

2020-2021 STUDENT HANDBOOK

Health Information Management **Undergraduate Program - Online**

Department of Biomedical and Health Information Sciences
College of Applied Health Sciences
University of Illinois at Chicago

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This calendar can also be viewed at: <http://catalog.uic.edu/ucat/academic-calendar/>

Fall Semester 2020

August 24	M	Instruction begins, Session A. Last day to submit Withdraw from Term request via Student Self-Service and receive 100% cancellation of tuition and fees.
September 4	F	Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via XE Registration without receiving W (Withdrawn) grade on academic record; last day to receive tuition adjustment for individual courses dropped via XE Registratoin.
September 7	M	Labor Day holiday. No classes.
October 12-17	M-Sa	Final Examinations/Session A ends
October 19	M	Session B begins.
October 30	F	Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.
November 3	T	Election Day Holiday. No Classes
November 26-27	Th- F	Thanksgiving holiday. No classes.
December 7-11	M – F	Final examinations/Session B ends.

Spring Semester 2021

January 11	M	Instruction begins, Session A.
January 18	M	Martin Luther King Jr Day. No classes.
January 22	F	Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via XE Registration without receiving W (Withdrawn) grade on academic record; last day to receive tuition adjustment for individual courses dropped via XE Registration.
Mar 1-5	M-Sa	Final Examinations/Session A ends
March 8	M	Session B begins.
March 19	F	Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.
March 22-26	M-F	Spring vacation. No classes.
May 3-7	M-F	Final examinations/Session B ends.

Summer Session 2021

Summer Session 1: 4-WEEK SESSION		
May 17	M	Instruction begins.
May 19	W	Last day to complete late registration for Summer Session 1; last day to add a course(s) or make section changes; last day to drop individual Summer Session 1 courses via XE Registration without receiving W (Withdrawn) grade on academic record; last day to receive tuition adjustment for individual courses dropped via XE Registration.
May 31	M	Memorial Day holiday. No classes.
June 2	W	Last day for undergraduate students to use optional late drop for a Summer Session 1 course in college office and receive grade of W on academic record.
June 10	Th	Instruction Ends for Summer Session 1.
June 11	F	Final examinations for Summer Session 1.
Summer Session 2: 8-WEEK SESSION		
June 14	M	Instruction begins
June 18	F	Last day to complete late registration for Summer Session 2; last day to add a course(s) or make section changes; last day to drop individual Summer Session 2 courses via XE Registration without receiving W (Withdrawn) grade on academic record; last day to receive tuition adjustment for individual courses dropped via XE Registration.
July 5	M	Independence Day holiday. No classes.
July 16	F	Last day for undergraduate students to use optional late drop for a Summer Session 2 course in college office and receive grade of W on academic record.
August 4	W	Instruction ends for Summer Session 2.
August 5-6	Th-F	Final examinations for 8-Week Session.

Fall Semester 2021

August 23	M	Instruction begins, Session A.
September 3	F	Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via XE Registration without receiving W (Withdrawn) grade on academic record; last day to receive tuition adjustment for individual courses dropped via XE Registration.
September 6	M	Labor Day holiday. No classes.
October 11-16	M-Sa	Final Examinations/Session A ends
October 18	M	Session B begins.
October 29	F	Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.
November 25-26	Th-F	Thanksgiving holiday. No classes.
December 6-10	M-F	Final Examinations/Session B ends

Section 1

University Information: *University of Illinois at Chicago*

The University of Illinois at Chicago (UIC) is a comprehensive public university and is the largest institute of higher learning in the Chicago area. UIC is one of three campuses of the State of Illinois' land-grant university, the University of Illinois. Its mission combines three traditional elements—education, research, and public service—shaped by and relevant to its metropolitan setting as well as the University of Illinois' traditional pursuit of excellence. The UIC campus is just west of Chicago's Loop in an area that includes two historic landmark neighborhoods and the State of Illinois Medical Center District: The world's largest concentration of advanced public and private health care facilities.

Facilities on the campus include two student unions with comprehensive recreation, entertainment, and dining areas; a hospital, UIC Pavilion (a 10,000-seat sports arena); libraries; a theater; campus housing; and a faculty center. A free shuttle bus provides frequent service throughout the campus.

UIC enjoys easy access to the cultural resources and other attractions of one of the world's greatest cities. The campus is within minutes of the Art Institute of Chicago, Adler Planetarium, Shedd Aquarium, Field Museum of Natural History, Lyric Opera of Chicago, Chicago Symphony Orchestra, Joffrey Ballet, the United Center, the Magnificent Mile, and the Chicago lakefront.

For more information about UIC, visit the main website at: <http://www.uic.edu/>

POLICIES

Academic Grievance Procedures

These Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or grievances regarding academic standing during their enrollment at UIC.

[Student Conduct Process](#)

You can also visit the Student Affairs website for more information:

[Office of the Dean of Students](#)

Academic Integrity

The University of Illinois is dedicated to learning and research, and hence is committed to truth and accuracy. Integrity and intellectual honesty in scholarship and scientific investigation are, therefore, of paramount importance. These standards require intellectual honesty in conducting research, writing of research results, and relations with colleagues. Graduate students may be faced with difficult choices regarding academic integrity in their various roles as student, teacher, and researcher. If this is the case, they should seek the advice and experience of their faculty advisors and the Graduate College staff.

The University publishes two documents that contain specific definitions of misconduct (such as plagiarism, falsification of data, etc.), procedures used for investigation of charges, and the consequences of that conduct. Students are governed by the Student Disciplinary Procedures (October 1993) and faculty are governed by the Policies and Procedures for Academic Integrity (June 1989). Academic dishonesty includes, but is not limited to:

1. Cheating—either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise or providing to, or receiving from, another person any kind of unauthorized assistance on any examination or assignment.
2. Fabricating—knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.

3. Facilitating academic dishonesty/plagiarism—intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
4. Offering bribes, favors, or threats—bribing or attempting to bribe or promising favors to or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance and any conspiracy with another person who then takes, or attempts to take, action on behalf of, or at the direction of, the student.
5. Taking an examination by proxy—taking or attempting to take an exam for someone else—is a violation by both the student enrolled in the course and the proxy or substitute.
6. Grade tampering—any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.
7. Submitting nonoriginal works—submission or attempt to submit any written work written, in whole or part, by someone other than the student.

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Here is a copy of the Student Disciplinary Policy: [Student Disciplinary Policy](#)

Access to Educational Records

Current or previous University of Illinois students are entitled to examine their educational records under the provisions of the 1974 Family Educational Rights and Privacy Act (as amended). As custodian of student records, the University assumes an implicit trust and, accordingly, uses extreme care and concern in recording and disseminating information about students. The University policy is in compliance with the Family Educational Rights and Privacy Act. The Office of Admissions and Records issues transcripts in one of three ways:

1. online using Student Self-Service options
2. in person, or
3. in writing.

Class schedules are not released to unauthorized persons. UIC Student Records policy governs record keeping and release.

Confidentiality of Student Records - http://www.uic.edu/depts/oar/student_records/record_confidentiality.html
Student Records Policy - http://www.uic.edu/depts/oar/campus_policies/records_policy.html

Alcohol and Drug-Free Environment

UIC is committed to maintaining a drug- and alcohol-free environment for its students and employees. The university supports the choice of students who are aged 21 or over to abstain from consuming alcoholic beverages or to consume alcoholic beverages responsibly. UIC prohibits alcohol consumption by minors, and violators of this policy will be subjected to the full penalties granted by the laws governing the state of Illinois.

The policy is designed to promote the positive, healthy use of alcoholic beverages in a responsible manner. Students and employees must ensure that their consumption of alcohol at university functions and/or in residence halls will not create a hazard to themselves, other students/staff/faculty, university property, the university's reputation, or the public. The university permits the consumption of alcoholic beverages at certain conventions, conferences, and cultural and educational activities. The specific approval of the chancellor is required on an event-by-event basis to sell or serve alcoholic beverages.

The unlawful or unauthorized possession, use, distribution, dispensation, sale, or manufacture of controlled

substances is prohibited on university premises while conducting university business.

For more information, visit the UIC Alcohol and other Drugs Policy at:
[Alcohol and Drug Policy and Resource Guide](#)

Disciplinary Action

The university may at any time exclude a student or impose disciplinary sanctions on a student for just cause, as defined herein. "Guidelines Regarding Academic Integrity" shall be issued by the chancellor, given to all departments by the Office of the Vice Chancellor for Student Affairs, published once each year in a university publication generally available to all students, and available on request from the Office of the Dean of Student Affairs.

The University reserves the right to exercise jurisdiction for events or actions occurring off the campus in those instances in which the university community's interest is substantially affected. In addition, the Senate Committee, in consultation with representatives of the colleges, is authorized to suspend student graduations, including the issuance of diplomas, when disciplinary complaints may result in exclusion from the university and campus. Just cause for disciplinary action includes, but is not limited to, any one or combination of the following:

1. Academic dishonesty—any violation of the "Guidelines Regarding Academic Integrity" which includes but is not limited to giving or receiving unauthorized aid in any assignment or examination, plagiarism, tampering with grades, or other academic irregularities.
2. Violation of professional standards—any conduct that violates any commonly recognized or generally accepted professional standard of the profession in which the student is training, including unacceptable conduct in clinical, practicum, or off-campus training.
3. Withholding or giving false information on an application for admission, readmission, registration, financial aid, employment, or other materials.
4. Disruption of university activities—conduct that prevents, limits, creates hazards for, or impairs the teaching, research, public service, community, professional, athletic, organizational, administrative, clinical, academic, and/or ordinary business of students, faculty, and staff, including, but not limited to, disruption of building services and access to classes, university facilities, and all other university or university-approved events and including conduct in residence halls, hospitals, clinics, practicum or off-campus study, or training programs.
5. Failure to respond to requests from university officials for a conference on matters pertaining to student status in the university, including, but not limited to, failure to respond to mail and telephone messages regarding allegations of misconduct.
6. Rules violations—violations of university or campus rules, including, but not limited to, smoking or parking regulations or rules regarding use of university property.
7. Offenses Involving Substances, Products, and Drugs—The misuse or unauthorized possession of intoxicants, controlled or illegal substances, or materials dangerous to public health and safety.
8. Improper Demonstrations, Picketing, Distribution of Printed Materials—violations of University and Campus regulations on demonstrations, picketing, distribution of printed materials, or use of University facilities.
9. Misuse or Unauthorized Use of University Documents—alteration, mutilation, misuse or fraudulent use of an official University document or granting permission for the use thereof by an unauthorized person. Official documents include, but are not limited to: UIC ID cards, course programs, charge slips, receipts, grade reports, transcripts, and computer access/account numbers.
10. Misuse or Unauthorized Use of Computer Resources or Information—misuse, or unauthorized use of stored data, communication interfaces, and related computer software, or hardware; granting access to others to computer resources and/or information to a person or persons not authorized to have access to such resources or information; any conduct that impairs the proper access and/or usage of computer resources or facilities by members of the University community.
11. Violation of Regulations for Student Organizations—violations of regulations established for student organizations, including financial and student election regulations. Student organizations whose members engage in activities which are designated herein as just cause for disciplinary action, may have

their campus privileges suspended or revoked; moreover, officers and/or members, as individuals, may be subject to individual disciplinary action on the basis of their responsibility for, or participation in the proscribed activities.

12. Violation of Rights of Others—any conduct which violates the rights of others or University policies regarding nondiscrimination - http://www.uic.edu/depts/oar/campus_policies/nondiscrimination_statement.html
13. Violation of Local, State or Federal Law—Board of Trustees' action or any other University rule of conduct—all actions which occur on University premises and which result in a violation of local, state or federal law, Board of Trustees' action or any other University rule of conduct, including the University policy on sexual harassment - <https://oae.uic.edu/discriminationharassment/sexual-harassment/>
14. Actions Which Adversely Affect the University Community's Interest—actions which violate the laws or regulations set forth herein and/or which substantially affect the interest of the University community even if such actions do not occur on University premises or property or at University-sponsored events.

You can visit the Office for Access and Equity website at: <http://www.uic.edu/depts/oae/>

Disciplinary Procedures (Students)

The Student Disciplinary Procedures (December 1985) provide a mechanism for review when a student is charged with an infraction of the disciplinary code. It describes just causes for disciplinary action, outlines the procedures for filing a complaint or responding to one, lists the possible sanctions, and describes the appeal process. This document is available in the Office of the Dean of Student Affairs, 3030 Student Services Building, (312) 996-4866.

You can visit the website at: [Student Conduct Process](#)

Financial Obligations and Refunds

Students should carefully check their registration printouts to ensure that they are officially registered in the correct courses and sections for the correct number of credit hours. The act of registering for courses obligates students to pay all related tuition and fees unless one of the following procedures takes place: Cancellation of Registration, Withdrawal from the University, Dropping a Course, Withdrawal by an Auditor Refund on Withdrawal to Enter Military Service.

For more information, visit the website at: http://www.uic.edu/depts/oar/campus_policies/refund_policy.html

Medical Immunization Requirements

The Illinois Department of Public Health requires that all students *living in on-campus housing and born on or after January 1, 1957*, entering a post-secondary institution are required to present documented [proof of immunity](#) (pdf) against the following diseases:

1. Measles (Rubeola) - two doses at least 30 days apart
2. Rubella (German Measles)
3. Mumps
4. TD (Tetanus and Diphtheria)

Note: Even if not living in on-campus housing, students are also responsible for showing documentation for any other immunizations as specified by their colleges. *Students in the College of Applied Health Sciences may be required to show proof of immunity in order to complete clinical practicum assignments, and may also be required to provide proof of immunity against polio and immune status for tuberculosis.*

Students in on-campus housing who are not properly immunized and have not submitted a written statement of medical or religious exemption are required to undergo immunization within the first term of enrollment. Failure to provide the required proof of immunity shall prevent a student from enrolling in a subsequent term. *Students living in on-campus housing and registering for on campus course(s) or are registered for more than 5 credit hours are required to fulfill immunization requirements.* Prior to registering for on-campus courses or for more than five credit hours, students must submit the required proof of immunity. The required form can be found at this web site: http://www.uic.edu/depts/oar/forms/med_imm.pdf

Students registering only for off-campus courses or for no more than five credit hours are exempt from the immunization requirements.

Students admitted only to an online program are exempt from immunization requirements.

For more information, contact the Office of Medical Immunization Records, Room 1300 Student Services Building, telephone (312) 413-0464.

You can visit the website at: http://www.uic.edu/depts/oar/student_records/medical_immunization.html

Registration and Drop Deadline Policy

According to current UIC policy, the tenth day of the semester (fifth day of summer session) is the last day for a student to complete registration for the semester. Students are not allowed to complete registration for the semester unless all outstanding financial obligations to the University for previous semesters have been satisfied. A student who does not complete registration by the published date will not be permitted to register after that date, will not be permitted to attend class or to participate in course work, and will not receive academic credit for the semester. Exceptions to the registration deadline policy will be permitted only as the result of unusual circumstances beyond the control of the student. The student's request to register after the tenth day of the semester must be reviewed by the college dean.

The Office of Registration and Records is responsible for the administration of the registration deadline policy, and any questions concerning the policy should be directed to that office. Tuition and appropriate fees are payable by the due date printed on the bill.

Registration procedures and class offerings are published in the UIC Schedule of Classes each semester and students are responsible for the complete and accurate processing of their registration according to the guidelines published therein.

Graduate students should be advised that petitions for exceptions to the deadlines for registration (and change of courses - drops/add/change of sections/change of hour for a variable credit course) will not be approved unless the late transaction was caused by demonstrated university error, student illness, or family emergency. For a request to register once the late registration period has ended, the student must obtain a *Petition to Register After the Tenth Day Deadline* (goldenrod form) from the Registration Office. The *Graduate Student Petition* form is not required and should not be used. In addition to the completed petition, students must submit a *Graduate College Registration Revision Form* and supply adequate documentation for the exception to be reviewed. The Registration Office has final approval on late registration requests.

The official UIC drop policy is that students are allowed to drop courses via the student portal through the 10th day of the fall/spring semesters, the first 3 days of the summer-A 4-week session, and the first 5 days of the summer-B 8-week session. After the official drop period, BUT through the end of the 10th week (Friday at 5pm) of the fall and spring semesters (for 15 week courses) OR through the end of the 4th week (Friday at 5pm) of the summer B-term, or through the end of the 4th week (Friday at 5pm) of a fall/spring semester 8-week course, students can drop a course with DGS approval. Tuition refunds will be prorated according to published UIC policies. After the above times, a petition process is necessary which means there has to be a legitimate reason provided by the student and rationale / justification from the DGS for a drop. The legitimate reasons include health and/or family emergency,

According to the Graduate College, drop petitions will no longer be approved without legitimate emergency reasons as stated above. Students who are too busy and, as a result, are receiving a poor grade in a particular course, will need to drop the course or make adjustments to their work / school schedules by the end of the drop period of a term, or else accept the possibility they may receive a poor grade in the course.

