student's cumulative grade point average.
3. Graduate students who receive the grade “C-” or lower for a 600-level course must repeat the course for a higher grade.
4. Students may not enroll in the HIIM Capstone course (HCI 680) with a grade point average less than a 3.000.

Unsafe or Unprofessional Conduct

Regardless of previous academic or professional practice performance, unprofessional conduct or unsafe behavior in the internship, practicum, or directed practice setting may be grounds for immediate dismissal from any HSA program.

The Division of Health Services Administration reserves the right to deny continued matriculation to any student who pose an unreasonable risk of harm to themselves or others, or any unreasonable risk of disruption to the academic processes of the Division of HSA, the University, or the clinical site.

Health Care Informatics (HCI) Certificate

Students must complete all courses within the program with a minimum 3.0 (B) average in order to receive the academic certificate of completion

Graduate students who receive a C- or lower in a 600 level course must repeat the course.

Health Care Quality & Patient Safety (QPS) Certificate

Students must complete all courses within the program with a minimum 3.0 (B) average in order to receive the academic certificate of completion

Graduate students who receive a C- or lower in a 600 level course must repeat the course.
The HSA grading system is as follows:

<table>
<thead>
<tr>
<th>LETTER</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93 - 100</td>
<td>Outstanding scholarship</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90 - 92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>88 - 89</td>
<td>Superior work</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83 - 87</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80 - 82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>78 - 79</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73 - 77</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70 - 72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>68 - 69</td>
<td>Unsatisfactory work of lowest passing quality</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>63 - 67</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>60 - 62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>.00</td>
<td>Below 60</td>
<td>Failure (No credit)</td>
</tr>
<tr>
<td>P</td>
<td>*</td>
<td></td>
<td>Pass (grade of “C-” or higher)</td>
</tr>
<tr>
<td>N</td>
<td>*</td>
<td></td>
<td>No pass (no credit)</td>
</tr>
<tr>
<td>AU</td>
<td>0.00</td>
<td></td>
<td>Audit (No credit)</td>
</tr>
<tr>
<td>Y</td>
<td>0.00</td>
<td></td>
<td>Instructor did not submit grades by deadline.</td>
</tr>
<tr>
<td>I/F</td>
<td>*</td>
<td></td>
<td>Incomplete. The “-“ (grade based on work submitted to this point) will become permanent if work if additional work is not completed by the end of the following semester. A written request and consultation with instructor is required.</td>
</tr>
<tr>
<td>W</td>
<td>*</td>
<td></td>
<td>Withdrawal. May occur from the day following the end of the published add/drop period through approximately 75% of the academic period.</td>
</tr>
</tbody>
</table>

* Where grade points are not indicated, the grade does not figure into the GPA.
Grade of Incomplete

1. A grade of "I/F" or "I/(other letter designation)" denotes that the required work for the course is incomplete due to extraordinary circumstances. At least 60% of the course should be completed to be eligible for an incomplete. A student must submit to the instructor, prior to the last day of class, a written request for assignment of such a grade. If no request is received, the student will receive the grade earned to that point as the permanent course grade. The length of time to complete the work is negotiated with the instructor and approved by the Division Director but must, in any event, be completed by the end of the semester following the one in which the Incomplete grade was assigned or prior to clinical assignment whichever is first. "F" becomes the permanent grade if no final grade is submitted within the incomplete deadline.

2. A request for Incomplete is justified only on the basis of serious, extenuating circumstances such as extended personal or family illness. Further documentation verifying the situation may be requested.

3. Students on probationary status may not receive a grade of incomplete without the written permission of the Division Director.

4. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student’s academic advisor prior to a written request for Incomplete to the instructor(s).

5. To request a grade of incomplete, the student must complete the Incomplete Grade Request and Contract form available in the Division of HSA. The student is responsible for initiating this form, discussing the terms with the instructor, and obtaining the instructor’s signature. The work to be completed and the deadline for submission is assigned at the discretion of the instructor and in accordance with the Regis University Bulletin.

6. The student is solely responsible for submission of all work according to the terms of the contract.

Pass / No Pass

Pass/No Pass grading is required for HIM and HSC challenge examinations.

GRADE APPEALS

All grade appeals must be initiated within the first four (4) weeks of the semester or term following receipt of the grade that is being challenged.

The following procedure is to be followed if a student wishes to protest a grade received in a course.

1. The student first contacts the instructor and reviews the issue. If the grade remains in dispute, the student should follow Step 2.

2. The student contacts the Division Director and, in writing, protests the disputed grade. The Director then follows either Step “a” or Step “b”, depending upon the circumstances.
   a. If the grade in dispute does not affect the student’s ability to progress in the program, the following procedure applies:
Both the student and the instructor submit written statements explaining the issue to the Director. The Director reviews all the documentation submitted to determine the validity of the challenge. The Director contacts the student and faculty member to schedule an appointment, if necessary. The Director may choose to seek additional information from other sources, if indicated by the circumstances. The Director makes a decision about the disputed grade and conveys that decision in writing to the student and faculty member. If either party wishes to contest the Director’s decision, Step 3 should be followed.

b. If the grade in dispute prevents the student from progressing in the Program, the following procedure applies:

Director arranges for a committee of three faculty members to review the case. The student and the faculty member each appoint one of the three committee members. The third committee member is then chosen by the other two. The Director participates as an ex officio member of the committee. The committee reviews evidence in any manner the committee deems equitable. (Usually, a written statement from each party that the other party can review and respond to in writing is the first step.) Oral presentations to committee are sometimes useful. Care should be taken lest either of the parties be intimidated by an oral procedure. The committee recommends a solution to the Director, who notifies the student and the faculty member of the decision in writing. If either party wishes to further contest the committee’s solution, Step 3 should be followed.

3. The dissatisfied party appeals to the Academic Dean of The Rueckert-Hartman School for Health Professions within two (2) weeks of receipt of the decision or solution. The Dean reviews the proceedings to date, obtains any new information deemed appropriate and makes the final determination. The Dean notifies all parties in writing of the final decision.

