



HAHN SCHOOL OF NURSING AND HEALTH SCIENCE
*Betty and Bob Beyster Institute for
Nursing Research, Advanced Practice, and Simulation*

**MS Health Care Informatics
Student Handbook**

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INTRODUCTION

This handbook is intended to provide information for the Online MS Health Care Informatics (HCI) program at the Hahn School of Nursing and Health Science (HSON) at the University of San Diego. Students are responsible for the information contained in this handbook, the *Archways Student Handbook* and the *University of San Diego Graduate Bulletin*. Refer to the *Graduate Bulletin* and this handbook to ascertain important dates and information.

It is the individual responsibility of the student to keep abreast of any and all changes made in the aforementioned catalogs and handbooks. This includes any and all penalties that may be incurred due to failure to adhere to an established policy or procedure. (Additional information can be found online in the *Archways Student Handbook* under *Student Code of Rights and Responsibilities*). The hope is that the information provided in this handbook contributes to an enjoyable and successful personal and academic journey for you at USD.

PHILOSOPHY OF THE SCHOOL OF NURSING AND HEALTH SCIENCE

The faculty of the HSON views individuals as unique holistic beings in dynamic interaction with an ever-changing environment. Each person has the potential for self-direction and self-actualization. The faculty believes clients have the right to engage actively in decisions relative to their health and health care. An

individual's potential is achieved through interaction with larger systems such as the family, community, and society.

Health is a dynamic state of being which is self-perceived and delineated by certain empirical parameters. This state of being is positively or negatively influenced by interactions with the environment, including the health care system. The faculty believes the health needs of clients are best served by a delivery system that is innovative and responsive to the needs of all people.

The faculty believes that learning is a continuing process that involves changes in knowledge, attitudes, and behaviors. Consistent with this belief, the faculty provides learning experiences that foster critical thinking and believe that students are accountable for their own learning. The faculty believes that they have a responsibility to assist students to advance in the community of health care professionals.

MISSION STATEMENT

The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research-intensive environment. We educate graduate level nurses to optimize health, promote healing, and alleviate suffering through reflective practice, knowledge generation, service to the community, and leadership at local and global levels. We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

GOALS AND OBJECTIVES

The MS-HCI program supports the University's mission and philosophy by preparing students to work with diverse groups through its emphasis on health care for vulnerable populations. Faculty are committed to teaching excellence and a values-based curriculum, continuing to emphasize the value and dignity of each individual. The intent of all programs is to graduate masters-prepared informaticists who are individuals that display excellence, a multicultural perspective, and appreciation of the needs of vulnerable populations.

Core Values of the HSON

- ❖ Cultural respect and sensitivity for self and others
- ❖ Ethical, moral, behaviors

- ❖ Commitment and loyalty
- ❖ Compassion, empathy, advocacy, support
- ❖ Honesty and integrity
- ❖ Flexibility and creativity
- ❖ Professionalism
- ❖ Leadership
- ❖ Excellence
- ❖ Self-directed learning
- ❖ Teaching/learning/praxis
- ❖ Critical thinking
- ❖ Scholarship

Program Goals for Students in the Online MS-HCI Program

The goals of the MS-HCI program are to:

1. Provide leadership in integrating research into practice.
2. Utilize research-based evidence as a foundation for practice.
3. Apply information technology to enhance health care education, practice, and research.
4. Engage in multi-sectoral collaboration to improve health care delivery, assuming responsibility as deemed appropriate.
5. Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery.
6. Practice from an ethical and legal perspective that acknowledges conflicting values and rights as they affect health care decisions.
7. Assume and develop advanced roles to meet societal needs in a rapidly changing national and global health care arena.
8. Provide innovative services that promote health and quality of life for culturally diverse individuals, families and populations.
9. Analyze emerging issues in health care, technologies and society as a basis for enacting social change in ways that foster health.

Program Learning Objectives (PLOs) of the HCI Program are:

1. **Health Science Knowledge and Skills:** The informatics student understands health care delivery systems, nomenclature, and health care data sources.