Course Drop Policy for Graduate Students

Graduate students may drop courses using [Student Self-Service](#) through the end of the second week of classes for fall and spring semesters, or through the first Wednesday of Summer Session 1 and the first Friday of Summer Session 2. During weeks 3 through 6 of the fall and spring semesters. Graduate degree-seeking students and non-degree students assigned to a program can drop classes during weeks 3 through 6 in the fall and spring semesters, and between the first Thursday through the third Wednesday of Summer Session 1 and through weeks 2 through 5 in Summer Session 2, with approval of the Director of Graduate Studies (DGS) of their degree program. Unassigned non-degree students can drop classes during weeks 3 through 6 in the fall and spring semesters (weeks 2 through 5 in the summer session) and should obtain a signature from the Graduate College. If the drop occurs between weeks 0-2 in fall and spring, or between the first day of instruction and the first Wednesday of Summer Session 1 and the first day of instruction and the first Friday of Summer Session 2, there will be no notation on the transcript. If the drop occurs after week 2 in the fall and spring semesters, or after the first Wednesday through the third Wednesday of Summer Session 1 and between weeks 2 through 5 in Summer Session 2, a W is noted on the transcript. The number of drops allowed for a degree-seeking student, or a non-degree student assigned to a program, after the on-line add drop period is determined by the Director of Graduate Studies. In all cases, course drops by any graduate student after the second week in fall and spring, and after the first Wednesday through the third Wednesday of Summer Session 1 and between weeks 2 through 5 in Summer Session 2, must be completed on campus using the *Graduate College Registration Revision Form*.

Note: International students in F-1 or J-1 status are required to be registered full-time (12 credit hours) every semester. Graduate students with assistantships may register for less than 12 credit hours if appropriate criteria has been met. If you wish to register for less than 12 credit hours, please speak with an advisor in the Office of International Services (OIS) prior to dropping courses or under-enrolling. In order to maintain your immigration status, permission must be granted by OIS in advance of dropping below full time. OIS is located at 1200 W. Harrison St. Suite 2160/ phone: (312) 996-3121 e-mail: ois@uic.edu

Fall/Spring Semester	Drop Method
Weeks 0 through 2	Student Self-Service
Weeks 3 through 6	Obtain DGS approval*

Summer Semester 1	Drop Method
First Monday through first Wednesday	Student Self-Service
First Thursday through third Wednesday	Obtain DGS approval*

Summer Semester 2	Drop Method
Weeks 0 through 1	Student Self-Service
Weeks 2 through 5	Obtain DGS approval*

To process a drop after the end of the second week (after the first Wednesday of Summer Session 1 and after week 1 of Summer Session 2):

- Degree-seeking students and non-degree students assigned to a program: Student must complete a Graduate College Registration Revision Form and obtain approval from the Director of Graduate Studies of the student's program (not the department of the class). Approval is determined by the

Director of Graduate Studies. Graduate College review is not needed. Form must immediately be submitted to the Registration Office in SSB, no later than the end of the 6th week (5th in summer).

- Unassigned non-degree students (26-5926): Student must complete a Graduate College Registration Revision Form. Form must immediately be submitted to the Registration Office in SSB, no later than the end of the 6th week in fall and spring (3rd Wednesday of Summer Session 1 and 5th week of Summer Session 2).

You can visit the website at: http://www.uic.edu/depts/oar/registration/policies_procedures.html

Graduate Students also can visit the website at: <http://grad.uic.edu/cms/?pid=1000024>

Religious Holidays

The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent, unless the religious holiday is observed on or before the tenth day of the semester.

In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing class, and if an examination or project is due during the absence, the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Research on Humans, Animals and rDNA or Infectious Agents

Students using human subjects in any research (this includes surveys, interviews, preexisting data and human tissue obtained for nonresearch purposes) must have approval from the Institutional Review Board or one of its approved committees before they begin data collection. For further information contact the Office for the Protection of Research Subjects at (312) 996-1711, 203 Administrative Office Building.

For more information, visit the Office for Protection of Research Subjects website at:
<http://research.uic.edu/compliance/irb>

Participation in Class Exercises that Involve the Use of Animals

The University of Illinois at Chicago offers certain courses in which live, euthanized, or preserved vertebrate animals are used as part of course requirements. Such courses are identified in the **Timetable** with the note "animals used in instruction." Students who have ethical concerns about the use of animals in teaching have the responsibility to contact the instructor, prior to enrollment in any course in which animals may be used as part of course instruction, to determine whether class exercises involving animals are optional or required, and what alternatives, if any, are available. If no alternatives are available, the refusal to participate in required activities involving animals may result in a failing grade in the course.

You can visit the website at: <http://research.uic.edu/compliance/acc>

Residency Status Regulations

For Admission and Assessment of Student Tuition
Effective Fall 1997

General

The University of Illinois is a land-grant institution supported by funding from state of Illinois tax revenue. As a state tax-supported institution, the University (with some exceptions) extends preference in admission and tuition to residents of the state of Illinois--that is, to persons whose circumstances conform to the University's definition of resident status stated below.

Principal elements which determine residency are domicile in Illinois and actions which evidence the intent to make Illinois the permanent residence. A person has but one domicile at any time. Mere physical presence in Illinois, regardless of how prolonged, is insufficient to establish residency without action and intention to make the place a permanent residence and principal home. To establish bona fide residency in Illinois under this policy, a person must demonstrate presence and intent to reside permanently in Illinois for reasons **other than educational objectives**.

The burden of establishing that a person is domiciled in Illinois for other than educational purposes is upon the person. The regulations, factors, and procedures enumerated in this policy will be considered by the University in determining residency status.

Residency Status Regulations are subject to change from time to time at the discretion of the Board of Trustees. A person holding nonresident status is subject to rules in effect when the petition seeking Illinois residency is filed. Nothing in these rules shall be applied retroactively to reverse in-state residency status previously granted under former regulations.

The University of Illinois' definition of the term "resident" may be different from the definitions developed by other, non-University, agencies. Thus, a person who is an Illinois resident for tax or voting purposes, for example, is not necessarily a resident for University of Illinois tuition and admission purposes. The University's definition of resident status applies both to payment of tuition and admission to the University of Illinois.

For information regarding the regulations, factors in determining residency and procedures you must follow, visit this website: https://registrar.uic.edu/current_students/residency.html

Sexual Harassment Policy

Sexual harassment is defined by law, and includes any unwanted sexual gesture, physical contact or statement which is offensive, humiliating, or an interference with required tasks or career opportunities at the University. Sexual harassment is prohibited under federal and state discrimination laws and the regulations of the Equal Employment Opportunity Program.

The University of Illinois will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The University environment must be free of sexual harassment in work and study.

In order to assure that the University is free of sexual harassment, appropriate sanctions will be imposed on offenders in a case-by-case manner.

The University will respond to every case of sexual harassment reported.

A person who wishes to secure information about sexual harassment or about dealing with its consequences may contact any of several sources announced in University literature devoted to the subject. Information about the University's approved procedures for dealing with cases of sexual harassment may be obtained by phone (without name given if desired), by writing, or by visiting the Office for Access and Equity, MC 602, 717 Marshfield Building, 809 S. Marshfield, (312) 996-8670.

Any person who believes s/he has experienced sexual harassment, observed it, or received report of it may discuss the issues involved with a representative from the Office for Access and Equity. Please be advised that further information with regard to mediation, and/or intervention are available at both the informal and formal stages through this office.

You can visit the Office for Access and Equity website at: <http://www.uic.edu/depts/oea/>

Smoking Policy

The University of Illinois at Chicago is committed to creating and maintaining a healthy, productive environment for its students, faculty, and staff. Compelling evidence now exists that links long-term exposure to secondhand smoke with increased health risks for nonsmokers. UIC is a smoke-free environment. Smoking is prohibited anywhere on campus.

For more information, visit the website at:

<http://www.uic.edu/uic/about/tobacco-free/index.shtml>

Snow Day Class Cancellation Policy

The university rarely officially closes for bad weather. You will rarely hear a "university closing" announcement on the radio. It is the instructor's responsibility to cancel classes in case of bad weather. Students will be notified by e-mail. In addition, students may check the program director's voicemail for a message stating whether classes are cancelled.

RESOURCES

Academic Computing and Communications Center

The Academic Computing and Communications Center (ACCC) of UIC operates several personal computer laboratories. All Computer Center facilities are available for use by all members of the UIC community (faculty, staff, and students). In addition to using the personal computer labs, every UIC faculty, staff, and student is also entitled to accounts on the Computer Center's central systems. Computer accounts may be used for instructional work such as composing and printing documents; reports and theses, solving class related programming problems, personal work such as preparing resumes, or simply to learn more about the use of larger computer systems. UIC faculty, staff, and students should establish e-mail accounts to communicate with friends, professors, students, or colleagues at UIC and around the world. Computer access is available through the UIC Computer Center to all faculty, staff, and enrolled students. The only costs you will incur are nominal charges should you decide to purchase a technical documents or print output.

For more information about the Academic Computing and Communications Center, visit their website at:

<http://www.uic.edu/depts/accc>

CampusCare Services

All UIC on-campus students are automatically assessed the CAMPUSCARE fee with their tuition and enrolled in the CampusCare program, a comprehensive health care benefit package specially designed for college students. Under this program, students receive primary care from the Department of Family Practice at one location: 820 Wood St, Suite W310 UIC CSN 911 Building (312) 996-2901. The hours are by appointment only. Inpatient care, emergency services, and specialized outpatient care are provided at the University of Illinois Hospital and Clinics.

Students who have comparable health insurance coverage and do not want to participate in CampusCare must submit a **Waiver Form** and *proof of alternate coverage*. This form is available on the CampusCare website: <http://www.uic.edu/hsc/campuscare/>

Note: The above health insurance coverage does not pertain to those students enrolled in online programs.

For more information, visit the following website at: <http://www.uic.edu/hsc/campuscare/>

Campus Security

Security on campus is a concern we all share; consequently, it is everyone's responsibility. No police agency can be effective without the cooperation and assistance of the community it serves. There are some specific things you can do to assist the campus police.

Safety Tips

- Do not prop doors open in residence halls or university buildings.
- Do not allow unauthorized persons into residence halls or university buildings.
- While walking, stay alert and aware of your surroundings. Keep track of who is in front of and behind you.
- Walk purposefully and with confidence. Also make quick eye contact with those around you.
- Trust your instincts. If you feel uncomfortable in a place or situation, leave.
- Walk with a group when possible and face traffic so you can see the approaching cars.
- Carry belongings close to your body and do not flaunt expensive clothes or jewelry.
- Have keys in your hand as you approach your house or car.
- Drive with car doors locked and keep windows up whenever possible.
- Keep your purse and packages under your seat or in the trunk to help prevent a "smash and grab."
- Keep a good distance between your car and the car in front of you so you can maneuver away if necessary.
- If possible, remove or cover jewelry when driving or using public transportation.
- While waiting for public transportation, stand near other people or near the ticket booth.
- If you are verbally or physically harassed, attract attention by talking loudly or screaming.
- If you feel threatened in an elevator, get off at the next floor. If attacked in an elevator push, the alarm button and as many floor buttons as possible.
- Avoid jogging or biking at night. Also consider NOT wearing headphones-it is safer to be alert.

If You Are Threatened by Someone

- Try to remain calm-do not resist handing over your valuables. You do not want to risk escalating a property crime to a violent crime.
- Be aware that any item you can use as a weapon also may be used against you.
- Get as accurate a description of the attacker and vehicle as possible and call the police immediately.

You can visit the website at: <https://sa.uic.edu/student-life/campus-safety/>

Child Care

The University offers child-care at a reasonable rate for up to 45 children, ages 3-6 years, through the UIC Children's Center at the Roosevelt Road Building. There is also a child-care facility at 1919 West Taylor at the Applied Health Sciences Building. This facility will care for up to 45 children, age 3-6 years. For further information, contact the Site Director of UIC Children's Center, Eastside campus – (312) 413-5331, Westside campus - (312) 413-5326.

You can visit the website at: <http://www.uic.edu/depts/children/>

Counseling Center

Counseling Services provides personal counseling and career development to students, consulting to faculty and staff, outreach programming to the entire UIC community, and training programs for doctoral psychology interns and externs and undergraduate paraprofessionals. They also include the Speech-Language-Hearing Clinic provides evaluation and group services to students for speech and hearing problems and the InTouch Hotline, a crisis telephone line that serves UIC and the greater Chicago area.

The **Academic Center for Excellence (ACE)** is a multi-faceted academic support program open to all UIC students, from freshman through graduate/professional level. They are one of five separate units that make up the Counseling Center. ACE is located in Suite 2900 of the Student Services Building, 1200 West Harrison, (312) 413-0031.

You can visit the website at: <http://www.uic.edu/depts/ace/index.shtml>

The **Student Counseling Services** office provides free individual and group counseling as well as opportunities for learning-skills development to students at the site of their primary registration. In addition to personal counseling and academic skills programs (reading comprehension, study skills, vocabulary building, and test-taking skills), the Student Counseling Services each year offer a wide variety of developmental programs which are designed to meet the needs of college students. In the past, topics have included assertion training, test anxiety, coping with stress, and others. Clinical psychologists and learning-skills specialists staff the Student Counseling Services whose responsibilities match their professional expertise. The Student Counseling Service is located in the Student Services Building, 1200 W. Harrison, room 2010. The phone number is (312) 996-3490.

Disability Services provides information, advocacy and academic accommodation services to students. The office is located in the Student Services Building, 1200 W. Harrison, room 1190. The phone number is (312) 413-2183.

Services for Students with Disabilities

The Office of Disability Services works to ensure the accessibility of UIC programs, classes, and services to students with disabilities. Services are available for students who have documented disabilities, including vision or hearing impairments and emotional or physical disabilities. Students with disability/access needs or questions may contact the Office of Disability Services at (312) 413-2183 (voice) or (312) 413-0123 (TTY only). Students are responsible for providing the necessary documentation and notifying the instructor of each class as well as the program director when special accommodations are required.
http://www.uic.edu/depts/oa/disability_resources/index.html

Testing Services provides college placement and graduate admission testing for students, and test scoring for faculty and staff. The office is located in the Student Services Building, 1200 W. Harrison, room 1070. The phone number is (312) 996-0919.

The **Wellness Center** provides resources and programs that encourage students to make healthy positive lifestyle choices. The office is located in the Student Center East, 750 S. Halsted, room B19. The phone number is (312) 413-2120.

International Services

The purpose of the Office of International Services is to provide international students, scholars, faculty and staff at UIC with a variety of services, including:

Personal and group orientations to the University and community life for newly arrived students, scholars, faculty and staff.

Information on immigration regulations and preparation of documents for the U.S. Immigration and Naturalization Service and the U.S. Information Agency, including endorsements for extensions of program and work permission on and off campus. The office provides most INS forms.

Preparation of documents required by foreign banks and governments, including certificates of attendance and expense letters.

Information about cross-cultural activities and programs with a view to promoting cultural diversity in the University community.

Liaison with community service organizations.

All non-immigrant students, scholars, faculty and staff are encouraged to visit the office within the first two weeks of arrival at UIC. The Office of International Services is in the Student Services Building, 1200 W. Harrison Street, room 2160. The phone number is (312) 996-3121; e-mail: OIS@uic.edu

You can visit the website at: <http://www.ois.uic.edu/>

Parking Services

The Parking Services administers campus-parking assignments and is located in room 217 in the Student Residence Hall. There is a yearly charge, which can be paid, in quarterly installments. The administration office is located at 1100 South Wood Street. The office phone numbers are: (312) 413-5850; (312) 413-9020; (312) 413-5800. The e-mail address is parking@uic.edu.

You can visit the website at: <http://www.uic.edu/depts/avcad/parking>

Photo Identification: *i-card*

- The *i-card* serves as your permanent identification. The photo ID is to be worn at all times in the University of Illinois Hospital and Clinics and other clinical sites. Students must have an *i-card* to borrow books from the library, charge purchases at campus bookstores, cash checks at university cashiers, obtain prescription drugs from campus pharmacies, and use computers. New campus students should receive their cards during orientation. Online students may request a card by contacting the BHIS office at (312) 996-3530. Information on replacing lost and damage cards is available on the website, or you can go to the Photo ID Office at SCW, Room 241 at 828 South Wolcott Ave. 312-413-5944. Hours are from 8:30AM to 4:00 PM Monday thru Friday.