**ACADEMIC STANDING AND PENALTY**

Students are notified of a change in academic status by a letter from the Dean of The Rueckert-Hartman College for Health Professions, but failure to provide or receive the notice does not invalidate the action taken. Probation, suspension, and dismissal designations are posted to student transcripts.

**Undergraduate Programs**

The student must maintain at least a 2.500 (“C”) cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of semester hours attempted. A minimum grade of “C” is required in all major and minor courses. Any grade lower than “C” in an HCA or HIM course (major requirement) or minor requirement will not be counted toward the major or minor. In this event, the course must be repeated for credit. A grade less than “C-” in other courses indicates an academic deficiency; however, these courses will apply toward graduation.

**Graduate Programs**

Students must have a minimum cumulative grade point average of 3.0 to graduate. If a student’s grade point average falls below 3.0 in a graduate program course requirement, the student is placed
on academic probation. Students placed on academic probation have one semester to raise their grade point average to 3.0. Students who fail to raise the cumulative grade point average to 3.0 are suspended from the program. In addition, students who receive a grade of “C” in two courses at the 600-level are subject to academic review and may be suspended from the Program. Suspensions may be appealed to the Director of the Division of HSA.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class may complete that class. Any additional registrations will be dropped.

Refer to the Regis University Bulletin for further information regarding academic standing and penalties.

**ACADEMIC WITHDRAWAL FROM AN HSA PROGRAM**

A student who chooses to withdraw from a program should give written notice of this decision to the Director of the Division of HSA. In addition, a form must be completed by the student and signed by the Director. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

1. The student was in good academic standing before withdrawing.
2. The student returns to the program within one calendar year of withdrawing.

The student who meets these criteria must submit a written request for readmission to the Director. If the stated conditions are not met, the student must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee readmittance.

**CONFIDENTIALITY**

As a student in the Health Services Administration Program at Regis University, you will be exposed to confidential and private information about patients and facilities. Business records from facilities and patient’s medical information are considered confidential and intentional breaches may, in fact, be punishable by fines and jail sentences.

Recent privacy legislation (HIPAA) has mandated sanctions for improper disclosure of patient information. As a result of this legislation, you will receive training on HIPAA and other requirements (such as OSHA, etc.) both integrated into classroom material as well as prior to completing an internship in your program if required.

You will be required to sign a confidentiality agreement prior to entering any HSA program and/or again prior to completing an internship. Facilities may also require additional confidentiality agreements be signed prior to beginning projects or internships at their facilities. (See Appendix K for a sample of the form.)

Because of these legal and ethical considerations, any student enrolled in the Division of Health Services Administration who reveals contents of any health record or business record or information inappropriately, except as it relates to the educational process in the classroom or at the clinical site, is subject to **immediate** expulsion from the internship/practicum site, and, as a result, may be expelled from the program.
Introduction

The term integrity is derived from the Latin *integritas*, meaning the quality of being whole, sound and unimpaired or unbroken. Academic integrity is built upon the values and virtues of honesty, loyalty and trustworthiness. A failure to observe these basic values undermines the very foundations and bonds of a learning community and impairs the most basic goals of education. As members of the RHCHP community, our collective academic integrity is a prerequisite for the pursuit of knowledge and excellence in professional practice. In particular, the Jesuit principles that underlie the Regis University mission and core philosophy, with their call to ethical inquiry and care of the whole person, demand students commit to academic integrity in all aspects of their professional education and development. Likewise, faculty and all RHCHP employees must demonstrate and model the same high standards with respect to being responsible for one’s own academic work, participating with good faith in academic discussions, and acknowledging the work of others.

In order to establish and foster a community in which academic dishonesty and misconduct are socially and professionally unacceptable, all students and faculty are expected to adhere to the RHCHP Academic Honor Code. The Honor Code is intended to support the shared responsibility of faculty and students in maintaining an academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, research, scholarship and professional practice.

**Academic Honor Code**

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community.

The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student’s home college or program, and will be enforced according to the policies and procedures of the RHCHP.

**Definitions**

Violations of academic integrity are taken very seriously and include, but are not limited to, the following:

**Cheating:**
A form of dishonesty by which the person misrepresents his or her mastery of the course content or
clinical experience. Cheating applies to examinations, labs, written assignments, clinical experiences, online discussions and any other form of student assessment. Examples of cheating include:

- Copying from the work of another student.
- Having a tutor or other reviewer make extensive content revisions or completing a portion of your assignment.
- Misrepresenting your contribution to a group project.
- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination.
- Unauthorized access to or use of someone else’s computer account or computer files to complete an assignment.
- Possessing or obtaining an examination without the instructor’s authority or prior knowledge.
- Submission of an assignment purchased from a commercial entity (e.g., term papers).
- Unauthorized preprogramming of and/or access to electronic devices.

**Plagiarism:**
A form of dishonesty by which the person misrepresents someone else’s words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Examples of plagiarism include:

- Directly quoting another person’s words without the use of quotation marks and/or acknowledging the source.
- Paraphrasing, or restating, another person’s ideas, opinions or theories without acknowledging the source.
- Using facts, statistics or other material taken from a source without acknowledging the source.
- Using words or the work of others, including images, taken from the Internet without acknowledging the source.
- Failing to properly cite an original source when using a secondary source.

**Fabrication:**
A form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive. Examples of fabrication include:

- Citing information not taken from the source indicated.
- Citing a source that does not exist.
- Intentionally distorting the meaning or applicability of data.
- Listing sources in a bibliography or reference list that were not used in the project.
- Inventing or falsifying data or source information in experiments, research projects or other academic assignments.
- Listing hours worked or activities performed during a clinical or service learning experience that did not occur.
- Misrepresenting one’s contribution to scholarly research and/or publication.
- Misrepresenting or falsifying a resume or curriculum vitae

**Collusion:**
A form of dishonesty involving two or more persons acting in a manner intended to misrepresent individual effort, learning and/or contributions to course assignments. Examples of collusion include:

- Allowing another student to copy from your work.
- Completing an assignment for another student.
- Allowing another student to complete an assignment for you.
- Unauthorized sharing of examination questions and/or answers before or after an examination.
• Unauthorized collaboration with another person during an examination or other assignment.
• Allowing one or more members of a group project to accept credit for the assignment if they did not participate or contribute.