2. **Social Justice and Community Activism:** The informatics student is able to identify how culture, social drivers, economic situations, and gender disparities contribute to health care disparities and the implications disparities have on specific groups.
3. **Information Systems and Clinical Technology:** The informatics student understands the application and management of computer hardware, software, and clinical technology systems.
4. **Data and Knowledge Management:** The informatics student understands the role and tools of the informatics to assist the clinical team to solve clinical problems by identifying, analyzing and managing health care data.
5. **Quality and Regulatory Competency:** The informatics student understands health care regulations governing health care systems, data, and patient privacy.
6. **Systems Design and Management Outcome:** The informatics student understands and applies tools to design, manage and evaluate health care, technology, and clinical information systems.
7. **Leadership and Systems Management:** The informatics student understands principles of leadership, human systems management, and techniques to evaluate those principles.

ACCREDITATION/APPROVAL

The HSON is accredited by the Western Association of Schools and Colleges (WASC) and the Commission on Collegiate Nursing Education (CCNE). The HCI program is a HIMSS (Health Information Management Systems Society) approved academic partner.

MS-HCI PROGRAM STRUCTURE

The program of study includes the twelve- course prescribed curriculum – twelve 3-unit courses and one 1-unit course. Courses will be offered year-round with three semesters every year; spring, summer, and fall. Each semester is 14 weeks in length. You will take two courses per semester. Courses will run for seven weeks each with a one or two week break in between semesters. You can expect to graduate in six semesters after successfully completing all twelve courses.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time is required. **You can expect to spend 15-18 hours per week in each course in order to be successful.**

STUDENT ADVISING AND REGISTRATION

The MS-HCI Program Coordinator will serve as your advisor during your program. Your advisor will ensure that you meet all academic requirements for the program, help resolve issues and problems, and assist in exploring future professional goals and educational options. Students will be manually enrolled for each semester (including Spring, Summer, and Fall terms) by your Program Coordinator. Once registered for a semester, students will receive an email confirmation of the registration. It is the student's responsibility to notify the Program Coordinator if they do not wish to be enrolled in a semester. In that case, a Leave of Absence would be required. For drop and withdrawal policy and deadlines, view the academic calendars found on the MSHCI Student Success Center webpage: <https://onlinedegrees.sandiego.edu/studentsuccess/hci/>

MS-HCI Program Administration

- ❖ Dorothy O'Hagan, MNLM, RHIA – HCI Program Director
- ❖ Tony Rosales, RN, DNP, CNS, FNP-BC – HCI Online Academic Coordinator
- ❖ Ashley Dominguez – HCI Online Program Coordinator

MS-HCI CURRICULUM

The HCI curriculum integrates health care technology, leadership, and business knowledge and skills in preparing graduates for leadership in healthcare informatics in a variety of positions within health care organizations. Tony Rosales serves as academic advisor to all HCI online students.

The program prepares individuals to function as Clinical Informaticists. Students specialize by selecting a program focus in one of three concentrations: Health Care Informatics (HCI), Health Care Analytics (HCA), or Health Care Leadership (HCL).

IMPORTANT*

Students must save their work from every course in the program. You will need this coursework for the Capstone which is taken in the student's final semester. It is recommended to save on a cloud-based application like Google Drive, DropBox, etc. You will not have access to your coursework once the course is over.

COURSE DESCRIPTIONS

HCIN 540 Introduction to Health Care Information Management (3)

Provides students with necessary skills to understand the basis for health care informatics. Emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records, and health care software applications. Includes relevant regulatory, patient privacy, security, and reimbursement issues. Examines current trends in meaningful use and electronic health record (EHR) certification as a foundation for understanding emerging issues in health care informatics.

HCIN 541 Introduction to Health Care Delivery Systems (3)

Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. healthcare system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health care employment experience. Intended for students who do not have a health care background.