You can visit the website at: <http://www.uic.edu/depts/chcc/SCW%20Directory13.html>

Red Car Service/Off-Hour Paratransit Service

The Red Car Service/Off-Hour Paratransit Service is an escort service that provides transportation to university employees, students, visitors, and other authorized individuals between university facilities and from university facilities to points of public transportation, or to private residences within the designated area. The Red Car operates from 11:00 PM until 7:00 AM seven days a week, including holidays and within the following general boundaries: Halsted Street on the east, Western Avenue on the west, Eisenhower Expressway on the north, and Roosevelt Road on the south. Riders must present a valid UIC I-card each time they use this service. Phone: (312) 996-6800.

You can visit the website at: <https://transportation.uic.edu/>

Student Center West

The Student Center West, which interconnects with the two residence halls and the single student residence, offers a dining room, bookstore, 25-meter swimming pool, racquetball courts, exercise rooms, saunas, indoor running track, gymnasium, bowling lanes, game rooms, art gallery, craft shop and photo darkroom, barbershop, travel agency, photocopy center, meeting rooms, automatic teller machines, and the Union Station (convenience items).

You can visit the website at: <http://www.uic.edu/depts/chcc/SCW.html>

Student Legal Service

An attorney is on staff at Student Legal Service (SLS) to assist currently enrolled UIC students. A secretary and a student paralegal provide further support. The service is located in the Student Services Building, 1200 West Harrison Street, Room 3030, within the Office of the Dean of Students. Students who need legal assistance may call (312) 996-9214 or come to the office to make an appointment to consult with the attorney. Appointments are scheduled between 9:00 a.m. and 4:30 p.m., except during the noon hour, on weekdays. Most consultations take place within forty-eight hours of the initial contact. Before the consultation, the student must present a UIC student ID card and class schedule or other proof of current enrollment, which includes payment of the student activity fee. The student then completes a form detailing the situation and submits copies of documents pertaining to the question or problem, e.g., lease, traffic ticket, accident report, sales contract, insurance policy, court paper, or letter. No attorney's fees are charged for the basic services rendered by SLS, which is funded from student activity fees. The attorney-client privilege is strictly enforced. All student files are the private property of the attorney and are never viewed by anyone outside the SLS office.

You can visit the website at: <https://dos.uic.edu/student-legal/>

Student Patrol Service

The Student Patrol is made up of approximately 85 students and is deployed 24 hours a day, 7 days a week, at pass desks and on moving patrols to observe and report suspicious criminal activity. They are responsible for:

- Locking and unlocking buildings
- After-hours escorting of faculty, staff, students, and visitors
- Twenty-four hour access control at fixed posts in campus buildings
- ID verification of persons requesting access to campus facilities

To maintain quality of services, Student Patrol members receive 16 hours of initial classroom instructions and three weeks of on-the-job training. The above information was reported in the *UIC Police Annual Report*.

For more information call the Police nonemergency number: 996-2830 or visit the UIC Police Web site -
<http://www.uic.edu/depts/police/index.html>

Tax Payer Relief Act (TRA)

Several new tax benefits became available to students and their families with the enactment of the Tax Payer Relief Act of 1997. These tax benefits may ease the individual income tax burden of some taxpayers. The **Hope Scholarship Credit**, the **Lifetime Learning Credit**, the **Student Loan Interest Deduction**, the **Tuition and Fees Deduction**, the **Employer Provided Educational Assistance**, and the **Coverdell Education Savings Account** are some of the available tax benefits for education. Please note the difference between a credit and a deduction. A credit directly reduces the tax itself and a deduction reduces the amount of income subject to tax.

For more information on the TRA, visit the website at <http://www.usfscs.uillinois.edu/>

UIC Bookstore Tech Center

Students can purchase a personal computer or software, through UIC Tech Center, located in the UIC Bookstore in Student Center East.

You can visit the website at: <https://techcenter.uic.edu/>

University Libraries

The University Library of the University of Illinois at Chicago, consisting of the Richard J. Daley Library (Main Library), the Library of the Health Sciences, the Mathematics Collection, and the Science Library, provides collections for students in all curricular areas, for graduate programs, and for faculty research. Library holdings as of June 1998 numbered more than 1,990,000 books and bound periodicals, 705,500 government publications, 174,000 maps, and an extensive collection of microform materials. The University Library currently receives nearly 15,600 serial titles. Students have full access to books and other materials shelved on the open stacks.

The University Library features an online public access catalog (UICCAT), a collection of subject-based, online databases (IBIS), and a statewide circulation and resource sharing network, Illinet Online (IO), which provides access to UIC holdings and more than 31,000,000 volumes held by 45 academic libraries in Illinois.

Richard J. Daley Library (Main Library) - Located at 801 S. Morgan, the Richard J. Daley Library contains books, journals, periodicals, and specialized materials in the humanities, social sciences, and engineering. Users may obtain assistance at the following service points: Circulation, Curriculum Library, Documents, Reference, Interlibrary Loan, Map Section, Microforms, Reserve, and Special Collections. Library hours are posted in all facilities.

In addition to the general collections housed in the open stacks, there are a number of specialized collections available to users. The reference collection includes encyclopedias, handbooks, indexes, bibliographies, and specialized reference works. The microforms collection contains more than 2,503,000 items. Assistance in

the use of microforms is available at the Microforms Desk. Required readings for classroom assignments can be obtained at the Reserve Desk. Current issues of selected periodicals and newspapers are housed in the Reserve Reading Room. The Documents Department houses United States, United Nations, and Illinois state and municipal documents and provides reference service for those materials. The Map Section, part of the Documents Department, is a government depository for U.S. Geological Survey and U.S. Army maps.

The Special Collections Department contains materials that, because of age, condition, or rarity, require special care and maintenance. Department strengths include materials relating to the history and development of the city of Chicago, the Jane Addams Memorial Collection, the Lawrence J. Gutter Collection of Chicago, and the Corporate Archives of the Chicago Board of Trade. The department also maintains the University Archives, the official records of the University.

Library of the Health Sciences - Located at 1750 West Polk Street, the Library of the Health Sciences contains collections supporting teaching, research, and clinical programs in dentistry, medicine, nursing, pharmacy, public health, and health and human development sciences.

Mathematics Collection - Located on the fourth floor of Science and Engineering Offices, Room 430, the Mathematics Collection houses monographs and selected periodicals relating to mathematics.

Science Library - Located on the third floor of Science and Engineering South, Room 3500, the Science Library houses monographs, periodicals, and reference works in astronomy, biology, chemistry, geology, and physics. The Science Library holds the major abstracting and indexing services in these subjects.

You can visit the website at: <http://library.uic.edu/>

Section 2

College Information: *College of Applied Health Sciences*

The College of Applied Health Sciences is a nationally recognized leader in cross-discipline education, research, and service programs. The college is comprised of five departments (biomedical and health information sciences, disability and human development, kinesiology and nutrition, occupational therapy and physical therapy). The extraordinary talent and experience within these departments directs the college's activities and resources into several interrelated themes: disability, health promotion and disease prevention, aging, maternal and child health, rehabilitation sciences, and health related technology, with an emphasis on practice models designed for health professionals serving in an urban environment.

For more information about the College of Applied Health Sciences, visit the Website at: <http://www.ahs.uic.edu>

Commencement

Graduation is the culmination of many years of preparation and hard work. The significance of this work is celebrated by the longstanding tradition of the Commencement Ceremony.

The College of Applied Health Sciences (AHS) Commencement ceremony provides a unique opportunity to individually recognize each student as degrees are conferred by an official representative of the University of Illinois, while continuing our tradition of commemorating the accomplishments of the graduating class. The event provides an opportunity for a public affirmation of the college's unique diversity within a unified community. It is a time for honoring individual achievements, acknowledging the success of all of the graduates, and sharing the pride that family, friends, faculty and staff have as each graduate embarks on his/her professional career.

For more information about the AHS Commencement, visit the Website at:
<https://ahs.uic.edu/inside-ahs/student-resources/graduation/>

In spring semester of each year, the college website is updated for specific information pertinent to the current year's event.

Student Council / Health Professions Student Council / Graduate Student Council

The **College of Applied Health Sciences Student Council** serves as a liaison organization between the AHS students, faculty, and the college/campus to promote the welfare and interests of students in the respective units of the college. Each department elects individuals to serve as their representatives. Elections for student council representatives are conducted in spring semester each year. For more information, contact the Office of Student Affairs in the College of Applied Health Sciences at (312) 996-2078.

Two representatives from the AHS Student Council are asked to serve as representatives to the **Health Professions Student Council (HPSC)**. The HPSC is a student body that represents all of the west side health professional colleges. The HPSC connects student governmental groups to the Chicago Illini Union Board. It also appoints students to University and campus-wide committees, and represents the interests of the Health Sciences Center student body to the Board of Trustees of the University as well as other pertinent agencies.

For more information about the HPSC, visit the Website at: <http://hpsc.org.uic.edu/>

The UIC Graduate Student Council (GSC) is the student governing body for the graduate students of both the east and west campuses representing over 6,000 graduate students currently enrolled in the Graduate College. The GSC addresses graduate students' concerns through contact with university administration. The GSC subsidizes graduate student travel through GSC Travel Awards, thus promoting graduate student participation at their respective academic or professional meetings. The GSC also subsidizes graduate student activities through GSC Special Projects Funding, thereby encouraging students to organize seminars and other professional or social activities.

For more information about the GSC, visit the Website at: http://www2.uic.edu/stud_orgs/gsc/

Any student interested in participating in one of these various organizations should contact their Program Director or the AHS Office of Student Affairs.

Tutors

The College of Applied Health Sciences, Office of Student Affairs can direct students to resources for tutoring. Students having academic difficulties in their course work should contact their faculty advisor or the AHS Office of Student Affairs to obtain referrals for the services of a tutor. Graduate students interested in becoming a tutor may contact the college of AHS office.

Section 3

Department Information: *Department of Biomedical and Health Information Sciences (BHIS)*

Department Mission

The mission of the Department of Biomedical and Health Information Sciences (*formerly the School of Biomedical and Health Information Sciences*) is to advance the quality and efficiency of health care through improved generation, management, and communication of biomedical and other health care data. The goals of the Department are leadership, innovation, initiative, and quality with strong focus on the unique arena of health informatics at the University of Illinois at Chicago.

Department History

In 1994, the Department of Biomedical and Health Information Sciences (*formerly the School of Biomedical and Health Information Sciences*) was created within the College of Applied Health Sciences at the University of Illinois at Chicago to signify the united commitment of biomedical visualization, health information management, and medical laboratory sciences. The establishment of the Department created a unit strong in commitment to the study, practice, and facilitation of health information technology, education, research, and bioscience.

Programs

The Department of Biomedical and Health Information Sciences has academic programs in the areas of biomedical visualization, health informatics, and health information management.

- **Master of Science in Biomedical Visualization**
- **Minor in Life Science Visualization**
- **Master of Science in Health Informatics**
- **Online IBHE Post-Master's Certificate in Health Informatics**
- **Online Post-baccalaureate Certificate in Health Informatics**
- **Online IBHE Post-Baccalaureate Certificate in Health Information Management (closed to new admissions)**
- **Online Master of Science in Health Information Management**
- **Joint Degree in the Master of Science in Health Informatics and Doctor of Pharmacy**
- **PhD in Biomedical and Health Informatics**
- **Bachelor of Science in Health Information Management (campus)**
- **Bachelor of Science in Health Information Management (online)**

Biomedical visualization combines visual problem-solving skills with knowledge of science, visual arts, education, communication and an array of media and technologies. Working in a variety of settings, graduates use their scientific and artistic expertise to visually communicate information to other health professionals, patients, and the public.

Health informatics is a rich and diverse field with important contributions from many disciplines. Graduates of the master of science in health informatics degree program will be well-prepared for leadership positions as clinical data specialists, patient information coordinators, health data quality managers, and medical information system and security coordinators.

Health information management combines management skills with knowledge of information and information systems for health care planning, provision, resource allocation, and executive decision making; and knowledge of medical, administrative, ethical, and legal requirements of the health care delivery system. Graduates often have opportunities to develop information systems for quality patient care, facility reimbursement, medical research, health planning, and health care evaluation.

BHIS Academic Affairs Committee

The Academic Affairs Committee is responsible for oversight of academic policies and programs at the graduate, professional and undergraduate level. The Faculty elects committees from its membership to consider specific areas of interest. The Unit Administrator shall appoint the chairperson of the committee and additional representatives as appropriate. The responsibilities of the committee include the following:

- A. Review and formulate recommendations for approval of undergraduate and graduate programmatic changes, academic courses, general program structure, and evaluation systems to be submitted to the CAHS Academic Affairs Committee according to established policies and procedures.
- B. Periodically review academic policies and formulate recommendations for change and/or additions, as appropriate, to be submitted to the Executive Committee, to the CAHS Academic Affairs Committee, for approval and implementation according to established policies and procedures.
- C. Conduct a preliminary review of all disciplinary complaints and grievances submitted to BHIS. The recommendation of the Academic Affairs Committee shall be reported in writing to the CAHS Office of Student Affairs according to established policies and procedures.
- D. Reviewing and developing systems for student recruitment, admissions, and retention with recommendations to the Unit Administrator, where appropriate.
- E. Identifying those students who have achieved outstanding records and making specific recommendations regarding academic honors or other forms of recognition.

Code of Conduct and Regulations Regarding Academic Dishonesty

There is a code of conduct for BHIS classes found on page 30 of this handbook. This must be acknowledged at the beginning of each class in the course's Blackboard site. In addition, all BHIS students are required to sign a copy of the "Regulations Regarding Academic Dishonesty" form found on page 29 of the handbook. This form must be filed in the student's folder.

Grade dispute policy

If you do not understand why you received a specific grade on any assignment, wait at least 24 hours (and no more than seven days) after the posting of the grade to e-mail the lead course instructor. You must explain in the e-mail how you met the requirements as defined in the rubric, and/or identify the specific areas/items that concern you. If after communicating with the lead instructor you still remain dissatisfied with your grade, please contact your program director.

If you are dissatisfied with the program director's decision, you may pursue the matter further by following the formal grievance process at [Student Conduct Process](#). Any time during a grade dispute the staff in the office of the dean of students <https://dos.uic.edu/about/our-team/> may be contacted for advice. Further details can be found in the Code of Conduct on page 30 of this handbook.

Graduation Declaration (Applying to Graduate/Pending Degree List)

Each student is responsible for notifying the College that they have met all the program requirements and are ready to graduate.

To declare your intention to graduate for a certain term you must complete the steps listed in the Student Access System (*UIC Web for Student*) for the *Pending Degree List*. The Pending Degree List form may be submitted from the start of registration for your graduation semester until the Friday of the third week of fall and spring semester or second week of the summer semester.

Students cannot be cleared for graduation until they have filed their declaration and have had their academic

records reviewed for progress in completing degree requirements.

For instructions on how to apply for graduation contact the program director.

HIPAA and Confidentiality Requirements

Due to potential contact with protected health information in the practicum, project research, and/or site visits, students are required to prove certification of HIPAA (Health Insurance Portability and Accountability Act) training, as well as to sign a confidentiality form. HIPAA training is a requirement of the College of Applied Health Sciences. HIPAA certification and the confidentiality form must be filed in the student folder. Students will complete HIPAA training as part of their first course in the program and repeat it annually prior to the practicum course.

Withdrawal from the University

Withdrawal from the University is governed by specific regulations that students should observe to protect their academic standing. Failure to withdraw officially from the University before the last day of instruction results in a grade of E (failure) appearing on the record for each course in which the student is registered. Students dropping the only course for which they are enrolled should follow university withdrawal procedures.

Students who withdraw by the tenth day of the semester (fifth day in summer) are not considered to have been registered for that term, and the withdrawn courses will not appear on the student's transcript. Students who withdraw after the tenth day (fifth in summer) are considered "in residence" for that term, and are eligible to register for the next term. The withdrawn courses will appear on their transcript with a "W" grade.

Students wishing to withdraw from the university may submit an online request to the Office of Registration and Records via UI-Integrate Self-Service through the tenth day of the term (fifth day for Summer Session). Further details can be found on the Web for Student web site. Students who officially withdraw from the University before the first day of classes will receive a full refund of tuition and fees. Please read the Refund Policy for more details.