Other Examples of Academic Misconduct

• Posting another person’s work on the Internet without that person’s permission.
• Unauthorized or inappropriate access to use of another’s computer account, access codes or electronic file.
• Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
• Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the instructors.
• Coercing any other person to engage in academic dishonesty or misconduct.
• Aiding any other person engaged in academic dishonesty or misconduct.
• Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
• Denying access to scholarly resources or otherwise deliberately impeding the progress of another student or scholar. Violations include, but are not limited to giving other students false or misleading information; making library materials unavailable through stealing or defacement; deliberately misplacing or destroying reserve materials or altering and/or destroying someone else’s computer files.

Responsibility

Achieving an atmosphere of mutual trust in which all members believe their right to learn is unimpeded by dishonest behavior is a responsibility shared by administration, faculty and students.

It is the responsibility of each individual student, faculty and other RHCHP employees to be able to recognize and refrain from any violation of academic integrity and to report observed violations. Numerous web-based resources addressing academic integrity are available.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters. Questions regarding academic integrity should be directed to the course instructor.

In addition, it is the responsibility of faculty and administration to foster and encourage honesty and a sense of fairness by creating and enforcing appropriate policies and systems. Administration provides the necessary resources as well as proper support for faculty when confronting violations of academic integrity.

The highest priority is to educate and encourage the development of appropriate academic and professional values and behaviors within individuals while also preserving the integrity of the learning community as a whole. All instances of academic dishonesty or misconduct will be reported and handled according to the Sanctions section of this policy. The Academic Integrity Board provides oversight of the Academic Integrity Policy.
Academic Integrity Board

The purpose of the Academic Integrity Board (AIB) in RHCHP is to implement, support, and monitor the Academic Integrity Policy. The AIB performs the following functions:

- Provides consultation to academic departments, schools and individual faculty to help determine sanctions and maintain consistency in violation levels and sanctions.
- Responds to independent concerns expressed by students and faculty regarding academic integrity.
- Convenes and coordinates the appeals process.
- Reviews all notifications of violations of the Academic Integrity Policy, maintains a database of violations, and audits and reports such violations to the RHCHP Academic Council on an annual basis.
- Recommends revisions to this and related policies and procedures as needed.
- Collaborates on the creation and maintenance of educational resources for students and faculty related to academic integrity.

The AIB is comprised of:

- RHCHP Academic Dean (non-voting member)
- Five RHCHP faculty (one for each academic department/school) with the minimum rank of assistant professor (voting members). Voting members may serve a two or three year term as needed to ensure continuity. Terms are renewable.
- A chair is appointed from the five faculty members by the Academic Council. The Chair serves a minimum three year renewable term.

The AIB will meet quarterly and on an as needed basis.

Sanctions for Violations of Academic Integrity

The sanction process is intended to ensure compliance with the academic standards of integrity contained in this policy. The level of sanction depends on a number of factors including the severity of the violation, whether it is a first offense and willingness of the student or faculty member to accept responsibility.

Student Violations

Sanctions for violations of the RHCHP Academic Integrity Policy by a student may include a reduced or failing grade for the assignment, course failure, academic probation or suspension, removal of Academic Honors, and/or academic dismissal from the program, school and/or College. Receipt of a failing grade in the course, academic probation or academic suspension may be indicated on the transcript with the designated code which will be removed when the student completes all program/degree requirements. Egregious violations may result in a recommendation for academic expulsion from the University. All instances of academic dishonesty will result in notification of the student’s academic advisor, documentation in the student’s advising file, and a report filed with the AIB and entered in the permanent AIB database for RHCHP.

Level One Violations and Sanctions

Level One violations of the RHCHP Academic Integrity Policy predominantly include an initial minor violation of plagiarism and/or violations for which there are considered to be mitigating circumstances. Level One sanctions minimally include notification of the student’s advisor with a note in the student’s advising file, and appropriate reduction in the grade for the assignment up to and including failure, and remedial action as directed by the instructor.
Level Two Violations and Sanctions

Level Two violations of the RHCHP Academic Integrity Policy include all substantive violations of the policy not listed as a Level One violation and are considered very serious. Level Two sanctions, at a minimum, include failure of the assignment and potentially include failure of the course and/or academic probation.

Level Three Violations and Sanctions

Level Three violations of the RHCHP Academic Integrity Policy are considered to be the most serious and will result in the highest level of sanction which may include academic probation, academic suspension, or permanent academic dismissal from the program, school and/or College. All Level Three violations result in a mandatory AIB consultation. Level Three violations may include, but are not limited to:

- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination.
- Possessing or obtaining an examination without the instructor's authority or prior knowledge.
- Submission of an assignment purchased from a commercial entity (e.g., term papers).
- Inventing or falsifying data or source information in experiments, research projects or other academic assignments.
- Listing hours worked or activities performed during a clinical or service learning experience that did not occur.
- Posting another person’s work on the Internet without that person’s permission.
- Unauthorized or inappropriate access to use of another’s computer account, access codes or electronic file.
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
- Multiple violations of any portion of the policy.

Repeat Violations

A repeat violation may result in a more serious sanction. For example, if two Level One violations have occurred, the faculty may recommend a Level Two sanction such as failure of the assignment or the course which is more severe than a grade reduction. A second Level Two violation requires an automatic consultation with the AIB. Severity of the sanction is the decision of the faculty involved with or without consult from the AIB.

Non-Faculty Employee Violations

Violations of the RHCHP academic integrity policy by a non-faculty employee, e.g., a program assistant or work study providing unauthorized access to exam materials to one or more students, will be handled by the appropriate Dean in consultation with the Department of Human Resources. Sanctions are determined in accordance with human resource policy. Any appeal or grievance by a non-faculty employee is handled according to human resource policies and procedures.

Procedures

Student Violations
1. The faculty member identifies an infraction of the Academic Integrity Policy and notifies the appropriate supervisor and the following steps are completed:
   a. The faculty checks with AIB for any prior violations by that student and prior actions taken.
   b. The level of violation is determined by the faculty and appropriate supervisor.