HCIN 542 Systems Analysis and Design for Health Care Informatics (3)

Prepares students in the planning, analysis, design, and implementation of computer-based information and technology systems. Includes systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-benefit analysis, logical and physical design, prototyping, system validation, deployment, human factors, and post-implementation review.

HCIN 543 Database Design and Knowledge Management (3)

Provides opportunities to gain advanced skills in data and knowledge management. Addresses applied skills in database design, data structure, modeling, and development of database management systems to resolve problems in health care informatics and research settings. Also focuses on development of fundamental skills in knowledge management and knowledge engineering as applied to the health care environment. Provides an overview of national health care databases such as National Database of Nursing Quality Indicators (NDNQI) and Centers for Medicare and Medicaid Services (CMS) Core measures and data mining techniques. Promotes skills in accessing clinical databases to resolve selected clinical problems.

HCIN 544-Advanced Health Care Information Management (3)

Provides information and skills necessary for leadership in informatics roles in health care systems. Emphasizes design, implementation, and evaluation of electronic health record systems and clinical decision support systems. Also addresses regulatory, reimbursement, ethical issues, and emerging technology in health care informatics.

HCIN 546 Capstone (1)

HCIN 547-Health Care Analytics (3)

Prepares students to apply various types of clinical data to solve complex clinical questions, based on prior knowledge achieved in the Health Care Informatics program. Students apply an evidence-based practice approach to solve, various clinical questions, using a variety of clinical datasets including

population level data. Course focus includes how data can be leveraged to solve specific clinical questions, the development of Clinical Decision support rules, and Precision Medicine applications. Students will develop data analytics skills by utilizing real-world use cases found in the clinical setting.

HCIN 552: Clinical Documentation: Electronic Medical Record Systems (3)

Clinical documentation: Electronic systems explore hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA (Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

HCIN 600-Population Health Analytics (3)

This course explores methods for measuring and analyzing the burden of disease in populations. Students will apply various data sets including disease registries, electronic health records, claims data, and socio- economic data; to measure, trend, and analyze, the impact of disease on various populations.

HCIN 610-Advanced Leadership and Systems Management (3)

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

HCIN 615-Advanced Health Care Analysis (3)

This course will explore methods and tools to address a variety of health care issues by leveraging data to design, solve, and test a data-driven hypothesis. This course will explore the application of quantitative and qualitative data to evaluate programs and research studies. Students will also examine data stewardship and data governance roles in organizations that employ enterprise data warehouses (EDW). Data security and privacy are examined from the health care data analyst role. Additional course topics include emerging trends in health care, data science, and bioinformatics.

HCIN 620-Machine Learning Applications to Health Care (3)

This course will explore the application of machine learning (ML) to the health care setting. ML is a field of computer science that trains computers to recognize patterns in complex data sets and formulate predictions based upon designed algorithms. ML can be used to predict hospital readmission, identify patients who may

develop hospital acquired infections, and support diagnostic reasoning for clinicians. The course will explore various ML methods to design algorithms for solving common clinical problems. In addition, students will gain a basic understanding of how ML methods can learn from data to find underlying patterns useful for prediction, classification, clustering, and exploratory data analysis.

HCIN 625-Digital Health Care Marketing (3)

This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design.

HCIN 630-Health Care Law (3)

This course explores laws and regulations encountered by health care managers and leaders. Course focuses on strategies to reduce liability to health care organizations. Case studies will assist the Student to examine legal and ethical issues encountered when managing health care delivery systems. This course will examine laws and regulations that govern the relationships between health care providers and entities, the management of employees and medical staff who deliver patient care, labor relations, the management of information, patient rights and responsibilities, and tort law. Students will research an area of health care liability and develop a plan to mitigate risk in the health care setting.

HCIN 556/ENLC 500 Health Care Leadership, Values, and Social Justice (3)

Examines leadership theories, corporate ethics, values-focused strategies and principals of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of clinical project relevant to a health care setting.