After the first two weeks of the term (first week of summer), students may withdraw from all courses by completing the University Withdrawal form. Students who wish to withdraw may secure copies of the withdrawal form from their program director.

Students may not withdraw once finals week has begun. If there have been serious extenuating circumstances that made withdrawal from the University (or dropping a single course) before the completion of the course impossible, the student may petition the Graduate College for a retroactive withdrawal with documentation verifying the circumstances and with the recommendation of his/her instructors, advisor and director of graduate studies.

For more details, please read the Refund Policy at: http://www.uic.edu/depts/oar/campus_policies/refund_policy.html and http://www.uic.edu/depts/oar/financial_matters/refund_schedule.html.

Withdrawal to Enter Military Service

1. Students are entitled to a full refund of tuition and fees.

OR

2. If withdrawal for deployment occurs upon completion of the 12th week of the semester, and before the end of the term, the student may ask the instructor(s) for permission to receive an Incomplete (I) or Deferred (DFR) grade(s). An instructor may assign an I or DFR if deemed academically appropriate and feasible. Alternatively, an instructor may assign a letter grade, if requested by the student, if the instructor deems it to be academically justified. Deadlines for incomplete grades under these circumstances may be waived upon the discretion of the instructor and the Graduate College. A student who chooses to withdraw from all courses will not receive Ws. It is the student's responsibility to present proof of active service for these actions to occur.

A graduate student who must leave the university in order to enter into active service with the armed forces in a national or state emergency (including being called up for the Active Reserve Forces and the National Guard) during the first twelve weeks of the semester (first six weeks in summer session) will be withdrawn from courses with a full refund of tuition and fees. If called to active duty after that time, and before the end of the term, the student may withdraw from all courses with a full refund of tuition and fees, or, the student may ask the instructor(s) for permission to receive an Incomplete (IN) or Deferred (DFR) grade(s). An instructor may assign an IN or DFR if deemed academically appropriate and feasible. Alternatively, an instructor may assign a letter grade, if requested by the student, if the instructor deems it to be academically justified. Deadlines for incomplete grades under these circumstances may be waived upon the discretion of the instructor and the Graduate College. A student who chooses to withdraw from all courses will not receive a "W." It is the student's responsibility to present proof of active service status for these actions to occur.

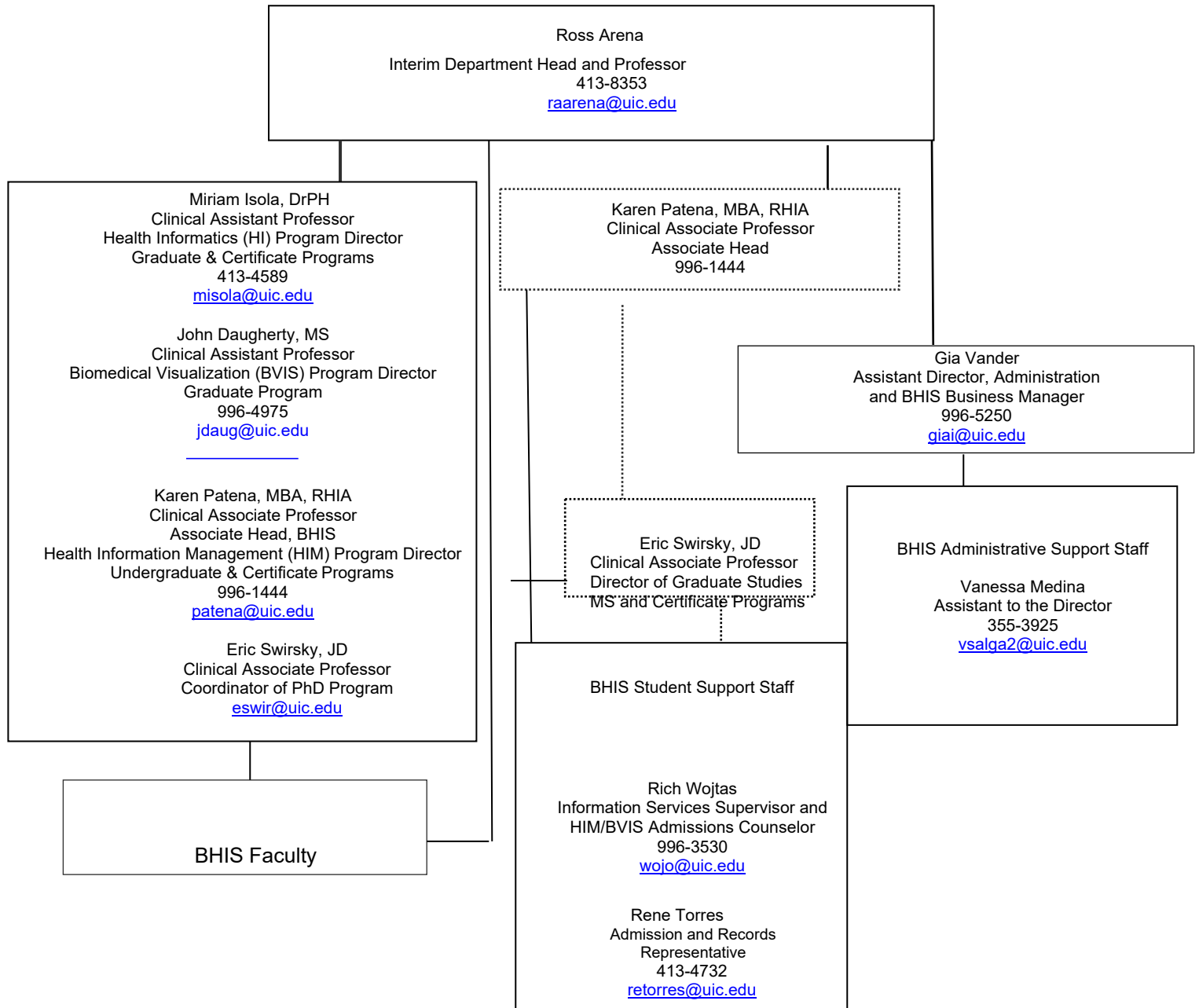
For more details, please read the Graduate Students Leaving for and Returning from Military Service policy at: http://www.uic.edu/depts/oar/registration/withdrawal_military_grad.html

Rules for Being Dropped from the HIM Program

- In a competency based education program, competencies for each unit of instruction define the knowledge, skills and attitudes that, upon completion of the course, should allow the student to perform as an entry-level practitioner. The health professions require a degree of acceptable competency to practice, assuring the health care consumer of a reasonable quality of services and care. Competency is a minimum acceptable level of practice reflecting the average, therefore students are expected to obtain at least a grade of C in ALL courses. Where this is not the case, students will be removed from the program, except when extenuating circumstances are present and documented. In these cases remedial work will be required to be completed at a satisfactory level.
- A student who fails to make progress toward a degree may be dropped. (Examples include failure to complete required courses, accumulation of an excessive number of incomplete (I) grades, failure to earn credit in any semester, failure to maintain a "C" average in BHIS/HIM courses). Due to the evolving nature of this profession, students must complete all HIM courses in the program no later than three calendar years after starting the first HIM course.

ORGANIZATIONAL CHART Department of Biomedical and Health Information Sciences

College of Applied Health Sciences
University of Illinois at Chicago
July, 2020



RESOURCES

BVIS computer laboratory

The biomedical visualization computer laboratory was designed and configured to support and facilitate computer illustration and design, 3-D models, animation, and multimedia projects. The laboratory is equipped with Apple Macintosh and Dell personal computers, flatbed scanners, and Wacom digitizing tablets. Computer software for web design, illustration, graphic design/layout, modeling/animation, and basic Internet access is available in this lab.

Electronic classrooms

Audio, video, and computer systems comprise multimedia podiums in each classroom, including Internet access. The electronic classrooms seamlessly augment the delivery of each instructor's lesson. The main HIM classroom is located in the Applied Health Sciences Building (AHSB), 1919 West Taylor, room 269. Other classrooms are on the 7th floor, including the Gerri Smothers classroom, room 717.

HIM computer laboratory

The computer laboratory for health information management students and biomedical visualization students maintains a local area network of Dell personal computers. Software includes: Microsoft Office, Word, Excel, PowerPoint, Access, and Project, Tableau, Smartdraw, Coding and Medical Terminology software, R, other HIM-related software, BVIS-related software, and basic Internet access. It is located in rooms 209-210.

All BHIS students are required to read and sign a copy of the "Regulations Regarding Academic Dishonesty" form as shown below.

Regulations Regarding Academic Dishonesty

All examination and materials submitted by the student in meeting program requirements are considered as **original work prepared without unauthorized assistance**.

As a student in the HIM program, you will receive content from your faculty to assist in your instruction and help instructors evaluate your work. This may be distributed via Blackboard, email, Zoom or others forms of communication. This content may be your instructor's own copyrighted work or the copyrighted work of another author. You receive that material for the purpose of your own study and education. **This material, with or without answers or completed assignments, should not be distributed to others.** You are prohibited from sharing UIC HIM program content and/or answers with commercial course sharing websites such as Course Hero, Quizlet and others, or with other individuals. You are also prohibited from receiving material from these sites, or individuals, and submitting it as your own work. If you do so you could face consequences based on copyright and academic dishonesty issues per the University's policy on Academic Integrity (see p. 4 of the Handbook). Consequences may include failing assignment or final course grades, as well as dismissal from the program.

Giving or receiving aid on any examination administered to students as evidenced by observation or by statistical analysis is cause for dismissal from the University. This applies to any examination, whether it is administered in class, laboratories, in the clinical setting, or as a take-home examination, and applies to all test formats.

Instances of infraction of this regulation shall be reported to the Program Coordinator, the Dept Head of BHIS and the Dean of the College of Applied Health Sciences according to the Student Disciplinary Procedures specified by the University of Illinois at Chicago Senate.

Cases in which unauthorized assistance was used by a student in examinations or other materials submitted as part of the course evaluation will be reviewed by the faculty of the Program, and appropriate action taken in accordance with established procedures.

I have read the section on *Academic Integrity* in my handbook and understand that giving or receiving aid on any examination administered to me during enrollment in the College of Applied Health Sciences, as evidenced either by observation or statistical analysis, is cause for dismissal from the University of Illinois at Chicago.

I have also read the section entitled *Just Cause for Disciplinary Action* and understand that any unprofessional conduct is not befitting of an individual in the health care professions, and is cause for dismissal from my program of study.

Signature

Date

The above-signed document will be retained in the student's file.

Biomedical Health Information Sciences (BHIS)

Student Standards of Conduct –Version 3/29/2016

Office of the Dean of Students: <http://dos.uic.edu/>

Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the university community. The University may at any time exclude a student or impose disciplinary sanctions on a student for violations of the UIC Standards of Conduct.

Students agree that by taking a BHIS course they agree to abide by the following standards. The instructor may need to take immediate action upon observing academic dishonesty or class disruption. The student will comply with any and all requests made by the instructor or other associated personnel.

A. Academic Integrity

Academic integrity is the submission of one's own work with properly acknowledged contributions of others. Any violation of this principle constitutes academic dishonesty and may result in disciplinary action including referral to the university student conduct process (available at Office of the dean <http://www.uic.edu/depts/dos/conductforstudents.shtml>)

The conduct for which students are subject to disciplinary action includes, but is not limited to, the following:

Pre-requisites—Students are responsible for being aware of and meeting all academic prerequisites prior to enrolling in a course. Instructors reserve the right to remove students who fail to meet prerequisites for their courses. In certain instances, instructors may elect to waive a prerequisite based upon a student's ability to demonstrate the competency embodied in the prerequisite. However, a student who enrolls in a course without explicitly meeting all course and program prerequisites is considered to have committed a form of academic dishonesty, and assumes responsibility for all possible subsequent outcomes including course grade performance and termination from the program.

Academic Dishonesty

Any violation of the, "Guidelines Regarding Academic Integrity" which includes but is not limited to: giving or receiving unauthorized aid in any assignment or examination, plagiarism, tampering with grades, or other academic irregularities.

- **Plagiarism or Self-plagiarism**--Submitting all or part of another's work as one's own **work or resubmitting one's own previous work as new work** in an academic exercise such as an examination, computer program, image, or written assignment. For more information on proper use of references/citations see the following:

<http://researchguides.uic.edu/styleguides>

<http://library.uic.edu/home/services/copyright-and-permissions>

- **Cheating**--Using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) copies of written assignments, examinations or answers to examinations.
- **Collusion**--Helping another commit an act of dishonesty, such as substituting for an examination, completing an assignment for someone else, or providing other students with completed materials such as papers, essays, discussion posts, or examination questions or answers.
- **Fabrication**--Altering or transmitting without authorization, academic information or records.

- **Bribes/Favor/Threats**--Bribing or attempting to bribe; promising favors to or making threats against any person with the intention of affecting a record of a grade, grade, or evaluation of academic performance. This also includes any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.

- **Examination by Proxy:** Taking or attempting to take an exam for an enrolled student by a third party is a violation by both the student enrolled in the course and the third party.

<http://catalog.uic.edu/gcat/graduate-study/graduate-study/>

- **Participation by Proxy:** Participating or attempting to participate in any online course activity of any type for an enrolled student by a third party is a violation by both the student enrolled in the course and the third party.

- **Grade Tampering:** Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

- **Non-original Works:** Submission or attempt to submit any course work authored, in whole or part, by someone other than the student.

Note on Copyrights: UIC, its employees, and students are legally required to adhere to copyright law; consequently, they may not use copyrighted material for an online course unless its use is consistent with copyright law. Violations of copyright law include unauthorized access to or use of copyrighted material (THIS INCLUDES COPYRIGHTED MATERIAL FOUND ON THE INTERNET). When violations of copyright law are suspected, a description of the suspected violations will be referred to the appropriate UIC office and may result in sanctions

For more information on the appropriate uses of copyrighted material, the UIC Library has created an online resource that offers detailed information. The resource is available at:

<http://library.uic.edu/home/services/copyright-and-permissions>

Sanctions for Academic

Dishonesty: First violation:

At the first documented violation of any of the nine aspects of Academic Dishonesty a student(s) will be notified in writing by email of the incident of academic dishonesty. The notification will outline each detail with evidence of the offense.

- The first violation will be reported via email to the student's program director and academic advisor, and for students from other colleges, to their program directors. The instructor may file an incident report with the university student conduct process <http://www.uic.edu/depts/dos/conductforstudents.shtml>).
- The student(s) will be provided with details that clearly explain the nature of the offense and explain the sanction for the violation. The student(s) will have 72 hours to respond by email to the instructor that the explanation of and sanction for the violation have been understood and agreed to. If the student does not send an email within 72 hours or does not agree with the sanction, the instructor may file an incident report with the Office of Dean of Students to resolve the matter.
- Depending on the degree of the violation, the student will receive a minimum of 10% reduction of the grade to a maximum of a "F" grade on the assignment and at the sole discretion of the instructor of record.

Second Violation:

- Upon the second documented violation of the Academic Dishonesty policy student(s) will be notified in writing by email of the incident of academic dishonesty. The notification will outline each detail with evidence of the offense.

- The second violation will be reported via email to the departmental DGS, the student's program director and academic advisor, and for students from other colleges, to their program directors. The instructor will file an incident report with the university student conduct process (<http://www.uic.edu/depts/dos/conductforstudents.shtml>).
- Depending on the degree of the violation, the student will receive a minimum of a "F" grade for the assignment to a recommendation to the Graduate College for the student's removal from the BHIS program.

It is the instructor's prerogative to make a final decision on the grade. Other sanctions, such as university probation or suspension, may be imposed by the hearing panel. A future incident of academic dishonesty that occurs in any course may result in the filing of another incident report with the university student conduct process, with the possibility of further sanctions.

B. Behavioral Integrity

Each student is expected to conduct himself/herself in a manner that facilitates learning in the academic environment. This is particularly important for BHIS courses since they are discussion-centered.

Communication with other learners should reflect a professional attitude on the part of the learner; however, "professional" does not mean formal or stilted. Informality provides the optimal communication strategy. Humor, when used with care, will add value to the discussion when it helps mitigate dry, abstract discussions. Students are reminded that postings to a discussion forum are similar to e-mail messages in that they lack the visual or audio clues that designate humor. Sarcasm is almost never appropriate and often provokes conflict.