2. If the violation is Level 1 or Level 2
   a. The faculty and/or supervisor may consult with a member of the AIB regarding the investigation or determination of sanction by notifying the Chair of the AIB. Consultation requests will normally be responded to within one business day.
   b. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions, including specified time frames specified in the
   c. The faculty informs the student of the violation and sanction in writing.
   d. The faculty completes and submits the Notification of Academic Integrity Policy Violation to the AIB within a week of determining the sanction.
   e. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's advising file.

3. If the violation is Level 3 or otherwise egregious in nature
   a. The Chair of the AIB is notified and a consultation is initiated (Level 3 violations are automatically referred to AIB). Consultations are generally initiated within one business day.
   b. The student may be removed from the online or ground-based class pending the investigation. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions, including specified time frames specified in the applicable.
   c. The student is notified, in writing, of the violation and sanction by the faculty and/or the program director/dean with a copy to the student’s advising file.
   d. The faculty completes and submits the Notification of Academic Integrity Policy Violation to AIB.
   e. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student’s advising file.
   f. If academic expulsion is recommended, the documentation will be referred to the Office of the Provost.

4. In the event of course failure, academic suspension or academic probation in which the transcript code for violation of academic integrity is requested, the University Registrar is notified.

Appeals of Academic Integrity Sanctions

Academic Integrity Appeals Board

Because of the consultative function of the AIB, knowledge of the case and surrounding evidence will have previously been reviewed by the AIB. For this reason and to provide fundamental fairness to the student appeal process a separate Appeals Board will be convened.

This Appeal Board will consist of the representatives of the Academic Integrity Boards of the College of Professional Studies and Regis College, an ad hoc faculty member from RHCHP and one member of the RHCHP AIB.

The AIB Appeals Board will meet on an as needed basis. All decisions rendered by the Board will be final. Regis University Legal Counsel may be consulted as necessary.
Student Appeals Process

The student may appeal the level of sanction assigned, and/or the specific sanction applied to the AIB by submitting a written request to the Chair of the AIB. The written request for appeal must include the student’s reason and rationale for the appeal. The decision of the Appeals Board is final.

NOTE: The AIB appeal process is limited to consideration of the specific violation(s) of academic integrity. Other aspects of student academic performance or related violations of the Student Code of Conduct must be handled according to the normal processes outlined in the University Bulletin and the relevant student handbook.

The Appeals Process

1. The student submits a written request for appeal to the Chair of the AIB within one week of receiving notification of the sanction.
2. All relevant documentation is submitted by the faculty and student to the AIB Chair for consideration.
3. The AIB organizes the Appeals Board representatives which reviews all documentation and conducts further investigation if warranted. The Appeals Board renders a decision to the AIB Chair, generally within three working days. (See composition of AIB Appeals Board)
4. The AIB notifies the student, faculty and dean or director of decision in writing. The possible decisions are as follows:
   a. Student appeal is denied, sanction is upheld
   b. Student appeal is successful, sanction is modified or reversed
5. The School or Department completes any further notification to the Registrar and/or School/Department procedures related to imposition of the sanction, e.g., probation or dismissal.

Academic Integrity Database

The AIB is responsible for the creation and maintenance of a database containing all documented instances of a violation of academic integrity. The purpose of the database is to:

- Document a pattern of repeat violations for individuals.
- Provide aggregate data for annual reports that identify trends, assess the level of compliance with the policy, and support modifications to the policy or its associated policies and procedures.
- Identify the need for further education or resources.

The Notification of Academic Integrity Policy Violation to AIB is submitted to the Chair of the AIB within 14 days of an incident involving a violation of academic integrity. All violations are entered into the database, which is maintained by the Office of the Academic Dean of RHCHP. The Dean’s Assistant and the AIB Chair are the only parties with access to the database.


Addendum

Approved Language for Use in All RHCHP Syllabi
**Academic Honor Code**

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic activities, holding themselves and each other accountable for the integrity of the learning community.

**Violations of Academic Integrity**

Violations of academic integrity are taken very seriously and include cheating, plagiarism, fabrication, collusion and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. Refer to the [program specific] Handbook or this link for the RHCHP Academic Integrity Policy. The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student's home college or program, and will be enforced according to the policies and procedures of the RHCHP.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters.

**NOTE:** All faculty have access to plagiarism detection software, which can be used with or without the student’s knowledge in any RHCHP course.

**HIPAA Privacy & Security Reminder**

The goals for maintaining rigorous adherence to HIPAA compliance requirements within all Regis University-sponsored programs, projects and activities are designed to:

- Ensure the security and confidentiality of PHI and ePHI as covered by HIPAA;
- Protect against any anticipated threats or hazards to the security or integrity of such information, and
- Protect against unauthorized access, use or disclosure of such information.

Each student should have completed the necessary training on how to comply with the policies and procedures for maintaining HIPAA compliance. If you have not received or completed your HIPAA training at Regis University, you must inform your instructor.

**Reminders**

Protected health information is any information that allows you associate a person's identity with their health care information. This applies to all forms of media including: paper documents, electronic files and data, course notes, research papers, video and sound recordings, photos, charts, etc. As it pertains to Regis University-sponsored programs, projects and activities, the following are reminders of common privacy and security practices for protected health information that must be followed:
• Any personal documents and notes in any form that contains individually identifiable health information on patients you come into contact with as a result of Regis University-sponsored training must be properly protected and its confidentiality must be maintained.

• Regis University students who are training at partner health provider organizations are prohibited from removing documents that contain individually identifiable health information without a written and signed authorization from the health care provider’s Health Information Management (HIM) Department or authorized representative and the proper patient authorization.

*SPECIAL NOTE ON MINORS—IN MOST CASES, MINORS CANNOT LEGALLY CONSENT OR AUTHORIZE THE RELEASE OF THEIR PROTECTED HEALTH INFORMATION.*

• Regis University students participating in Regis University-sponsored health care training and research activities must only use de-identified information or limited data sets in any presentations or publications outside of the health care provider organization. (See Appendix A on ‘How to de-identify individual health information.’)