HCIN 557/ENLC 553 Financial Management in Health Systems (3)

Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the mid-level manager and health care executive. Additionally, the course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

HCIN 559/ENLC 556 Management of Health System Care Delivery and Outcomes (3)

Focuses on the process of health care delivery from a systems perspective and emphasizes continuous process improvement as crucial to achieving high quality outcomes. Addresses health system outcome measurement and evaluation and analysis of research on organizational effectiveness.

HCN 558/ENLC 557 Strategic Planning and Management of Health Systems (3)

Emphasizes strategic planning and management as requisite to growth and survival of health care systems. Acquaints students with the language, processes, tools, and techniques of strategic planning and marketing that will enable them to contribute effectively to strategic thinking and action in health care systems.

HCIN 549/MSNC 507 Statistics (3)

Provides students with the necessary skills to perform statistical analysis of data in order to present information in a meaningful way. Emphasizes basic understanding of probability concepts, common

probability distributions, and inferential statistical methods. Includes identification of data requirements and statistical method to answer specific research questions. Incorporates SPSS statistical software as well as statistical calculations. Explores methods to display data and findings. Assists students to interpret SPSS output, and effectively present findings. Also focuses on critical review of scientific manuscripts and interpretation of findings.

CERTIFICATION

MS-HCI graduates are eligible for certification through the Healthcare Information and Management Systems Society (HIMSS).

INFORMATION TECHNOLOGY REQUIREMENTS

Computer laptop

It is required that each student own or have unrestricted access to a laptop. Each student must have Internet access for their laptop. Since the Health Care Informatics industry primarily utilizes PC based Windows and several of your courses may require you to do use Windows based software that may not be native to the Mac OS environment; we recommend students purchase a Windows based laptop. If you choose to purchase a Mac OS based laptop you may also purchase software that will allow you to emulate a windows-based environment (software such as “Fusion” software allows you to run Windows based software). Emulation software may be purchased through the USD bookstore or <http://www.vmware.com/products/fusion>. There are other vendors that produce emulation software and the following web site will provide you with a list of the top 10: <http://www.iphonetopics.com/windows-emulator-for-mac/>

Minimum Laptop Specifications MS-HCI Program

The following is a guide for assessing if your laptop meets **minimum** operating requirements for use with our Learning Management System, Canvas: <https://canvas.sandiego.edu/>

PC Requirements:

- Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, and Windows 8.
- Windows 10 is NOT supported
- Only genuine, U.S. English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported.
- CPU Processor: 1.86 GHz Intel Core 2 Duo or greater
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space.
- High speed internet connection.
- Screen Resolution must be 1024x768 or higher.
- Adobe Reader (Version 9 or 11) is required for exams containing PDF attachments.
- Administrator level account permissions (this means you can add software to the device).

Mac Users

If a student decides to purchase and use a Mac OS device such as: iMac, Mac Pro, MacBook, MacBook Air or MacBook Pro, the student is responsible for the purchase and maintenance of a windows emulation software for MAC OS that will allow you to run windows-based software programs that may be required in some HCI online courses.

Mac Requirements

Operating System: OS X 10.6 (Snow Leopard), OS X 10.7 (Lion), OS X 10.8 (Mountain Lion), 10.9 (Mavericks), and 10.10 (Yosemite). Only genuine versions of Mac Operating Systems are supported.

- CPU: Intel processor
- RAM: 4GB
- Hard Drive: 1GB or higher available space
- Server version of Mac OS X is not supported
- Internet connection.
- Administrator level account permissions (this means you can add software to the device.

Electronic Mail

All USD graduate students are required to have a USD email account (@sandiego.edu). The University may conduct official business by sending notices or other information to the student's USD email address. It is the student's responsibility to check regularly his or her USD account and to respond to any notices or information in a timely manner. Failure to check the USD email account will not be considered a legitimate reason for a policy exception. Students should notify the HSON as soon as they receive their email address so the student's name can be placed on the HSON list serve.