Attitudes and behaviors that nurture character and ethical behavior include but are not limited to the following core values:

- **Respect** – Showing regard, consideration, and courtesy for the rights and feelings of other students and employees and conducting oneself in a mature, professional manner.
- **Responsibility** – Distinguishing between right and wrong and being held accountable for one's actions.
- **Honesty** – Being truthful, respecting the property of others, and demonstrating integrity.
- **Self-Discipline** – Controlling one's actions and attitudes so as not to inflict emotional and physical harm on others.
- **Netiquette** – Engaging in socially acceptable conduct in online or digital environments.

The instructor shall initiate a discussion with the student when that student fails to display the attitudes and behaviors described above. Each incident of behavioral disruption will be reported in writing to the program director and academic advisor, and for students from other colleges, to their program directors.

Student Disciplinary

Policy

Office of the Dean site

<http://www.uic.edu/depts/dos/studentconductprocess.shtml>

The instructor may, at any point, initiate the university student conduct process. As a result of this action, a recommended consequence will be given to the instructor and student. Consequences for behavioral disruption include but are not limited to warnings, probation, and removal from the program. In cases of behavioral misconduct, instructors do not have the prerogative to make a final decision on the outcome. The decision rests solely within the student conduct process.

Section 4

PROGRAM INFORMATION: *Health Information Management*

"Transforming Data to Information to Knowledge - Through Systems"

Health Information Management's mission is to be a local and national force in education, the creation of new knowledge, and in the management and use of information and information systems for health care planning, provision, resource allocation, and executive decision-making. This creation of new knowledge occurs in an educational environment that promotes interdisciplinary collaboration, multicultural participation, and innovative practice.

PROGRAM OVERVIEW

Health Information Management is administratively located within the Department of Biomedical & Health Information Sciences. Other disciplines in the department include Biomedical Visualization and Health Informatics. The department is part of the College of Applied Health Sciences, which also includes programs in Occupational Therapy, Human Nutrition, Physical Therapy, Kinesiology, and Disability Studies.

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

Course work takes various forms – online discussion, quizzes, readings, assignments, and directed practice. The application of theory through projects supplements the online requirements and reading material. Directed practice includes actual experience with health information management in acute care hospitals, and diverse non-hospital health care settings. These experiences are intended to facilitate your future efforts in managing, organizing and evaluating health information systems.

Upon successful completion of the program, you will graduate from the University of Illinois at Chicago with a B.S. in Health Information Management. You will then be eligible to apply to take the certification examination for health information administrators, offered by the American Health Information Management Association. Achieving a passing grade on the exam results in receiving the Registered Health Information Administrator (RHIA) credential.

Faculty Responsibilities

Community Service/Continuing Education

Faculty are encouraged to serve the community by serving professional associations through participation on committees, holding office or teaching at seminars. To keep current and to serve the health care community, activities such as consulting are encouraged.

To keep abreast of current developments in the field and to retain the RHIA credential, faculty members are required to participate in professional educational meetings, seminars and conventions.

Scholarly Activities

Faculty development is encouraged for individual growth and required for academic promotion and continued employment. Faculty must participate in scholarly activities such as research and authorship. Tenure-track faculty must also obtain advanced degrees, the terminal required degree being a doctoral degree. Obtaining of outside monies (through grants, fund-raising, etc.) is also a major faculty responsibility.

Department/College

In addition to teaching, faculty are responsible for participating in curriculum development, recruitment, student advisement, committee work and other administrative projects as assigned.

Teaching

Health Information Management faculty members in the College of Applied Health Sciences (AHS) are responsible for teaching courses. Activities associated with teaching a course include:

- preparing the syllabus, assignments and handouts;
- developing and maintaining web-based course material as part of a blended or web-based course delivery
- scheduling guest lecturers, films and practice at affiliation sites;
- supervising labs and directed practice sessions;
- updating and presenting course material;
- writing examinations;
- grading assignments and tests; and
- evaluating student progress.

Standards for Health Information Administration Programs

The Health Information Management curriculum is designed to provide students with opportunities to gain the skills, knowledge, and attitudes of a health information management professional at the entry level as described in the HIM Baccalaureate Degree AHIMA/CEE Competencies (2014). The program's overall structure and functioning is based on the CAHIIM 2012 Standards for Health Information Management Baccalaureate Degree. The standards not only serve as the basis for program development but also as the criteria by which the programs are evaluated for accreditation.

**Goals and Evaluation Plan
University of Illinois at Chicago
Health Information Management Program
2020**

Mission – The mission of the Department of Biomedical and Health Information Sciences (BHIS) is to advance the quality and efficiency of health care through improved information management, communication, and the generation of new forms of biomedical and other health care data. The goals of the department are leadership, innovation, initiative and quality, with strong focus on the unique arena of informatics at the University of Illinois at Chicago (UIC). The Health Information Management (HIM) program is one of the undergraduate units of BHIS and provides skilled instruction in the management and use of information and information systems for health care planning, provision, resource allocation and executive decision making.

Student Performance Goals

Goal	Target Outcome	Plan	Results	Response/ Corrective Action	Person Responsible	Time Frame
Program graduates will demonstrate the HIM entry-level competencies.	100% of employers responding to surveys will be satisfied with program graduates in job performance and written and oral communication skills.	Survey site supervisors and employers who attend UIC's annual in-service program as a way to increase response rate. Also ask graduates to indicate contact information for their employers and email surveys to them	Survey was distributed at the annual inservice and attendees who had employed UIC graduates were asked to complete the survey. Survey response was still lower than hoped for, but 100% of students received satisfactory ratings. Inperson comments at the in-service were 100% positive. Several	Continue to survey employers annually. Will encourage graduates to provide employer information thru informal focus groups and activities following graduation. Will investigate use of Qualtrix survey software available on campus. Will review response rate issue with Advisory Committee for suggestions	Program director	Annually
	100% of students will achieve grades of C or better in all HIM courses.	Students will receive advising at midpoint in each semester	For academic year 19-20 all students achieved goal.	None needed at this time	Program Director and faculty advisors.	Each semester minimum, more often if
	100% of students will be rated "above average" by PPE supervisors on end of course evaluation forms.	Faculty clinical site coordinator will monitor students throughout PPE experience and review forms at end of semester.	All students rated "above average"	None needed at this time .	Program director and clinical site coordinator	Annually

	85% of graduates who take the RHIA exam will pass on the first attempt.	A computer-based comprehensive exam using LXR Test software will be administered at the end of the junior and senior years. Students will be given remedial work to improve areas with score of <70%. All domain areas with scores below 100% of national mean will be reviewed by faculty and action taken as needed.	84% pass rate for October 2018--September 2019 This is up from 65% last year. Of the first time test takers who failed the exam, two missed passing by just 2 points and did succeed on a subsequent try, either within this reporting period or the next. 4 were poor students in the program.	Campus students are required to attend a 2-week review course at the end of the senior year, and the comprehensive exam is given following the review. Required completion of activities are graded and included in the course grade for HIM 384, the management practicum/capstone course. Online students are required to complete activities in the review course through the Blackboard learning management system. Until 2017 participation in the review courses was optional. It is anticipated that since it is now a mandatory part of the grade in the capstone/practicum course that scores will improve. Students are encouraged to take advantage of early testing opportunity while material is fresh. More content and practice exercises will be developed in reimbursement methodologies,	Program Director	Annually
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	90% of students will score at least 70% on the comprehensive exams given at the end of each year.	Computer-based comprehensive exam is given at the end of the junior and senior years. Students will be given review material to prepare and remedial material if any average score is less than 70%.	82% scored at least 70% in spring 2019.	Remedial materials given to students who scored below 70%. Additional review materials will be prepared for next year, and faculty will continue to stress the need to study for the exam.	Program director and faculty	Annually
	90% of campus students will graduate within two years of admission to program. 100% of online students will graduate within three years of admission to the program.	Monitor progress of students through advising appointments and provide support resources if needed. Monitor online students through review of course progress each semester.	2018-19, one student transferred to the online program. All other campus students completed the program within two years.	None needed at this time.	Program director and faculty advisors	Each semester
Goal	Target Outcome	Plan	Results	Response/ Corrective Action	Person Responsible	Time Frame
The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.	100% of courses will be offered in a blended or online delivery format and use web-based course management software for at least part of course delivery, in order to enhance student's ability to work in an electronic environment.	Review all courses at beginning of each semester.	All courses use web-based software (Blackboard) to some degree. Three courses are completely web-based.	Utilize External Education support staff for suggestions to increase interactive exercises and discussion tools in courses..	Program director	Each semester
	At least one software program in the HIM computer lab will be added or upgraded annually.	Review software annually with department technology administrator	R was added to replace SPSS for statistics classes SmartDraw was upgraded this year. Subscription to AHIMA Virtual Lab is used in nearly all courses in the program to provide hands on practice with MPI, encoding EHR, Deficiency management, and data analysis.	None at this time.	Program Director	Annually

	One-third of HIM lab computers will be replaced and/or upgraded each year; no computer will be less than three years old.	Annually review computers with department technology administrator	1/3 of lab computers were replaced summer, 2019. 3 additional computers were added spring, 2019. Wireless access added throughout building.	Continue to monitor.	Program Director	Annually
	Provide opportunity for students to interact with or observe an electronic health record setting at least once per semester.	Students will receive demonstration of CERNER patient record software at UIC Medical Center first semester; provide opportunity for some students to have PPE at that site. Incorporate use of Virtual Lab product in at least one course.	All juniors observed demonstration of CERNER patient record during first semester. All seniors received demonstration of update product. All students used EHR product for two exercises as part of Principles of HIM and Systems Analysis and Design courses.	Continue to expose students to electronic health record at other PPE sites as available.	Program Director, faculty clinical site coordinator	Annually
Goal	Target Outcome	Plan	Results	Response/ Corrective Action	Person Responsible	Time Frame
Encourage graduating seniors to enroll in graduate programs in health informatics or related fields of study.	At least one student from each graduating class will enroll in a graduate program within three years of graduation.	Invite Director of Graduate Studies for MS in Health Informatics program at UIC to speak to graduating class each spring. Monitor students through graduate surveys.	Several graduates from past years have now completed the MS HI program. 3 others are currently enrolled	Continue to market to students, both before and annually after graduation.	Program director and Director, Graduate Studies	Annually
Recruit and retain qualified students.	Admit at least 28 students per year, with an overall GPA of 2.9/4.0 or above.	Market program to qualified community college groups and student organizations. Enforce admission requirements. Work with ILHIMA task force on establishing mentors for students to encourage retention and academic performance.	23 students admitted Fall, 2019. Average GPA 3.04/4.0.	Program director and student affairs committee rep to attend preview days on campus. Recruit alumni to serve as mentors. Continue active recruiting.	Program Director	Annually
The HIM program will demonstrate responsiveness to the needs of the community(ies) of interest.	100% of employers will be satisfied with program graduates in job performance, and written and oral communication skills, as reflected on employer surveys.	Survey employers annually. Review results of surveys.	100% satisfaction over past three years. Response rate increased over last year due to electronic survey use.	Continue to monitor.	Program Director	Annually

	85% of graduates will obtain HIM related jobs or attend graduate programs within one year of graduation.	Survey graduates within three months of graduation and annually. Review results of surveys.	2018-19: 92%, are employed full time in HIM related jobs. .	Continue to monitor.	Program director	Annually
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Council for Excellence in Education
Health Informatics and Health Information Management

Baccalaureate Level HIM Curriculum Map (Effective August 1, 2017)

Concepts to be interwoven throughout all levels of the curricula include:

- **CRITICAL THINKING:** For example the ability to work independently, use judgment skills effectively, be innovative by thinking outside of the box
- **PERSONAL BRANDING:** For example personal accountability, reliability, self-sufficiency

Entry Level Competency Student Learning Outcomes	Bloom's Level	Curricular Considerations
Domain I. Data Content, Structure & Standards (Information Governance)		
<i>DEFINITION: Academic content related to diagnostic and procedural classification and terminologies; health record documentation requirements; characteristics of the healthcare system; data accuracy and integrity; data integration and interoperability; respond to customer data needs; data management policies and procedures; information standards.</i>		
Subdomain I.A. Classification Systems		
1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5	<ul style="list-style-type: none"> • Encoders, Computer Assisted Coding, Systems Development Life Cycle
2. Identify the functions and relationships between healthcare classification systems	3	<ul style="list-style-type: none"> • Healthcare classification systems, and taxonomies <ul style="list-style-type: none"> ◦ ICD, CPT, SNOMED-CT, DSM, RxNorm
3. Map terminologies, vocabularies and classification systems	4	<ul style="list-style-type: none"> • Mapping from a standard clinical terminology to a HIPAA code set <ul style="list-style-type: none"> ◦ LOINC to CPT or SNOMED-CT to ICD • Mapping from one code set to another code set <ul style="list-style-type: none"> ◦ One revision of ICD to another
4. Evaluate the accuracy of diagnostic and procedural coding	5	<ul style="list-style-type: none"> • Principles and applications of classification, taxonomies, nomenclatures, terminologies, clinical vocabularies, auditing
Subdomain I.B. Health Record Content and Documentation		
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	4	<ul style="list-style-type: none"> • Health record components <ul style="list-style-type: none"> ◦ General requirements for documentation for all record types
2. Compile organization-wide health record documentation guidelines	6	<ul style="list-style-type: none"> • Standards and regulations for documentation <ul style="list-style-type: none"> ◦ The Joint Commission, CARF, CMS • Health record documentation policies and procedures
3. Interpret health information standards	5	<ul style="list-style-type: none"> • Health information standards and regulations

Subdomain I.C. Data Governance		
1. Format data to satisfy integration needs	4	<ul style="list-style-type: none"> • Capture, structure, and use of health information • Interoperability
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise	6	<ul style="list-style-type: none"> • Data dictionary composition • Data sources
3. Demonstrate compliance with internal and external data dictionary requirements	3	<ul style="list-style-type: none"> • Accreditation standards <ul style="list-style-type: none"> ◦ The Joint Commission, NCQA, CARF, CHAP, URAC • Data ,HL7, ASTM, HEDIS, ACS data standards
4. Advocate information operability and information exchange	5	<ul style="list-style-type: none"> • Generally accepted recordkeeping principles
Subdomain I.D. Data Management		
1. Analyze information needs of customers across the healthcare continuum	4	<ul style="list-style-type: none"> • Capture, structure, and use of health information
2. Evaluate health information systems and data storage design	5	<ul style="list-style-type: none"> • Storage media, disaster recovery, cloud computing
3. Manage clinical indices/databases/registries	5	<ul style="list-style-type: none"> • Secondary data sources, registries, and indices • Healthcare data sets <ul style="list-style-type: none"> ◦ HEDIS, UHDDS, OASIS • Indices and registry policies
4. Apply knowledge of database architecture and design to meet organizational needs	3	<ul style="list-style-type: none"> • Database architecture and design • Data dictionary, data modeling, data warehousing
5. Evaluate data from varying sources to create meaningful presentations	5	<ul style="list-style-type: none"> • Presentation software • Healthcare data • Indices and registries
Subdomain I.E. Secondary Data Sources		
1. Validate data from secondary sources to include in the patient's record, including personal health records	3	<ul style="list-style-type: none"> • Data stewardship • Patient-centered health information technology • Secondary data sources, registries, and indices
Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security		
<i>Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, security, and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.</i>		
Subdomain II.A. Health Law		
1. Identify laws and regulations applicable to health care	3	<ul style="list-style-type: none"> • Health information laws and regulations <ul style="list-style-type: none"> ◦ HIPAA, The Joint Commission, State laws • Healthcare legal terminology • Centers for Medicare and Medicaid Services (CMS)
2. Analyze legal concepts and principles to the practice of HIM	4	<ul style="list-style-type: none"> • Legal principles • Legal health records
Subdomain II.B. Data Privacy, Confidentiality & Security		
1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4	<ul style="list-style-type: none"> • Patient verification and identity management policies • Privacy, confidentiality, security principles, policies and procedures, federal and state laws • E-Discovery