• For Regis University students participating in Regis University-sponsored health care training and research activities, the following activities involving individually identifiable health information are explicitly prohibited:
  o Sending such information through unsecure email,
  o Posting such information on any social networking site—regardless of the user account used by the Regis University student, faculty or staff to post the information, and
  o Disclosing such information during classroom discussions and/or presentation.

**Policy compliance and sanctions**

It is the responsibility of each student to review all aspects of the course syllabus including the Regis University HIPAA Privacy & Security Reminders. In doing so, the student acknowledges that he or she agrees to adhere to these practices. Furthermore, the student agrees not to divulge the contents or to provide access of any examination or assignment to another student in this or ensuing semesters.

All violations of the Regis University HIPAA privacy and security policies and practices are taken very seriously. All violations will be reported to the Regis University HIPAA Privacy & Security Committee for review to determine the extent of the violation and the appropriate sanctions to be applied, where necessary.

Sanctions may include notification of the student’s advisor with a note in the student’s advising file, reductions in the grade for the course up to and including failure, and remedial action as directed by the Regis University HIPAA Privacy & Security Committee.

**Reporting requirements**

In the event that any Regis University staff, faculty or student becomes aware of the unauthorized use or disclosure of PHI or ePHI that is under the control and protection of Regis University, the incident must be reported within 5 days of discovery to:
Appendix A: How to de-identify individual health information

Health information must be stripped of all of the following elements that identifies the individual, his or her relatives, employers, or other household members:

- Names;
- Social Security numbers;
- Telephone numbers;
- All specific geographic location information such as subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code, if, according to the current publicly available data from the Bureau of the Census: (1) The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and (2) The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000;
- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
- Fax numbers;
- Electronic mail addresses;
- Medical record numbers;
- Health plan beneficiary numbers;
- Account numbers;
- Certificate/license numbers;
- Vehicle identifiers and serial numbers, including license plate numbers;
- Device identifiers and serial numbers;
- Web Universal Resource Locators (URLs);
- Internet Protocol (IP) address numbers;
- Biometric identifiers, including finger and voice prints;
- Full face photographic images and any comparable images; and

Any other unique identifying number, characteristic, or code (note this does not mean the unique code assigned by the investigator to code the research data)
DISCIPLINARY EXPULSION

All Rueckert-Hartman College for Health Professions students are bound by the provisions of the Regis University Student Handbook and Regis University Bulletin, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the Student Handbook may be obtained in the Office of Student Life located in the Student Center. Copies of the University Bulletin may be obtained at the Office of the Registrar in the O’Sullivan Center.

Procedures for reviewing incidents of academic dishonesty are outlined in the General Information section of the University Bulletin. Procedures for reviewing violations of the University’s Standards of Conduct are outlined in the Regis University Student Handbook. Incidents of unsafe behavior or unprofessional conduct in a clinical or academic setting are also grounds for disciplinary action, including, but not limited to expulsion from the program, as set forth below. The Dean of The Rueckert-Hartman College for Health Professions shall have sole discretion for determining which procedure shall be used and for determining which provisions apply in individual cases.

Examples of unprofessional conduct or unsafe behavior include but are not limited to:

- A pattern of unsafe clinical performance.
- Any action of omission or commission that results in serious injury or harm to another.
- Disrespectful, abusive, or dishonest interactions with patients, families, staff, faculty, or peers.
- Violation of a client’s right to confidentiality.
- Performance of a criminal act.
- Abuse of drugs or illegal use or possession of controlled substances.
- Failure to follow the policies and procedures of the clinical agency.
- Academic dishonesty or plagiarism.
- Manipulation, alteration, removal, or destruction of other student/faculty/University/clinical facility materials and/or equipment.
- Unauthorized use of University or clinical facilities/equipment inclusive of computer accounts and files.
- Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter.
- Other prohibited conduct as defined by Regis University The Rueckert-Hartman College for Health Professions, and the department or program.
- Other conduct or behavior that is unprofessional or unsafe as determined in the discretion of the College.

The faculty member and/or responsible supervisor making the initial judgement that a situation of unsafe behavior or unprofessional conduct in a clinical or academic setting exists shall inform the student of the charges against him or her and notify the Director of the program or designee. If, in the judgement of the faculty member and/or responsible supervisor, the nature of the conduct or behavior warrants, the student may be suspended from the classroom or clinical area until the review process has been completed.

Following a preliminary review of the evidence available in a case, the Director or designee shall schedule a hearing with the student to review the charges. If the student fails to appear at the
hearing and the failure of appearance is not excused by the Director for good cause as determined in the discretion of the Director, the charges shall be deemed to be unchallenged and the student shall be deemed to have waived his or her their right to a hearing. In such case the Director may proceed to apply such sanctions as the Director deems appropriate.

At the hearing, the Director or designee shall:

- Provide the student with copies of all written reports regarding the circumstances and facts of the case. The student shall have an opportunity to give his or her reactions to the reports and to offer any additional information relevant to resolving the case.
- Interview involved parties about the facts of the case, including the student. The student shall have the right to hear any testimony related to the case that may adversely affect him or her and to question persons giving such testimony.
- Allow the student to present witnesses on his or her own behalf and be accompanied by one advisor who is not a party to the case. Such advisors must be members of the Regis University faculty or staff.

Following the hearing and consultations deemed necessary with program faculty or committees, the Director or designee shall make a determination of the facts of the case and sanctions if appropriate. Sanction options include, but are not limited to, expulsion or suspension from the program, probation, warnings, or failure of a course.

Notification of the results of the review by the Director or designee shall be provided in writing by regular mail to the student’s last known address as identified in the records of the University and to the Dean of The Rueckert-Hartman College for Health Professions.

The student shall have three (3) working days from receipt of the letter to appeal the decision of the Director to the Dean. Notification of the results of the review by the Dean shall be provided in writing by mail to the student with a copy to the Director or designee. The decision of the Dean is final.

OFFICIAL GRADE REPORTS

Final grade reports are available online using WebAdvisor approximately two weeks after the end of the academic period by the Office of the Registrar. Grades cannot be released to other parties without the student's authorization. Release authorization forms are available online, through WebAdvisor, as well.