POLICIES AND PROCEDURES

Grading Policy

Since students enrolled in the program are admitted directly to a graduate degree program, policies and procedures applicable to them are the same as those for other graduate students in the university and the school. These general policies and procedures are provided below along with sources where students are acquainted with them. Exceptions to general policies and procedures specific to the program are noted herein. All candidates for the MS-HCI degree must successfully complete all 12, 3- unit prescribed courses. Because these programs are competency-based, each student must achieve a letter grade of no less than a B- in each course and maintain an overall minimum GPA of 3.0.

HSOON Grading Scale

93 – 100% = A
90 – 92.99% = A-
87 – 89.99% = B+
80 – 82.99% = B-

77 – 79.99% = C+
73 – 76.99% = C
70 – 72.99% = C-
67 – 69.99% = D+
63 – 66.99% = D
60 – 62.99% = D-

59.99% and below = F

Dropping & Withdrawing Courses

Students will register for two (or three during their final term) prescribed courses each semester. All courses must be dropped prior to the first day of the semester to receive a 100% tuition refund and within the first three days of the start date of the semester to receive a 95% tuition refund. No refund will be provided after the third day of the semester for either class. After the first three days of the start of the semester and before the start of the fifth week/module, students have the option to withdraw from their courses with a 0% refund and a grade of "W" on their transcript (not included in GPA). Once the fifth week of the course starts, students are no longer able to withdraw from their course and will receive the grade earned. Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class.

USD POLICIES AND PROCEDURES

Academic Integrity

The University is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community, all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility

toward other members of the community. Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning.

An act of academic dishonesty may be either a serious violation or an infraction. The instructor or supervisor of the academic exercise will have responsibility for determining that an act is an infraction or may be a serious violation.

Serious violations are the following acts:

- (a) Examination Behavior. Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.
- (b) Fabrication. Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation; unless the fact of falsification or invention is disclosed at the time and place it is made.
- (c) Unauthorized Collaboration. If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise and by the other if the other knows of the rule against collaboration.
- (d) Plagiarism. Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation. Refer the APA writing manual regarding how to cite. All students will be required to submit their papers through a plagiarism checker such as Turnitin or other means of checking for plagiarism.
- (e) Misappropriation of Resource Materials. Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
- (f) Unauthorized Access. Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.
- (g) Serious Violations Defined by Instructor. Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

Infractions are the following acts:

- (a) Any unintentional act is an infraction that, if it were intentional, would be a serious violation.
- (b) Any violation of the rules or policies established for a course or academic exercise by the course instructor or supervisor of the academic exercise is an infraction in that course or exercise if such a violation would not constitute a serious violation.

Academic dishonesty, and allegations of academic dishonesty, are matters of university-wide concern in the same way that academic integrity is a matter of university-wide concern. Students bear the responsibility not only for their own academic integrity but also for bringing instances of suspected academic dishonesty to the attention of the proper authorities. Members of the faculty are obligated;

not only to the University but also to the students they supervise, to deal fully and fairly with instances and allegations of academic dishonesty. The University administration bears the responsibility of dealing fairly and impartially with instances and allegations of academic dishonesty. For further information about this policy contact Associated Students at 619-260 4715 or <http://www.sandiego.edu/associatedstudents/>.

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment. To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

Non-Discrimination

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university. Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Harassment

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with

job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, prohibited sex discrimination covers sexual harassment, including sexual violence. Sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually-oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; any unwelcome, intentional touching of the intimate areas of another person's body; or physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sex harassment, including sexual violence, is a form of prohibited sex discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking.

The University of San Diego has a title IX office located in Maher Hall, room 101. You can refer the Title IX and Equal Employment Opportunity Programs website at: TitleIX@sandiego.edu.

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's [Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols](#).

Academic Integrity and Guidance for Online Students

All students will adhere to the Academic Integrity Policy of the University of San Diego. As an online student, you will be asked to sign a pledge prior to starting each course in the program acknowledging that you have read the Academic Integrity Policy as well as the Guidelines for Online Students.

As an online student, you are encouraged to reach out to your fellow students in the online classroom to build community, to discuss topics, and to ask each other questions, but there are limits to this collaboration. As a student at University of San Diego you are bound by the [Honor Code](#) established by the University.