2. Recommend elements included in the design of audit trails and data quality monitoring programs	5	<ul style="list-style-type: none"> • Data security <ul style="list-style-type: none"> ○ Audits, controls, data recovery e-security ○ Disaster recovery planning ○ Business continuity planning
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures	4	<ul style="list-style-type: none"> • Health information archival and retrieval systems • Data security protection methods <ul style="list-style-type: none"> ○ Authentication, encryption, decryption, firewalls
4. Analyze the security and privacy implications of mobile health technologies	4	<ul style="list-style-type: none"> • Security threats of mobile device, healthcare delivery via mobile devices
5. Develop educational programs for employees in privacy, security, and confidentiality	6	<ul style="list-style-type: none"> • Education and training principles • Privacy and security laws and regulations, adult education strategies, training methods
Subdomain II.C. Release of Information		
1. Create policies and procedures to manage access and disclosure of personal health information	6	<ul style="list-style-type: none"> • Principles for releasing PHI • Required elements of an authorization
2. Protect electronic health information through confidentiality and security measures, policies and procedures	3	<ul style="list-style-type: none"> • Audit techniques and principles
Domain III. Informatics, Analytics and Data Use		
<i>Definition: Creation and use of Business health intelligence; select, implement, use and manage technology solutions; system and data architecture; interface considerations; information management planning; data modeling; system testing; technology benefit realization; analytics and decision support; data visualization techniques; trend analysis; administrative reports; descriptive, inferential and advanced statistical protocols and analysis; IRB; research; patient-centered health information technologies; health information exchange; data quality</i>		
Subdomain III.A. Health Information Technologies		
1. Utilize technology for data collection, storage, analysis, and reporting of information	3	<ul style="list-style-type: none"> • Health information archival and retrieval systems • Computer concepts <ul style="list-style-type: none"> ○ Hardware components, network systems architecture operating systems and languages, software packages and tools, Cloud computing applications
2. Assess systems capabilities to meet regulatory requirements	5	<ul style="list-style-type: none"> • Electronic signatures, data correction, audit logs
3. Recommend device selection based on workflow, ergonomic and human factors	5	<ul style="list-style-type: none"> • Human factors and user interface design <ul style="list-style-type: none"> ○ PDAs, screen size, mobile carts, bedside terminals/point of care
4. Take part in the development of networks, including intranet and Internet applications	4	<ul style="list-style-type: none"> • Communication technologies <ul style="list-style-type: none"> ○ Network-LANS, WANS, WLANS, VPNs • Internet technologies <ul style="list-style-type: none"> ○ Intranet, web-based systems, standards SGML, XML
5. Evaluate system architecture, database design, data warehousing	5	<ul style="list-style-type: none"> • System testing • Interface management • Data relationships

6. Create the electronic structure of health data to meet a variety of end user needs	6	<ul style="list-style-type: none"> Data, information and file structures <ul style="list-style-type: none"> Data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems
Subdomain III.B. Information Management Strategic Planning		
1. Take part in the development of information management plans that support the organization's current and future strategy and goals	4	<ul style="list-style-type: none"> Corporate strategic plan, operation improvement planning, information management plans Disaster and recovery planning
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	4	<ul style="list-style-type: none"> Systems development life cycle <ul style="list-style-type: none"> Systems analysis, design, implementation, evaluation, maintenance, EHRs, HIEs, RECs
Subdomain III.C. Analytics and Decision Support		
1. Apply analytical results to facilitate decision-making	3	<ul style="list-style-type: none"> Data visualization, power point, dashboards
2. Apply data extraction methodologies	3	<ul style="list-style-type: none"> Data capture tools and technologies <ul style="list-style-type: none"> Forms, computer screens, templates, other health record documentation tools clinical, financial, administrative Healthcare statistical formulas <ul style="list-style-type: none"> LOS, death, birth, infection rates
3. Recommend organizational action based on knowledge obtained from data exploration and mining	5	<ul style="list-style-type: none"> Data exploration and mining
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4	<ul style="list-style-type: none"> Statistical analysis on healthcare data Descriptive statistics <ul style="list-style-type: none"> Mean, standard deviation, ranges, percentiles Inferential statistics <ul style="list-style-type: none"> T-tests, ANOVA, regression analysis, reliability, validity Epidemiological applications
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3	<ul style="list-style-type: none"> SQL, Data exploration and mining Data presentation standards and tools
6. Evaluate administrative reports using appropriate software	5	<ul style="list-style-type: none"> SQL, Reporting tools
Subdomain III.D. Health Care Statistics		
1. Interpret inferential statistics	5	<ul style="list-style-type: none"> Inferential statistics <ul style="list-style-type: none"> T-tests, ANOVA, regression analysis, reliability, validity Computerized statistical packages <ul style="list-style-type: none"> SPSS, SAS
2. Analyze statistical data for decision making	4	<ul style="list-style-type: none"> Statistical analysis on healthcare data Descriptive statistics <ul style="list-style-type: none"> Mean, standard deviation, ranges, percentiles Data reporting and presentations techniques

Subdomain III.E. Research Methods		
1. Apply principles of research and clinical literature evaluation to improve outcomes	3	<ul style="list-style-type: none"> Research design/methods <ul style="list-style-type: none"> Quantitative, qualitative, evaluative, mixed, outcomes Literature search and evaluation Knowledge-based research techniques <ul style="list-style-type: none"> Medline, CMS libraries, AHRQ, and other websites
2. Plan adherence to Institutional Review Board (IRB) processes and policies	3	<ul style="list-style-type: none"> National guidelines regarding human-subjects research IRB process Research protocol data management
Subdomain III.F. Consumer Informatics		
1. Educate consumers on patient-centered health information technologies	3	<ul style="list-style-type: none"> Patient centered medical homes Patient portals, patient safety, patient education Personal Health Record
Subdomain III.G. Health Information Exchange		
1. Collaborate in the development of operational policies and procedures for health information exchange	4	<ul style="list-style-type: none"> HIE's, local, regional including providers, pharmacies, other health facilities
2. Conduct system testing to ensure data integrity and quality of health information exchange	6	<ul style="list-style-type: none"> Integration, interfaces, and data reliability
3. Differentiate between various models for health information exchange	5	<ul style="list-style-type: none"> RHIO, HIE
Subdomain III.H. Information Integrity and Data Quality		
1. Discover threats to data integrity and validity	3	<ul style="list-style-type: none"> Intrusion detection systems, audit design and principle
2. Implement policies and procedures to ensure data integrity internal and external to the enterprise	3	<ul style="list-style-type: none"> Authentication, encryption, password management
3. Apply quality management tools	3	<ul style="list-style-type: none"> Control charts, Pareto charts, Fishbone diagrams and other Statistical Process Control techniques
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems	4	<ul style="list-style-type: none"> Data quality assessment and integrity Disease management process <ul style="list-style-type: none"> Case management, critical paths, care coordination Outcomes measurement <ul style="list-style-type: none"> Patient as patient, customer satisfaction, disease specific Patient and organization safety initiatives
5. Model policy initiatives that influence data integrity	3	<ul style="list-style-type: none"> Data quality Model Characteristics of data integrity
Domain IV. Revenue Management		
<i>Definition: Healthcare reimbursement; revenue cycle; chargemaster; DOES NOT INCLUDE COMPLIANCE regulations and activities related to revenue management (coding compliance initiatives, fraud and abuse, etc.) AS THESE ARE COVERED IN DOMAIN V.</i>		
Subdomain IV.A. Revenue Cycle and Reimbursement		
1. Manage the use of clinical data required by various payment and reimbursement systems	5	<ul style="list-style-type: none"> Clinical Data Management and reimbursement management CaseMix Management Payment systems <ul style="list-style-type: none"> PPS, DRGs, RBRVS, RUGs, Value Based Purchasing

		(VBP), MSDRGs, commercial , managed care, federal insurance plans <ul style="list-style-type: none"> ○ Billing and reimbursement at hospital inpatient and outpatient, physician office and other delivery settings
2. Take part in selection and development of applications and processes for chargemaster and claims management	4	<ul style="list-style-type: none"> • Chargemaster management
3. Apply principles of healthcare finance for revenue management	3	<ul style="list-style-type: none"> • Cost reporting, budget variances, budget speculation
4. Implement processes for revenue cycle management and reporting	3	<ul style="list-style-type: none"> • CCI-Electronic Billing X12N • Compliance strategies and reporting • Audit process <ul style="list-style-type: none"> ○ Compliance and reimbursement • Revenue cycle process • Utilization and resource management
Domain V. Compliance		
<i>Definition: COMPLIANCE activities and methods for all health information topics. For example, how to comply with HIPAA, Stark Laws, Fraud and Abuse, etc.; coding auditing; severity of illness; data analytics; fraud surveillance; clinical documentation improvement.</i>		
Subdomain V.A. Regulatory		
1. Appraise current laws and standards related to health information initiatives	5	<ul style="list-style-type: none"> • Compliance strategies and reporting • Regulatory and licensure requirements • Elements of compliance programs • Patient safety
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5	<ul style="list-style-type: none"> • Policies and procedures • Non retaliation policies • Auditing and monitoring
Subdomain V.B. Coding		
1. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines	6	<ul style="list-style-type: none"> • UHDDS, Federal compliance guidelines • Official coding guidelines from CMS, AMA, NCHVS, NCCI
2. Manage coding audits	5	<ul style="list-style-type: none"> • Audit principles and reporting
3. Identify severity of illness and its impact on healthcare payment systems	3	<ul style="list-style-type: none"> • Casemix • Computer assisted coding systems • Payment Systems <ul style="list-style-type: none"> ○ PPS, DRG, RBRVS, RUG, VBP, MSDRG, commercial, managed care, federal plans
Subdomain V.C. Fraud Surveillance		
1. Determine policies and procedures to monitor abuse or fraudulent trends	5	<ul style="list-style-type: none"> • Fraud detection
Subdomain V.D. Clinical Documentation Improvement		
1. Implement provider querying techniques to resolve coding discrepancies	3	<ul style="list-style-type: none"> • Query process, written, verbal and template queries, timeliness and interpretation, query retention
2. Create methods to manage Present on Admission, hospital acquired conditions, and other CDI components	6	<ul style="list-style-type: none"> • CDI concurrent, retrospective, post-bill review • CDI metrics and reporting process
Domain VI. Leadership		
<i>Definition: Leadership models, theories, and skills; critical thinking; change management; workflow analysis, design, tools and techniques; human resource management; training and development theory and process; strategic planning; financial management; ethics and project management</i>		

Subdomain VI.A Leadership Roles		
1. Take part in effective negotiating and use influencing skills	4	<ul style="list-style-type: none"> Negotiation techniques
2. Discover personal leadership style using contemporary leadership theory and principles	3	<ul style="list-style-type: none"> Professional development for self Role of HIM in the C-Suite
3. Take part in effective communication through project reports, business reports and professional communications	4	<ul style="list-style-type: none"> Process re-engineering and work redesign
4. Apply personnel management skills	3	<ul style="list-style-type: none"> Communication and interpersonal skills Emotional intelligence People developer/staffing mentor Negotiation Leadership and governance
5. Take part in enterprise-wide committees	4	<ul style="list-style-type: none"> Facilitation, networking, consensus building Meetings with executive boards and other high level organization groups, interdisciplinary committees
6. Build effective teams	6	<ul style="list-style-type: none"> Team/consensus building
Subdomain VI.B. Change Management		
1. Interpret concepts of change management theories, techniques and leadership	5	<ul style="list-style-type: none"> Change Management Mergers Risk exposure Organizational design EHR implementation
Subdomain VI.C. Work Design and Process Improvement		
1. Analyze workflow processes and responsibilities to meet organizational needs	4	<ul style="list-style-type: none"> Workflow reengineering, workflow design techniques
2. Construct performance management measures	6	<ul style="list-style-type: none"> Benchmarking techniques <ul style="list-style-type: none"> Productivity standards, report cards, dashboards
3. Demonstrate workflow concepts	3	<ul style="list-style-type: none"> Swimlane diagrams Use cases Top down diagrams
Subdomain VI.D. Human Resources Management		
1. Manage human resources to facilitate staff recruitment, retention, and supervision	5	<ul style="list-style-type: none"> Principles of human resources management <ul style="list-style-type: none"> Recruitment, supervision, retention, counseling, disciplinary action
2. Ensure compliance with employment laws	5	<ul style="list-style-type: none"> Employment laws, labor laws <ul style="list-style-type: none"> Federal and state
3. Create and implement staff orientation and training programs	6	<ul style="list-style-type: none"> Workforce education and training
4. Benchmark staff performance data incorporating labor analytics	4	<ul style="list-style-type: none"> Labor trends, market analysis
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	5	<ul style="list-style-type: none"> Performance standards Professional development in self and others
Subdomain VI.E. Training and Development		
1. Evaluate initial and on-going training programs	5	<ul style="list-style-type: none"> Information systems, clinical documentation improvement, compliance, prospective payment system changes PPS, CDI, EHRs

Subdomain VI.F. Strategic and Organizational Management		
1. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes	3	<ul style="list-style-type: none"> • Accreditation standards <ul style="list-style-type: none"> ○ The Joint Commission, NCQA, CARF, CHAP, URAC ○ Provider credentialing requirements ○ CMS Conditions of Participation
2. Implement a departmental strategic plan	3	<ul style="list-style-type: none"> • Strategic planning, critical thinking, benchmarking
3. Apply general principles of management in the administration of health information services	3	<ul style="list-style-type: none"> • Organizational structures and theory
4. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems	5	<ul style="list-style-type: none"> • Healthy People 2020 • IOM reports • CDC • State, local and federal policies • PCORI
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system	3	<ul style="list-style-type: none"> • Managed care organizations • ACOs • Payers/providers, all delivery settings • Payers' impact to each delivery setting • Biotech • Medical devices
6. Collaborate in the development and implementation of information governance initiatives	4	<ul style="list-style-type: none"> • Inter/intra-organizational team-building and leadership • Project management
7. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4	<ul style="list-style-type: none"> • Information management planning • Enterprise information management • Master data/information management
Subdomain VI.G. Financial Management		
1. Evaluate capital, operating and/or project budgets using basic accounting principles	5	<ul style="list-style-type: none"> • Budget process <ul style="list-style-type: none"> ○ Capital and operating ○ Staffing budgeting
2. Perform cost-benefit analysis for resource planning and allocation	4	<ul style="list-style-type: none"> • Accounting • Cost/benefit analysis <ul style="list-style-type: none"> ○ Outsourcing, acquisition
3. Evaluate the stages of the procurement process	5	<ul style="list-style-type: none"> • Content of and answers to a request for proposal, request for information and request for quotation
Subdomain VI.H. Ethics		
1. Comply with ethical standards of practice	5	<ul style="list-style-type: none"> • Professional ethics issues • Ethical decision making process • AHIMA Code of Ethics • Patient rights • Patient safety
2. Evaluate the culture of a department	5	<ul style="list-style-type: none"> • Cultural Diversity
3. Assess how cultural issues affect health, healthcare quality, cost, and HIM	5	<ul style="list-style-type: none"> • Cultural competence • Healthcare professionals self-assessment of cultural diversity • Self-awareness of own culture • Assumptions, Biases, stereotypes
4. Create programs and policies that support a culture of diversity	6	<ul style="list-style-type: none"> • Diversity awareness training programs: age, race, sexual orientation, education, work

		experience, geographic location, disability • Regulations such as ADA, EEOC
Subdomain VI.I. Project Management		
1. Take part in system selection processes	4	• RFI and RFP
2. Recommend clinical, administrative, and specialty service applications	5	• RFP vendor selection, electronic record, clinical coding
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes	3	• GANTT Charts, benchmarking, risk analysis, team structure
4. Facilitate project management by integrating work efforts	4	• Issue tracking, facilitation techniques, opportunity costs • Project management
Subdomain VI.J. Vendor/Contract Management		
1. Evaluate vendor contracts	5	• System acquisition and evaluation • Contract management
2. Develop negotiation skills in the process of system selection	6	• System acquisition and evaluation
Subdomain VI.K. Enterprise Information Management		
1. Manage information as a key strategic resource and mission tool	5	• Information Management Plan, information as an asset
Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)		
Pathophysiology and Pharmacology		
Anatomy and Physiology		
Medical Terminology		
Computer Concepts and Applications		
Statistics		

BLOOM'S TAXONOMY – REVISED FOR AHIMA CURRICULA MAPPING

Taxonomy Level	Category	Definition	Verbs
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Demonstrate, Discover, Educate, Identify, Implement, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Leverage, Manage, Mitigate, Oversee, Recommend
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose

The layout for the levels and categories was adapted from Lorin W. Anderson and David R. Krathwohl's *A Taxonomy For Learning, Teaching, and Assessing*, Abridged edition, Allyn and Bacon, Boston, MA 2001

AHIMA Code of Ethics

Preamble

The ethical obligations of the health information management (HIM) professional include the safeguarding of privacy and security of health information; appropriate disclosure of health information; development, use, and maintenance of health information systems and health information; and ensuring the accessibility and integrity of health information.