UNOFFICIAL GRADE NOTIFICATION

Grades may be emailed to the student at the completion of the class providing that the student has given permission for the faculty to do so.

WRITTEN EXAMINATIONS

Students are expected to take all exams and quizzes at the scheduled time. The only exceptions to this policy are for medically documented illness or extenuating circumstances of an extraordinary nature. In such cases, the student is responsible for notifying the faculty member of such circumstances prior to the exam or as soon after the exam as reasonably possible. The faculty member may request written documentation of the circumstances.
Makeup exams will cover the same material and provide the student with similar options for demonstrating competence as the original examination.

**STUDENT EVALUATIONS**

Course and Faculty Evaluations

Course and faculty evaluation tools serve three primary functions: (1) to encourage the student to assume an active role in the ongoing evaluation and improvement of course content, course design, and faculty teaching performance; (2) to provide the program faculty with student feedback for use in course design, content selection and overall curriculum review; and, (3) to serve as a tool in individual faculty development and evaluation.

Course and faculty evaluations are administered in a manner that encourages honest, meaningful response and ensures student anonymity. Specific faculty to be evaluated are designated according to department policy. Evaluations are administered during an established evaluation period. Faculty are not present during the completion of the evaluation forms. Students not attending class during the established period will not be allowed to complete a written evaluation of the course or faculty at a later date.

Typed summaries of students’ evaluations are prepared by the Director's Office and provided to the appropriate faculty member(s) after the grades have been submitted to the Office of the Registrar.

Course and faculty evaluations are actively used in the ongoing refinement of HSA programs. Students are strongly encouraged to complete all evaluation tools, as instructed, including comments and suggestions.

Graduate Exit Survey

All students are asked to complete a graduate exit survey at the time of graduation from the program. As with course and faculty evaluations, the information is used in program improvement and all responses are anonymous.

**STUDENT PARTICIPATION IN STANDING COMMITTEES**

Students will select representatives or be invited to serve on various committees including The Rueckert-Hartman College for Health Professions Academic Council, the Graduate Advisory Council, the Health Services Administration Advisory Board, and the Health Information Management Advisory Board. In addition, student input will be solicited through survey, participation in task forces, or on an informal basis. Students interested in participating in committees or related activities are encouraged to contact the Department Director or his/her faculty advisor.

**GRADUATION AND COMMENCEMENT**

Degree Award

Students graduate the semester that all requirements are met and documentation of such is received by the Office of the Registrar. Incomplete grades and late application for graduation may
delay graduation to a subsequent semester. It is the student’s responsibility to request transcripts from institutions other than Regis University for evaluation of transfer credit. Such transcripts must be received during or immediately following the end of the semester of requested graduation.

Graduation Application

To be considered a candidate for graduation, undergraduate students must submit an application and graduation fee to The Rueckert-Hartman College for Health Professions, Division of Health Services Administration by the application deadlines specified. A sample of the Graduation Application Form is contained in Appendix K.

Graduation application deadlines are as follows:

<table>
<thead>
<tr>
<th>Commencement Date</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>January</td>
</tr>
<tr>
<td>August</td>
<td>June</td>
</tr>
<tr>
<td>December</td>
<td>September</td>
</tr>
</tbody>
</table>

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists.

Transcripts of Credit

Transcripts of credit are available in the Office of the Registrar upon written request. Upon graduation, the student receives a diploma and may request free copies of the transcript.

Commencement Activities

Regis University has two commencement ceremonies each year in May and December. Students graduating in August have the option to participate in either May or December graduation ceremonies. **Students are eligible to participate in commencement as soon as they are within 12 semester hours of completion of the degree requirements.**
GENERAL POLICIES

Regis University, The Rueckert-Hartman College for Health Professions, and the Division of Health Services Administration are committed to creating and maintaining an environment where individual and institutional responsibility combine to promote each student’s complete development. In order for the University, the College, and the Division to achieve this goal within an atmosphere where the rights of its members are respected, it is necessary to establish policies and procedures.

All Department of Health Services Administration students are bound by the provisions of the *Regis University Student Handbook* and the *Regis University Bulletin*, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the *Regis University Student Handbook* may be obtained in the Office of Student Life located in the Student Center. Copies of the *Regis University Bulletin* may be obtained at the Office of the Registrar in the O’Sullivan Center.

ACCESS TO CLASSROOMS AND LABORATORIES

HSA courses are generally scheduled in Loyola Hall on the weekends. Courses may also meet in a designated computer lab. Students have access to the student computer labs in Carroll Hall during all posted hours including evenings and weekends.

HIM online and ground students will, as classes dictate, have access to HIM related software through AHIMA's Virtual Lab or applications on Regis servers.

CLASS ATTENDANCE

Professional behavior is demonstrated by being on time and prepared for class, labs, and clinical experiences. Because of the concentrated nature of the program, students are responsible for all materials discussed in each class session. This is also the time for faculty to be available to students to answer any questions on the particular subject matter.

If a student does not expect to attend a particular class, he or she is personally responsible to call the division office or notify the instructor directly of the absence as a professional courtesy. This absence does not relieve the student of the responsibility for the material covered. Many courses incorporate small group dialogue and activities. Grades are affected if students do not actively participate or if they come to class unprepared to discuss expected materials.

ONLINE CLASS PARTICIPATION

Students are expected to access their first class in each 8-week session by the second day of availability. Failure to do so may result in students being dropped from the course. During the class session, students are expected to participate in a responsible, professional and timely manner respecting other student's posting and faculty input. Online components of ground based courses will vary and will be assigned by each instructor.
CLASS CANCELLATIONS / SCHEDULE CHANGES

Unplanned Absence of a Faculty Member

In the very unlikely case of illness or unplanned absence of a faculty member, the faculty member contacts the division office. The office assists the faculty member in notifying students in the class of the cancellation if a substitute is not available and the notice of the cancellation is received during regular office hours. If possible, the instructor attempts to reschedule the class at a later date in the semester. The Division Director is notified of all class cancellations/schedule changes.