In accordance with the University of San Diego's Mission Statement, the Honor Code establishes a standard of integrity which is aligned with the University's Core Values: *Academic Excellence*,

Knowledge, Community, Ethical Conduct, and Compassionate Service. The promotion of academic integrity should take place in the context of a commitment to creating a culture of integrity that encompasses all constituencies of the university including students, faculty, staff, administrators, alumni and trustees. Only through campus-wide engagement will the University achieve its goal of “developing ethical and responsible leaders committed to the common good.”

Standards of Conduct

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited.

Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration.

Cheating or helping others cheat is academic fraud.

Check your course syllabus for more guidance about your assignments and assessments, such as quizzes, projects, papers, and exams. You may see rules such as these:

OK: Listening to lectures with another student.

Not OK: Working simultaneously with another student when doing an assignment.

OK: Studying together online or offline for the midterm.

Not OK: Taking the midterm with another student and discussing the answers to the questions.

Plagiarism

Plagiarism is the act of presenting, as one’s own the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals’ contributions to the larger body of knowledge. It is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.

Check your course syllabus for more guidance about your research assignments. You may see rules such as these:

OK: Researching the web or “Google-ing” a topic for a written assignment or discussion question.

Not OK: Copying or paraphrasing text from a website without citing the source.

False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at

USD or at another institution attended by the student.

Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

OK: Discussing online or offline the discussion question topic.

Not OK: Writing an answer together and submitting the same or slightly paraphrased text.

Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any University library without authorization.

Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of computer systems.

Reference

University of San Diego Honor Code (2019, May). As found at:

<https://www.sandiego.edu/conduct/the-code/>

Retention and Dismissal (Academic Probation and Disqualification)

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and Grade Point Average (GPA) that is required by their program. See “Grading Policy” regarding the minimum acceptable grade for courses and the minimum overall grade point average required in the program. The minimum GPA requirement for the MS-HCI is 3.0 calculated on a 4.0 scale. Any student who has completed at least 6 units of course work and whose cumulative GPA falls below 3.0 will be placed on academic probation. At the end of the term in which the probationary student has registered for his/her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

In addition, to dismissal for academic reasons (see Retention/Academic Probation and Disqualification above), students can be dismissed from the University for violating any of the following university policies:

- ❖ Rules of Conduct
- ❖ Academic Integrity Policy

These policies and other Procedural Guidelines for the Disciplinary Process and Disciplinary Sanctions are outlined and available to students at <http://www.sandiego.edu/conduct/resources/index.php>. Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted. Students who wish to appeal their disqualification must do so in writing to the Dean of the School of Nursing within 10 calendar days of receiving such notice.

The HSON faculty realizes that students encounter life circumstances that may make it difficult to continue with educational pursuits. When such circumstances occur, every effort is made to retain students in their program of study. Retention rates for all HSON programs are above 90%. Similar efforts will be made to retain students in the MS-HCI program. Students who are unable to maintain continuous enrollment need to complete a Petition for Leave of Absence form. The Academic Coordinator must approve the leave of absence. Failure to maintain continuous enrollment may result in suspension from the program. Students who have been dropped from the program must apply for readmission unless a Petition for Leave of Absence form is on file and current. A leave of absence may be granted for up to one year, and only under extreme circumstances will a student be granted a second leave of absence. Students on academic probation are not normally eligible for a leave of absence.

Financial aid is usually suspended for students on leave of absence. In addition, the leave of absence may trigger the beginning of the loan repayment period for students with loan deferments. Students should petition for leave prior to the requested leave period. Students who find it necessary to discontinue enrollment during a term may also petition for a leave, however, they must be in good standing and officially withdraw from their courses by submitting a Notice of Withdrawal form within the approved deadline.