Healthcare consumers are increasingly concerned about security and the potential loss of privacy and the inability to control how their personal health information is used and disclosed. Core health information issues include what information should be collected, how the information should be managed, who should have access to the information, under what conditions the information should be disclosed, how the information is retained, when it is no longer needed, and how it is disposed of in a confidential manner. All of the core health information issues are addressed in compliance with state and federal regulations, and employer policies and procedures.

Ethical obligations are central to the professional's responsibility, regardless of the employment site or the method of collection, storage, and security of health information. In addition, sensitive information (e.g., genetic, adoption, substance use, sexual health, and behavioral information) requires special attention to prevent misuse. In the world of business and interactions with consumers, expertise in the protection of information is required.

Purpose of the American Health Information Management Association Code of Ethics

The HIM professional has an obligation to demonstrate actions that reflect values. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these principles. (See also [AHIMA Mission, Vision, Values](#)) The code is relevant to all AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purpose regardless of their professional functions, the settings in which they work, or the populations they serve. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

The AHIMA Code of Ethics serves six purposes:

- Promotes high standards of HIM practice.
- Summarizes broad ethical principles that reflect the profession's core values.
- Establishes a set of ethical principles to be used to guide decision-making and actions.
- Establishes a framework for professional behavior and responsibilities when professional obligations conflict or ethical uncertainties arise.
- Provides ethical principles by which the general public can hold the HIM professional accountable.
- Mentors practitioners new to the field to HIM's mission, values, and ethical principles.

The code includes principles that are enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

Principles

The following principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members CCHIIM certifications, and students.

1. *Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.*
2. *Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.*
3. *Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.*
4. *Refuse to participate in or conceal unethical practices or procedures and report such practices.*
5. *Use technology, data, and information resources in the way they are intended to be used.*
6. *Advocate for appropriate uses of information resources across the healthcare ecosystem.*
7. *Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.*
8. *Represent the profession to the public in a positive manner.*
9. *Advance health information management knowledge and practice through continuing education, research, publications, and presentations.*
10. *Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.*
11. *State truthfully and accurately one's credentials, professional education, and experiences.*
12. *Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.*
13. *Respect the inherent dignity and worth of every person.*

AHIMA Code of Ethics Guidelines

Violation of principles in the Code of Ethics does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code are subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members. Although in some situations, violations of the code would constitute unlawful conduct subject to legal process.

Guidelines for ethical and unethical behavior are provided to assist with the interpretation of the American Health Information Management Association (AHIMA) Code of Ethics. The terms "shall" and "shall not" are used as a basis for setting high standards for behavior. This does not imply that everyone "shall" or "shall not" do everything that is listed. This concept is true for the entire code. If someone engages in the stated activities, ethical behavior is the standard. The guidelines are not a comprehensive list. For example, the statement "safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic and outcome information" can also be interpreted as "shall not fail to safeguard all confidential consumer information to include personal, health, financial, genetic, and outcome information."

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles to which a Health Information Management (HIM) professional can aspire and by which actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.

Professional responsibilities often require an individual to move beyond personal values. For example, an individual might demonstrate behaviors that are based on the values of honesty, providing service to others, or demonstrating loyalty. In addition, professional values may require promoting confidentiality, facilitating interdisciplinary collaboration, and refusing to participate or conceal unethical practices. Professional values could require a more comprehensive set of values than an individual's need to be an ethical agent in one's own personal life.

The AHIMA Code of Ethics is to be used by AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes, and consumers, agencies, organizations, and bodies (such as licensing and regulatory boards, insurance providers, courts of law, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. The AHIMA Code of Ethics reflects the commitment of all to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments, must apply ethical principles.

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must consider the context in which it is being considered and the possibility of conflicts among the values and principles.

How to Interpret the Code of Ethics

Principles and Guidelines

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members with CCHIIM certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes. Guidelines included for each ethical principle are a non-inclusive list of behaviors and situations that can help to clarify the principle. They are not meant to be a comprehensive list of all situations that can occur.

1. Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.

A health information management professional **shall**:

- 1.1. Safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic, and outcome information.
- 1.2. Engage in social and political action that supports the protection of privacy and confidentiality and be aware of the impact of the political arena on the health information issues for the healthcare industry and the public.
- 1.3. Advocate for changes in policy and legislation to ensure protection of privacy and confidentiality, compliance, and other issues that surface as advocacy issues and facilitate informed participation by the public on these issues.
- 1.4. Protect the confidentiality of all information obtained in the course of professional service. Disclose only information that is directly relevant or necessary to achieve the purpose of disclosure. Release information only with valid authorization from a consumer or a person legally authorized to consent on behalf of a consumer or as authorized by federal or state regulations. The minimum necessary standard is essential when releasing health information for disclosure activities.

1.5. Promote the obligation to respect privacy by respecting confidential information shared among colleagues, while responding to requests from the legal profession, the media, or other non-healthcare related individuals, during presentations or teaching and in situations that could cause harm to persons.

1.6. Respond promptly and appropriately to consumer requests to exercise their privacy rights (e.g., access, amendments, restriction, confidential communication, etc.). Answer truthfully all consumers' questions concerning their rights to review and annotate their personal biomedical data and seek to facilitate consumers' legitimate right to exercise those rights.

2. Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, peers, and to the health information management profession.

A health information management professional **shall**:

2.1. Act with integrity, behave in a trustworthy manner, elevate service to others above self-interest, and promote high standards of practice in every setting.

2.2. Be aware of the profession's mission, values, and ethical principles, and practice in a manner consistent with them by acting honestly and responsibly.

2.3. Anticipate, clarify, and avoid any conflict of interest, to all parties concerned, when dealing with consumers, consulting with competitors, in providing services requiring potentially conflicting roles (for example, finding out information about one facility that would help a competitor), or serving the Association in a volunteer capacity. The conflicting roles or responsibilities must be clarified and appropriate action taken to minimize any conflict of interest.

2.4. Ensure that the working environment is consistent and encourages compliance with the AHIMA Code of Ethics, taking reasonable steps to eliminate any conditions in the organizations that violate, interfere with, or discourage compliance with the code.

2.5. Take responsibility and credit, including authorship credit, only for work one actually performs, or to which one contributed. Honestly acknowledge the work of and the contributions made by others verbally or written, such as in publication.

A health information management professional **shall not**:

2.6. Permit one's private conduct to interfere with the ability to fulfill one's professional responsibilities.

2.7. Take unfair advantage of any professional relationship or exploit others to further one's own personal, religious, political, or business interests.

3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.

A health information management professional **shall**:

3.1. Safeguard the privacy and security of written and electronic health information and other sensitive information. Take reasonable steps to ensure that health information is stored securely and that consumers' data and information is not available to others who are not authorized to have access. Prevent inappropriate disclosure of individually identifiable information.

3.2. Take precautions to ensure and maintain the confidentiality of information transmitted, transferred, or disposed of in the event of termination, incapacitation, or death of a healthcare provider to other parties through the use of any media.

3.3. Inform recipients of the limitations and risks associated with providing services via electronic or social media (e.g., computer, telephone, fax, radio, and television).

4. *Refuse to participate in or conceal unethical practices or procedures and report such practices.*

A health information management professional **shall**:

4.1. Act in a professional and ethical manner at all times.

4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. If needed, utilize the AHIMA Policy and Procedures for Disciplinary Review and Appeal for potential ethics complaints.

4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations.

4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing one's concerns with the colleague when feasible and when such discussion is likely to be productive.

4.5. Consult with a colleague when feasible and assist the colleague in taking remedial action when there is direct knowledge of a health information management colleague's incompetence or impairment.

4.6. Take action through appropriate formal channels, such as contacting an accreditation or regulatory body and/or the AHIMA Professional Ethics Committee if needed.

4.7. Cooperate with lawful authorities as appropriate.

A health information management professional **shall not**:

4.8. Participate in, condone, or be associated with dishonesty, fraud and abuse, or deception. A non-inclusive list of examples includes:

- Allowing patterns of optimizing or minimizing documentation and/or coding to impact payment
- Assigning codes without provider documentation
- Coding when documentation does not justify the diagnoses or procedures that have been billed
- Miscoding to avoid conflict with others
- Engaging in negligent coding practices
- Hiding or ignoring review outcomes, such as performance data
- Failing to report licensure status for a provider through the appropriate channels
- Recording inaccurate data for accreditation purposes
- Allowing inappropriate access to genetic, adoption, health, or behavioral health information
- Misusing sensitive information about a competitor
- Developing a "record set" that excludes meaningful consumer information to be shared with consumers to protect the health system or specific providers
- Violating the privacy of individuals

Refer to the AHIMA Standards of Ethical Coding for additional guidance.

4.9. Engage in any relationships with a consumer where there is a risk of exploitation or potential harm to the consumer.

5. Use technology, data, and information resources in the way they are intended to be used.

A health information management professional **shall**:

5.1. Use healthcare employer technology resources within the confines of organizational policies.

5.2. Ensure all data and resulting information accessed and derived from healthcare technology resources are not used outside of the scope of the job.

A health information management professional **shall not**:

5.3. Compromise the integrity of healthcare data through any intentional acts or acts that are generally known to create risks to data integrity.

6. Advocate for appropriate uses of information resources across the healthcare ecosystem.

A health information management professional **shall**:

6.1. Verify requests for data and information are based on appropriate, verifiable needs and conditions and fall within the confines of organizational policies, regulations, and laws.

6.2. Educate stakeholders about the need to maintain data integrity and the potential impacts should data integrity not be maintained.

A health information management professional **shall not**:

6.3. Manipulate information systems to produce or display data and resulting information that is intentionally misleading

7. Recruit and mentor students, staff, peers, and colleagues to develop and strengthen professional workforce.

A health information management professional **shall**:

7.1. Provide directed practice opportunities for students.

7.2. Be a mentor for students, peers, and new health information management professionals to develop and strengthen skills.

7.3. Be responsible for setting clear, appropriate, and culturally sensitive boundaries for students, staff, peers, colleagues, and members within professional organizations.

7.4. Evaluate students' performance in a manner that is fair and respectful when functioning as educators or clinical internship supervisors.

7.5. Evaluate staff's performance in a manner that is fair and respectful when functioning in a supervisory capacity.

7.6. Serve an active role in developing HIM faculty or actively recruiting HIM professionals.

A health information management professional **shall not**:

7.7. Engage in any relationships with a person (e.g. students, staff, peers, or colleagues) where there is a risk of exploitation or potential harm to that other person.

8. Represent the profession to the public in a positive manner.

A health information management professional **shall**:

8.1. Be an advocate for the profession in all settings and participate in activities that promote and explain the mission, values, and principles of the profession to the public.

9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.

A health information management professional **shall**:

9.1. Develop and enhance continually professional expertise, knowledge, and skills (including appropriate education, research, training, consultation, and supervision). Contribute to the knowledge base of health information management and share one's knowledge related to practice, research, and ethics.

9.2. Base practice decisions on recognized knowledge, including empirically based knowledge relevant to health information management and health information management ethics.

9.3. Contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the health information management profession. These activities may include teaching, research, consultation, service, legislative testimony, advocacy, presentations in the community, and participation in professional organizations.

9.4. Engage in evaluation and research that ensures the confidentiality of participants and of the data obtained from them by following guidelines developed for the participants in consultation with appropriate institutional review boards.

9.5. Report evaluation and research findings accurately and take steps to correct any errors later found in published data using standard publication methods.

9.6. Design or conduct evaluation or research that is in conformance with applicable federal or state laws.

9.7. Take reasonable steps to provide or arrange for continuing education and staff development, addressing current knowledge and emerging developments related to health information management practice and ethics.

10. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.

A health information management professional **shall**:

10.1. Perform responsibly all duties as assigned by the professional association operating within the bylaws and policies and procedures of the association and any pertinent laws.

10.2. Uphold the decisions made by the association.

10.3. Speak on behalf of the health information management profession and association, only while serving in the role, accurately representing the official and authorized positions of the association.

10.4. Disclose any real or perceived conflicts of interest.

10.5. Relinquish association information upon ending appointed or elected responsibilities.

10.6. Resign from an association position if unable to perform the assigned responsibilities with competence.

10.7. Avoid lending the prestige of the association to advance or appear to advance the private interests of others by endorsing any product or service in return for remuneration. Avoid endorsing products or services of a third party, for-profit entity that competes with AHIMA products and services. Care should also be exercised in endorsing any other products and services.

11. *State truthfully and accurately one's credentials, professional education, and experiences.*

A health information management professional **shall**:

11.1. Make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the health information management profession, a professional health information association, or one's employer.

11.2. Claim and ensure that representation to consumers, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, training, certification, consultation received, supervised experience, and other relevant professional experience are accurate.

11.3. Claim only those relevant professional credentials actually possessed and correct any inaccuracies occurring regarding credentials.

11.4. Report only those continuing education units actually earned for the recertification cycle and correct any inaccuracies occurring regarding CEUs.

12. *Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.*

A health information management professional **shall**:

12.1. Participate in and contribute to decisions that affect the well-being of consumers by drawing on the perspectives, values, and experiences of those involved in decisions related to consumers.

12.2. Establish clearly professional and ethical obligations of the interdisciplinary team as a whole and of its individual members.

12.3. Foster trust among group members and adjust behavior in order to establish relationships with teams.

13. *Respect the inherent dignity and worth of every person.*

A health information management professional **shall**:

13.1. Treat each person in a respectful fashion, being mindful of individual differences and cultural and ethnic diversity.

13.2. Promote the value of self-determination for each individual.

13.3. Value all kinds and classes of people equitably, deal effectively with all races, cultures, disabilities, ages and genders.

13.4. Ensure all voices are listened to and respected.

Acknowledgement

Adapted with permission from the 1999 Code of Ethics of the National Association of Social Workers.

Resources

National Association of Social Workers. Code of Ethics. 2017. Available online on the NASW web site.

AHIMA. Code of Ethics, 1957, 1977, 1988, 1998, and 2004, 2011.

AHIMA. Standards of Ethical Coding. 2016. Available in the AHIMA Body of Knowledge.

Harman L., Cornelius F. Ethical Health Informatics: Challenges and Opportunities (formerly titled Ethical Challenges in the Management of Health Information). 3rd ed. Burlington, Massachusetts: Jones & Bartlett Learning; 2017.

McWay, D.C. Legal and Ethical Aspects of Health Information Management, 4th ed. Clifton Park, NY: Cengage Learning; 2014.

Revised & adopted by AHIMA House of Delegates – (April 29, 2019)

PROGRAM POLICIES AND PROCEDURES

Assignments

Assignments for courses must be completed on time and should be professional. Assignments must be typed unless the instructor specifies they can be handwritten in pen. The point score for an assignment may be reduced if it contains grammar or spelling errors, or it may be returned to a student to be redone.

Attendance

ONLINE CLASSES

Students' full participation is critical in this fast-paced, compressed eight-week course format. Students are expected to "attend" class by logging into the Blackboard site regularly, daily is recommended. While convenience is an advantage in online learning, students are responsible for completing assigned activities by posted due dates. Times posted for due dates are **Central Time**.

An absence (e.g. an out of town business trip or personal vacation) does not excuse the student from the responsibility of completing assignments by due date; the expectation is that internet access is available. Exam, quiz and assignment dates will not be modified to accommodate travel.

Approval for very significant extenuating circumstances or religious holidays must be requested in advance. The student is responsible for obtaining instructor approval in advance of need for absence or late submission of work. It is the student's responsibility to provide appropriate documentation to support the reason. If approved and late work is accepted, the instructor may still deduct substantial points or assign a 0.

Forgetting an assignment is regrettable, but not excusable. If late work is accepted, the instructor will deduct points for each day beyond the due date for a minimum of 10% deduction or may assign a 0. Missed quizzes and exams will not be made up.

Emergencies will be handled on a case by case basis. Instructor must be notified immediately of any emergency. It is the student's responsibility to provide appropriate documentation to support the emergency reason.

Because the course generates ample opportunities to earn points throughout the semester, there is no make-up work or extra credit for missed assignments or exams.

If you are repeating this course, you may **NOT** resubmit work from previous attempts of this course or any other previously taken course.

Professional Practice Experiences

1. Prompt and regular attendance is required for all professional practice experiences. Students who are unable to attend a practice session should notify the faculty member before the absence. Students should be prepared to attend assigned PPE during daytime business hours, which may require adjustments to work or home responsibilities.
2. If the activity is to take place at an affiliated health care facility, the affiliation supervisor and the faculty member must be notified before absence.
3. All time lost from scheduled practice experiences must be made up.
4. Students are responsible for arranging their own transportation to and from a practice site, except on occasion when the faculty member has organized group transportation.