Cancellations Due to Extreme Weather

Classes are canceled due to extreme weather only by the Regis University Vice President for Academic Affairs or his representative. Cancellation of classes is generally announced over local radio and television stations. News media agencies participating in the notification process include: Channels 2, 4, 7, 9 and 31; Denver radio stations 850 AM KOA, 98.5 FM KYGO, 101.1 FM KOSI, and 99.5 FM KKHK. Participating stations in the Ft. Collins area are: 850 AM KOA, 98.5 FM KYGO, and 1410 AM KCOL.

In addition, a special phone number is available for emergency closures:

Regis University Denver Weather Line........(303) 458-1818 (for a recorded message)

However, in the event of cancellations of weekend HSA classes, the most current and accurate information is posted on the voice mail messages of the Division of HSA (303-458-4157) by 6:00 a.m the day of class. Cancellation of Saturday classes does NOT mean Sunday classes will also be canceled. STUDENTS MUST CALL THE DIVISION OF HSA AFTER 6:00 A.M. BOTH SATURDAY AND SUNDAY TO CONFIRM CANCELLATION OF CLASSES. Absence due to failure to verify the cancellation of classes will be considered unexcused.

Class cancellations are extremely infrequent. Because of the accelerated format, it is important to make every effort to make up time missed due to class cancellation. However, students will not be penalized if they are unable to attend a rescheduled workshop due to extenuating circumstances.

One weekend will be designated on the academic calendar during each academic session for make up in the event of a cancellation. This will generally be either the weekend between the fourth and fifth workshops or following the fifth. However, this will change each session based on the University calendar. Students should make every effort to plan for and attend the rescheduled class.

DIVISION OFFICE POLICIES

The division staff are valued and an integral part of the department. They are support staff to the full and part time faculty and as such maintain heavy workloads. Students should not request to use their office phones, computers, or other equipment, nor should they use the department copier. Phones for student use are located in designated lounge areas and classroom/labs for local calls only. Copiers are located in the library and other sites on campus.

STUDENT CONCERNS AND QUESTIONS REGARDING POLICY

The division staff can answer general questions about division policy, however, they are not the appropriate people to direct complaints or questions regarding specific courses or academic policies. Business of this nature should be directed to the individual faculty member and, if an
acceptable solution can not be made with the faculty member, the student is welcome to make an appointment with the Division Director. Student representatives elected by the student body can also participate in relaying student concerns to appropriate faculty members, committees, or the Division Director.

STUDENT - FACULTY CONFLICTS

In the case of any perceived conflict with an instructor or faculty advisor, other than disagreement concerning a grade, students should use the following procedure:

1. Discuss conflict with the faculty member within three (3) working days of conflict.
2. If discussion with the relevant faculty member is not possible for whatever reason or does not result in satisfactory resolution of the conflict, the student may submit a written summary of his/her concerns to the Division Director within three working days of the discussion with the relevant faculty member.
3. The Division Director will arrange mediation discussions with the involved student and faculty member within five working days of receiving the request from the student.
4. In the absence of a mediated resolution to the perceived conflict, the issue may be referred to the Dean of The Rueckert-Hartman College for Health Professions.

STUDENT PROFESSIONAL LIABILITY INSURANCE

Students are required to carry student professional liability insurance through the group University policy. This insurance premium is included in tuition for each internship, practicum, observation, and directed practice course. This policy covers students during all approved student clinical practice experiences while in the program. The policy also requires appropriate student supervision while in the clinical setting. Students must not take on responsibility that is above their capability in any student experience. Certain clinical situations require proof of such insurance. The student and facility can request verification of insurance from the Division of HSA.

TRANSPORTATION

Students need access to a car for clinical experiences. Automobile transportation may be required for clinical experiences as part of a non-clinical course. Transportation and related expenses are the responsibility of the student.

STUDENT ACCOUNTS

Student tuition and fees are due prior to the first class meeting. For questions regarding payment policies and options, contact the Office of Student and University Accounts.

E-MAIL POLICY

A. Purpose
There is an expanding reliance on electronic communication among students, faculty and staff at Regis University. This is motivated by the convenience, speed, cost-effectiveness, and environmental advantages of using e-mail rather than printed communication. Because of this increasing reliance and acceptance of electronic communication, e-mail is considered an official means for communication within the University.
B. **Scope**
This e-mail policy provides guidelines regarding the following aspects of e-mail as an official means of communication.
- University use of e-mail;
- Assignment of e-mail addresses;
- Use of and responsibilities associated with assigned e-mail addresses; and
- Expectations of e-mail communication among faculty, staff and students.

C. **Policy**
1. **University use of e-mail** - E-mail is an official means for communication within Regis University. The University may send correspondence exclusively through e-mail regarding important matters including, but not limited to, financial aid, policy announcements, employee benefits information, meeting and event notifications, student judicial correspondence, and academic information. Students, faculty, and staff are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications.

2. **Assignment of e-mail addresses** - Information Technology Services (ITS) will assign each student, faculty member and staff member an official University e-mail address as part of the application process to obtain a RegisNET account. It is to this official address that the University will send e-mail communications.

3. **Redirecting of e-mail** - A student, faculty member or staff member who chooses to redirect e-mail from his or her official Regis University address to another e-mail address takes full responsibility for the correct configuration of that forwarding and assumes all risk for such action. The University will not support and will not be responsible for problems associated with or the handling of e-mail by outside vendors. Having e-mail redirected does not absolve a student, faculty member or staff member from the responsibilities associated with communication sent to his or her official University e-mail address.

4. **Expectations regarding use of e-mail** - Students, faculty and staff are expected to appropriately manage their Regis University mailboxes and to check their official University e-mail address on a frequent and consistent basis in order to stay current with University communications. Prompt disposition of e-mail is necessary to manage storage space on the e-mail system.

5. **Educational uses of e-mail** - Faculty may determine how e-mail will be used in their courses. It is highly recommended that if faculty has e-mail requirements and expectations that they specify these requirements in the course syllabus. Faculty may expect that students’ official Regis University e-mail addresses are being accessed, and faculty may use their Regis University e-mail accordingly.