Grievance Policies

The university has policies regarding both grievances related to hate crimes and harassment and grievances regarding grades. These policies are available in the *Graduate Catalog*. In keeping with the university policies, hate crimes or harassment within the HSON are reported to the Dean. Grade grievances are first addressed with the faculty member involved. If not resolved at that level, they may be brought to the Dean. Failing resolution at that level, the student grievant may submit a written request for a grievance hearing by the Student Affairs Committee of the HSON. In the case of such a grievance, faculty and/or student representatives who could be in a conflict of interest position regarding the grievance will be asked to excuse themselves from the proceedings. Faculty content experts may be necessary to help review the grade grievance. If such members are not on the committee, all efforts will be made to invite an expert to serve on the grievance committee for that hearing.

Incomplete Grades

The grade of “incomplete” (“I”) may be recorded to indicate that at least 75% of the requirements of a course has been completed, but, for a legitimate reason, 25% or less of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an “incomplete” grade **prior** to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the Petition for Grade of Incomplete. The “incomplete” grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of “incomplete” must submit all missing work at maximum two weeks after the course end date otherwise; the “I” grade will become an “F”. A faculty member assigning a grade of “incomplete” will complete a Petition for Grade of Incomplete, indicating the reason for the “incomplete”, and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student’s file.

Students receiving financial aid should be aware that taking an “incomplete” grade might affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete or Change of Grade form will be completed by the instructor and signed by the associate dean. One copy is then placed in the student’s file and the original is sent to the registrar.

Graduation/Completion of Degree Requirements

In order to be cleared for degree completion, students, in consultation with the Academic Coordinator must file a Petition for Graduation form. Students who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree recorded in their transcript effective August 31st. Students who fail to meet the stipulated deadlines will not be permitted to graduate, even if all other graduation requirements have been met. In order to receive permission to attend commencement, eligible students must register and pay in full for their remaining units at USD no later than May 1st. The University of San Diego holds only ONE graduation ceremony each year. All graduates during the relevant academic year are welcome to participate in this May graduation ceremony.

Graduate students scheduled to receive their degree the following August who have nine (9) units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum/fieldwork/student teaching, or internship. Such August graduates must take the remaining summer work at USD and they must register and pay for their remaining units by May 1st. If a candidate does not graduate at the expected time, the registrar will automatically roll the Petition for Graduation over to the next graduation period if it is in the same calendar year. If the graduation period extends beyond the calendar year for which the petition was filed, a new petition must be completed.

Student Dismissal

Students may be dismissed from the Online MS-HCI program for:

1. Failure to maintain established grade point average of 3.00 for all coursework.
2. Failure to make satisfactory academic progress toward their degree.
3. Failure to complete the program within the time limits for degree.
4. Failure to make satisfactory progress in the development of academic and practitioner skills.
5. Violations of ethics code(s) as established by applicable field of study and program area.
6. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism.
7. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

When any of the above concerns are raised, the student will meet with her or his Academic Coordinator to discuss the concern. The Academic Coordinator or her or his faculty designee(s) will provide the student with a written plan for improvement that specifies the nature of the concern(s) along with required steps for remediation for successful completion of the program. The Academic Coordinator or her or his faculty designee(s) will, on an ongoing basis evaluate the student's progress and written evaluation of progress will be sent to the student and placed in the student's file. In the event that satisfactory progress is not made within the time limits set by the plan, a written notification of dismissal will be sent to the student.

Students who are terminated for any reason may appeal for reinstatement in writing to Dean Hahn School of Nursing within ten calendar days of receiving notice of termination

Student Reinstatement

Students who fail to make satisfactory progress toward the required deadlines, who have dropped out of the program for any reason, or who have failed to return from an official Leave of Absence will be dismissed from the program. Students may apply for readmission. Depending upon the time and circumstances, the procedure for readmission may require a new personal statement of interest in the program, three (3) new letters of recommendation and a complete set of current transcripts. In considering the readmission request, faculty will evaluate previous coursework and other activities both in and out of the program. If the student is readmitted, the faculty may recommend redoing any or all of the student's coursework and work depending on the length of the time away from the program and the circumstances for leaving the program. There is no guarantee of readmission.