Attire

Student attire should be commensurate with the professional position students are striving to attain. Students should especially be aware of this when preparing to visit professional practice sites.

Challenge Examinations

For selected courses, challenge examinations can be administered to selected students who have been accepted for admission to the program and who:

1. have completed equivalent coursework with a final grade of C or better,
2. have extensive experience in the subject area.

Because of the rapidly changing health care field and the need to be current, each request to challenge a course for credit will be handled individually by the Program Director in counsel with the faculty member teaching the course. The courses, which can be challenged through examination, are:

HIM 410 – Introduction to the Health Care System
HIM 317 – Principles of Health Information Management
HIM 319 – Alternative Health Records
HIM 329 – Legal Aspects of Medical Records
HIM 337 – Analysis of Health Care Data
BHIS 405 – Medical Sciences and Human Pathophysiology
BHIS 406 – Medical Terminology for HIM
BHIS 460 – Introduction to Health Informatics
BHIS 480 – Management and Business Practices

Students who have earned a Certified Coding credential (CPC, CCA, CCS, CCS-P) or RHIT and have coding experience may also attempt to challenge:

HIM 432 – Coding and Classifications Systems

HIM 433 – Coding and Reimbursement Systems

Graduates of an associate degree program in Health Information Technology accredited by the Commission on Health Informatics and Information Management Education (CAHIIM), who also hold current Registered Health Information Technician (RHIT) certification, or who provide a transcript of equivalent coursework, may receive 24 hours of proficiency credit as follows:

Course	Hours
HIM 317 - Principles of Health Information Management	4
HIM 319 - Alternative Health Records	4
HIM 320 - Technical Affiliation	2
HIM 329 - Legal Aspects of Health Information Management	3
HIM 386 - Independent Study - Analysis of Healthcare Data	3
HIM 410 - Introduction to the Health Care System	3
BHIS 405 - Medical Science and Human Pathophysiology	3
BHIS 406 - Medical Terminology for Health Information Management	2

Students with a current CPC, CCA, CCS, CCS-P coding credential, or RHIT credential and demonstrate proficiency via an exam, may receive proficiency credit for the following 7 hrs:

HIM 432 - Coding and Classification Systems, 3
HIM 433 - Coding and Reimbursement Systems, 4

The proficiency credit will be granted following completion of 16 hours (50%) of the HIM coursework taken at UIC with a grade of C or better.

Total Proficiency Credit Hours 24-31 hours

Competencies and Objectives

In a competency based education program, competencies for each unit of instruction define the knowledge, skills, and attitudes that, upon completion of the course, should allow the student to perform as an entry-level practitioner. The health professions require a degree of acceptable competency to practice, assuring the health care consumer of a reasonable quality of services and care. Competency is a minimum acceptable level of practice reflecting the average, therefore students are expected to obtain at least a grade of C in ALL courses. Where this is not the case, students will be removed from the program, except when extenuating circumstances are present and documented. In these cases remedial work will be required to be completed at a satisfactory level.

Course Completion Requirements

Courses must be completed in the sequence designated by the program director. Several courses build a foundation for competency in later classes. ***The BHIS 405 course - Pathophysiology - must be taken within the first 17 hours of matriculation excluding pre-requisite courses otherwise the student will be denied further registration in the program until this course is successfully completed.***

Due to the evolving nature of this profession, all HIM courses must be completed within three calendar years from the start of the first HIM course. If a student goes past the three year time requirement due to leave of absence, single semester time off, repeating courses, or other reasons, the student may be required to demonstrate proficiency in any course previously taken, and if not demonstrated at a level of at least 80% competency, the student may be required to repeat the course with a minimum grade of B in order to continue in the program. The student may also be dismissed from the program if the student demonstrates a pattern of poor academic progress and has failed to demonstrate competence.

Computer Accounts

Each current student is provided an e-mail address in the format netID@uic.edu. Instructors use this address for communication with students-- please make sure to check it daily.

As a security measure you are not able to forward uic.edu e-mail to your personal address (e.g., hotmail, yahoo). Instead, you may choose to set up a UIC Gmail account (different from personal gmail you may already have). This is only an option, but can allow for forwarding of your uic.edu e-mail to the UIC Gmail address. For more information on setting up a UIC Gmail account, please visit <http://accc.uic.edu/service/googleapps/gmail>

Letter Grades

Final letter grades are assigned according to the College grading system with the following numerical values:

A	Excellent	90-100%
B	Good	80-89%
C	Average	70-79%
D	Poor	60-69%
E	Failure	59% or less

Professional Practice Experiences (PPE)

Professional practice experience provides students with valuable workplace experience where they are able to apply skills learned in the classroom. Students are expected to act and dress in a professional manner when at these sites. In cases where behavior is questioned, students may be removed from the assignment, may receive a grade of "F" for the experience, and may be dismissed from the program.

Students will be expected to provide evidence of a criminal background check, drug screening, and evidence immunizations. The college utilizes a service, Castle Branch, for this purpose. The cost of these screenings is approximately \$125 and is the student's responsibility. This will be completed at the end of the first semester, prior to the first practice placement

Students who have restrictions on days they may attend PPE due to religious or other conflicts must notify the Program Director the semester prior to the PPE experience.

IN RELATION TO THE PPE EXPERIENCES, STUDENTS ARE NOT TO BE SUBSTITUTED FOR REGULAR STAFF AND ARE NOT TO RECEIVE ANY PAYMENT FOR ANY PROFESSIONAL PRACTICE EXPERIENCE. STUDENTS MAY BE EMPLOYED IN A CLINICAL FACILITY OUTSIDE OF REGULAR EDUCATION HOURS PROVIDED THE WORK IS LIMITED SO IT DOES NOT INTERFERE WITH REGULAR ACADEMIC RESPONSIBILITIES. THIS WORK MUST BE NON-COMPULSORY, PAID AND SUBJECT TO EMPLOYEE REGULATIONS

HIM 320 and HIM 384 require a practice agreement (contract) be developed between the practicum sites and UIC. The contracting process may take 6-12 months to complete. In order to be sure all requirements are completed by the time you are ready for this course, it is important that this process begin as soon as possible.

The following are parts of the process that require input from the student, and identify your responsibilities:

1. During orientation, your student advisor will review the requirements for the practicum with you. The following instructions are for students who reside OUTSIDE the Chicago metropolitan area:
 - a. Please identify three potential **acute care** hospital sites, in priority order, by the time you complete five (5) HIM courses. These will be considered for HIM 320, Technical Practicum. If contracted sites are available in your area, please include them on your list and indicate a contract exists. You may complete HIM 384, your management practicum, at the same site, or request another health care organization, such as a consulting firm, health systems vendor, or other facility. If you wish to do the management practicum at a different facility, please complete Form B, with three additional sites; otherwise, you need to only complete Form A. Complete the "Site Request Form(s) A and/or B" available at the BHIS 890 Orientation Blackboard site with the contact information of potential sites. E-mail the forms to the Clinical Site Coordinator. If you cannot identify sites, she will help you with the process.
 - b. The Coordinator will verify if the sites are acceptable. The Coordinator will then contact the sites, obtain verbal agreement from the sites to host the student, and begin the contracting process.
 - c. The Clinical Site Coordinator will notify you, the site, and the student advisor when the contract is fully executed. **NOTE: IN SOME INSTANCES, AN AGREEMENT MAY NOT BE ABLE TO BE COMPLETED FOR YOUR REQUESTED SITES, OR IN YOUR LOCAL AREA. STUDENTS MAY NEED TO TRAVEL, AT THEIR OWN EXPENSE, TO A LOCATION WHERE A CONTRACTED SITE IS AVAILABLE.**
 - d. The student will notify the Clinical Site Coordinator one semester prior to the intended terms of registration for HIM 320 and HIM 384 and if more than one of the student's choices has a completed contract, the student and Clinical Site Coordinator will decide the site for the practicum.
2. Students who reside within the Chicago metropolitan area will be assigned to a site that has a valid SPA agreement with the program.

3. In some cases the student may be permitted to complete the PPE “virtually”. Students will ALWAYS have at least one experience provided in a clinical site.

4. The Clinical Site Coordinator will send materials for completing the practicum to the student and site.

NOTE: BOTH HIM 320 AND 384 REQUIRE THE STUDENT TO COMPLETE FIELD ASSIGNMENTS IN A HEALTH CARE ORGANIZATION OR RELATED INDUSTRY. THIS WILL MOST PROBABLY REQUIRE THE STUDENT TO BE AVAILABLE DURING WORKDAY HOURS. THE STUDENT SHOULD BEGIN PLANNING NECESSARY ARRANGMENTS TO WORK OR PERSONAL SCHEDULES.

In the Technical Affiliation - HIM 320, students will be assigned to sites to practice core professional skills for a total of 64 unpaid hours. The primary faculty member for the Technical Affiliation will coordinate these placements. A schedule will be established between the student and site in advance.

In the final term, students are assigned to a practicum site (HIM 384) for a total duration of 160 unpaid hours completed during the duration of the term. The primary faculty member responsible for the course will match students to sites taking into consideration size, availability, and location of the site, the level of experience of the student, and the appropriateness of the overall experience.

Professionalism

Graduates of the Health Information Management program assume professional positions in health care facilities as well as in other settings. Students are expected to conduct themselves in the manner appropriate for the positions they will assume. Proper respect must be accorded professors, office staff and fellow students. Scheduled appointments with faculty must be kept or rescheduled in advance. Abusive language or verbal outbursts will not be tolerated. Discriminatory remarks or actions will not be tolerated.

Cheating on assignments or exams will not be tolerated and will result in exam and/or course failure. Students displaying nonprofessional behavior will be counseled, and if warranted, will be subject to disciplinary action. (See the University Policy on Academic Integrity earlier in this manual.)

Respondus Lockdown Browser and Monitor

Courses in this program utilize an automated proctoring service, Respondus Lockdown Browser and Monitor, to administer some quizzes and exams. You will be notified via your book list, and in the announcements in each course, whether this process will be used for a course. You are required to download a special browser to access the test through Blackboard. There is no fee for this requirement

RHIA Review Course

A review course in preparation for the RHIA exam will be offered to senior students for two weeks at the beginning of the final term prior to the PPE. The course will require purchase of a review book. Both classroom and online participation is required. The senior comprehensive exam will be taken at the end of the review course. Students are encouraged to then take the RHIA exam as soon as possible after the review course for best results

Schedules

Please note the calendar posted in each course for required due dates for each course.

GENERAL INFORMATION

Academic Integrity

Students and Faculty are expected to adopt the UIC Guidelines Regarding Academic Integrity published on page 4.

As a student in the HIM program, you will receive content from your faculty to assist in your instruction and help instructors evaluate your work. This may be distributed via Blackboard, email, Zoom or others forms of communication. This content may be your instructor's own copyrighted work or the copyrighted work of another author. You receive that material for the purpose of your own study and education. **This material, with or without answers or completed assignments, should not be distributed to others.** You are prohibited from sharing UIC HIM program content and/or answers with commercial course sharing websites such as Course Hero, Quizlet and others, or with other individuals. You are also prohibited from receiving material from these sites, or individuals, and submitting it as your own work. If you do so you could face consequences based on copyright and academic dishonesty issues per the University's policy on Academic Integrity (see p. 4). **Consequences may include failing assignment or final course grades, as well as dismissal from the program.**

Advisement - Counseling

- A. You have been assigned an advisor who is available to you by phone or email at any time. Full-time faculty members will normally be available for academic advisement at least 2 hours per week. Appointments to see any faculty member are required. Students can "drop-in" to see a faculty member, but a scheduled appointment is preferred by faculty members.

Awards

Faculty

AHS Excalibur Award

This award is presented annually to a college faculty member in each department/program who the senior students feel exhibits teaching excellence.

Students

Students may APPLY for the following awards each year:

CAHS Van Doren Scholarship Fund

The W. E. Van Doren Scholarship Fund in the University of Illinois Foundation honors the memory of its namesake, who was a member of the University of Illinois class of 1924 at the Urbana-Champaign campus. The fund provides income for scholarships in the field of medicine or the related arts.

General Guidelines:

1. All students with financial need, undergraduate and graduate, are encouraged to apply. First preference will be given to minority applicants. All applicants must have on file the Free Application for Federal Student Aid (FAFSA) form for need verification. This form is available in Student Affairs or Student Financial Aid. The award is not limited to in-state students.
2. Scholarship monies can be used for any financial needs related to academic enrollment, e.g., tuition, fees, books, travel, etc.
3. All applicants must be in good standing within their academic unit. A signature is required from an advisor, other faculty, or the unit head. Verification of good standing will be required for each term for which assistance is requested.

4. Awards for up to \$1,000 will be given to students who qualify. Subsequent requests can be made by the same applicant for additional awards not to exceed \$2,000 per academic year.
5. More than one student from an academic unit may apply during the same term.
6. Deadline dates for assistance are October 1st and February 1st.

In addition to the established award, an **Emergency Fund** has been set aside to assist students with special, non-recurring emergency needs. These requests have no deadline dates and may be submitted as needed. No FAFSA need be submitted. An emergency award may not exceed \$500.

Application forms are available in academic units or from the Office of Student Affairs in the College. Return completed applications to: **College of Applied Health Sciences Office of Student Affairs, 1919 W Taylor Street, 5th Floor, Chicago, Illinois 60612**

For more information, please call:
AHS, Office of Student Affairs
(312) 996-2078

AHIMA Foundation Scholarship Program

The AHIMA Foundation Scholarship Program annually awards scholarships to AHIMA student members. Visit the AHIMA Foundation scholarship site at <http://ahimafoundation.org/Scholarships/Scholarships.aspx> for more information and application instructions.

HIMSS Foundation Scholarship Program

The HIMSS Foundation Scholarship Program annually awards scholarships to student members studying in the healthcare information or management systems field. Visit the HIMSS site at <http://www.himss.org/asp/scholarships.asp> for additional information.

Rita M. Finnegan Academic Achievement Award

Established in 1991, this annual award is presented to one or more HIM students who have excelled academically, and who faculty feel have the potential to contribute to the profession, particularly through scholarly endeavors. A financial award will accompany this recognition. This is presented at the beginning of the senior year at the new student orientation

Edna K. Huffman Award

Each year HIM Faculty choose one student to receive this award, which is sponsored by the Illinois Health Information Management Association. A student who has overcome obstacles, has excelled in the program, and who shows much professional promise is chosen. A financial award accompanies the recognition, and the student receives a complimentary registration to attend the ILHIMA annual meeting to receive the award.

Gerri Smothers Memorial Scholarship

Presented at the beginning of the senior year to an HIM student who demonstrates financial need, has a minimum GPA of 3.0, demonstrates service to the UIC HIM program and/or HIM profession (involvement within the profession could include local, state, and/or national associations), the UIC campus, or community organizations. Volunteerism exemplifies the qualities that Gerri Smothers demonstrated in service to the profession and UIC program.

Beverly Jean Fiorella Award

Presented in late spring. Award recipients must be full-time or part-time students who demonstrate unmet financial need and are pursuing either a bachelor's degree in HIM or a MS degree in HI. One award will be given to a senior student in HIM and one to a graduate student pursuing the MS HI degree. Award recipients shall have maintained a cumulative 3.0 GPA at the undergraduate level and a 3.5 GPA at the graduate level at the end of the most recently completed semester. Recipients shall write a 500-word essay about why they are applying for the award, what they hope to accomplish with their degree, and what their future career plans are. All students who meet the above criteria may apply, but preference may be given to under-represented minorities if doing so promotes diversity in enrollment.

Office Hours – Health Information Management

The Program office will normally be open from 8:00 A.M. to 5:00 P.M., Monday through Friday. On some occasions due to illness, staff vacancies, meetings, or vacations it may be necessary to close the office at hours other than noted above.

Student Employment

Part-time work opportunities are often available for students on campus or in nearby health care facilities. Students interested in part-time work can consult the "JOBS" bulletin board or contact the Office of Career Services at 312- 996-2300.

You can visit the website at: <http://www.uic.edu/depts/ocs/>

The program director also is notified of opportunities and will distribute these notices to students via email.

Disclaimer

This student handbook is for your information; it is not a contract. The information was current as of June 2012. The information listed throughout this document is subject to change. The UIC Department of Biomedical and Health Information Sciences should be contacted at (312) 996-7337 for more information.

Nondiscrimination Statement

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

Policy Council

Revised May 31, 2005

For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact:

Office for Access and Equity (M/C 602)
717 Marshfield Avenue Building
809 South Marshfield Avenue
Chicago, IL 60612-7207
(312) 996-8670