6. **Appropriate use of e-mail** - In general, e-mail is not appropriate for transmitting sensitive or confidential information unless its use for such purposes is matched by an appropriate level of security.
   - All use of e-mail, including use for sensitive or confidential information, will be consistent with the University’s **Responsible Use of Information Technology and Responsible Use of E-Mail** policies.
   - Confidentiality regarding student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). University policy prohibits the transmission of non-directory student information by general e-mail. However, in the course of doing business, such information may be transmitted internally from one Regis.edu account to another. (See
www.regis.edu/registrar/FERPA for a listing of directory information.
■ E-mail shall not be the sole method for notification of any legal action.

PROFESSIONAL ORGANIZATIONS

Students are strongly encouraged to join and actively participate in appropriate professional organizations. Supporting one or more professional associations or organizations is an important way to demonstrate professional responsibility and contribute to the growth of your profession.

Students in the HCA program are encouraged to obtain or maintain active membership in other professional organizations related to health care. Students should select organizations most closely related to their own professional interests (e.g., finance, technology, long term care, etc.) and/or societies respective to their specialty.

Students in the HIM program are encouraged to obtain membership in the American Health Information Management Association (AHIMA) and the Colorado Health Information Management Association (CHIMA). Applications for membership are distributed in the orientation packet or can be obtained through the HSA office. Please note that the application requires the signature of the Department Director in order to qualify for student membership. Student membership provides discounted registration fees to national and local meetings as well as a subscription to the *Journal of AHIMA*. Scholarship and loan programs are also provided by AHIMA and CHIMA.

Students in the graduate programs are encouraged to join the HIMSS (Health Information Management and Systems Society), ACHE (American College of Health Executives), MGMA (Medical Group Management Association), or HFMA (Health Care Financial Management Association).

SERVICE & AWARDS

COMMUNITY SERVICE / SERVICE LEARNING

The educational process at Regis University is founded on Judeo-Christian ideals and is committed to intellectual growth, a search for truth, respect for human dignity, and service to others. As future professionals, students are expected to give back to the community through service in a variety of ways. Examples might include: participating in projects that improve access to persons with disabilities; volunteering for community youth or senior projects; or serving as a volunteer at health fairs.

ALPHA SIGMA NU

Alpha Sigma Nu is the honor society for Jesuit colleges and universities. Alpha Sigma Nu recognizes outstanding women and men who have attained a high degree of excellence in their fields and demonstrate scholarship and academic achievement, "leadership in service to others," and loyalty to the Jesuit educational tradition. Deadlines and membership applications may be obtained in the Department of Health Services Administration.
REXFORD B. STEPHENSON HSA AWARD OF EXCELLENCE

The Rexford B. Stephenson HSA Award for Excellence recognizes academic achievement, leadership and service in the HSA programs. It is awarded to an outstanding baccalaureate graduate at the time of commencement. Students may be nominated by instructors or other students early in the semester in which the student plans to graduate or, in the case of August graduates, the semester in which the student plans to participate in commencement. Nomination forms are available in the Department of Health Services Administration.

SUPPORT SERVICES

HSA Drop Box

A secured HSA drop box is located near Room 31 of Loyola Hall for convenience. Correspondence or other materials may be placed in the box on weekends. The box is checked each Monday following scheduled HSA courses.

Computer Labs

A student computer center is located in the ground level of Carroll Hall and is equipped with computers loaded with software programs for word processing, data management, and statistical analysis. More advanced statistical programs such as SPSS are also available to faculty and students for research and teaching support activities. Assistance is readily available during supervised lab hours. The lab is available to students with current University identification cards 24 hours a day.

Computer labs are available to all HSA students. The labs are located in several locations:

1) Carroll Hall: Lower Level, Labs A, B & C and Room 9. (12 computers in A & B, 18 in C and 16 in Room 9)
   Room 9 is the designated Health Care Lab with HSA specific software.
2) Adult Learning: Labs 1 & 2
3) Dayton Memorial Library: All four floors

All computers provide access to the following general programs:
- Microsoft Office Suite
- Internet Browsers (IE and Netscape)
- Microsoft Project
- SPSS (Statistical Package)

* HIM Students also have access to the Virtual Lab through AHIMA and paid for by Regis University.

There are many other course/program specific programs loaded on the network. If you are looking for a specific program, you may either contact the HSA office at 303-458-4108 or the ITS Help Desk at 303-458-4050.

The labs in Carroll Hall are accessible 24 hours per day. Printers are available in each lab.
RegisNET Account

All students MUST sign up for a RegisNET account (no charge) which will allow you to maneuver through INsite (The University’s inside web page – http://insite.regis.edu) freely and access your email account.

You must have a RegisNET account to print from any of Regis’ computer labs or to take an online class. To sign up for a RegisNET account, logon to http://insite.regis.edu (You will need your Regis ID number.) If you have difficulty call the ITS Help Line at 303-458-4050.

E-mail Accounts

A Regis e-mail account must be obtained by all HSA students. The HSA Department will be sending emails to you through your Regis account only.

WebAdvisor,

WebAdvisor, https://webadvisor.regis.edu/datatel/openweb/default.html, will allow you to: 1) search for and register for classes online; 2) view and print your own grades; 3) view and print your own unofficial transcript.

Library Services

The Dayton Memorial University library is available to students for resource access and independent study. The regular Fall and Spring semester library hours are:

- Monday-Thursday, 8 a.m.-11 p.m.
- Friday-Saturday, 8 a.m.-7 p.m.
- Sunday, 12:30 p.m.-11 p.m.

Holiday and Summer semester hours vary.

Media Support Services

The College, as well as the library, is equipped with an assortment of media support for teaching and independent study options. Media services are available during posted hours or by special appointment, seven days a week. Use of this equipment is free of cost to the students. Students are expected to pay nominal fees for supplies used in developing teaching or other presentation materials.

International Students

International students applying to the Department of HSA are referred to the International Student Services Representative in the Office of the Registrar once their application is complete and a formal letter of acceptance is issued. This representative will guide the student through the process required to obtain the appropriate visa or other official documents.