Transfer of Graduate Credit

Eligibility of transfer credit will be determined by the Academic Program Coordinator. It is recommended that students petition **prior** to their first semester in order to plan their academic program accurately. Transfer petitions for previous work will not be accepted in the student's final semester unless the transfer course is being taken in the final semester.

Petition for Transfer of Graduate Credit. The student must also request that an official transcript of the course be sent to the Graduate Records Office if the transcript was not included among the admissions documents. When both the petition and transcript are on file they will be reviewed in the Graduate Records Office for conformity to USD policies. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average or taken into account during probationary review.

Students may petition to transfer up to six (6) credits from another university under the following conditions:

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the Program Coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five (5) years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by .67 and round down). For example, four (4) quarter-hours x .67 = 2.68 which will be recorded as 2.5 USD semester-hour units). It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation/disqualification review.

Frequently Asked Questions

1. **How should I keep track of the financial aid documents and additional forms?** It is suggested that students constantly monitor their student portal (mysandiego.edu) to receive the most up-to-date information regarding their financial aid.
2. **How many units do I need to take to be eligible for financial aid?** If a student drops below 4.5 semester units, they are no longer eligible to receive financial aid.
3. **What additional financial aid forms do I need to complete besides the FAFSA?** Every student's file is unique so in addition to completing an MPN and Entrance Loan Counseling they may have to complete: Verification paperwork, prove that they are actually the student (in front of a notary rep), C-Codes (Selective Service, Defaulted loans). FAFSA will contact students directly if these documents are necessary via their student portal.
4. **What are the interest rates for student loans available for graduate students?** Students are eligible for unsubsidized loans and GRAD Plus loans.
5. **What other forms do you suggest I complete?** It is advised that the student fill out the FERPA release form if they plan to allow someone else to access their personal information.
6. **How do I receive my FA award letter?** The award letter is sent via email. You will need to Accept or Deny the award electronically.
7. **Can financial aid be used to pay for books, course materials, computer software and hardware? If so what is the process?** Yes, financial aid can be used for any school related purpose. If students receive excess funding after their tuition and fees have been deducted, they can use those funds to assist with these expenses. However, you are advised to take out only what you need for the program
8. **Is financial aid awarded year-round?** There are specific deadlines in order to be awarded financial aid for all three (3) semesters. For the summer semester, there is an additional summer form to be completed in addition to FAFSA.
9. **Is there additional financial aid available for military personnel?** Yellow Ribbon is automatically awarded to inactive military and they can be 100% eligible depending on their service time. Tuition assistance is also accepted, but military students must be active duty to receive it. G.I. Bill requires students to provide a Certificate of Eligibility.
10. **What services does Student Accounts provide?** Student Accounts provides service to our online students with billing and payment of tuition, fees, financial aid updates, and registration access. You are encouraged to check your student portal regularly for updates.
11. **Is there a payment plan option?** Yes. Online MS-HCI students have the option to pay in 4-5 equal installments dependent upon the start date; Student Accounts provide this option for a processing

fee of \$50 per semester.

12. **What is your drop policy?** **Both** courses must be dropped prior to the first day of the semester to receive a 100% refund and within the first three days of the start date of the semester to receive a 95% refund. **No refund** will be provided after the third day of the **semester** for either class.

13. **How do I know when to register for classes?** You will receive an email from your Program Coordinator once you have been registered for an upcoming semester. The email will include information such as - course titles, CRNs, financial aid considerations, and textbook information.

Program Contacts and Important Websites and Emails

<p>Academic Program Director Dorothy O’Hagan dohagan-11@sandiego.edu</p> <p>Online Academic Coordinator Tony Rosales trosales@sandiego.edu</p>	<p>Online Program Coordinator Ashley Dominguez domingueza-12@sandiego.edu 619-260-7521 Office Hours: 8:30am – 4:30pm PST</p>
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<p>Student Portal https://my.sandiego.edu</p>	<p>Canvas https://canvas.sandiego.edu</p>	<p>Technical Support 619-260-7900 www.sandiego.edu/its/kb/help@sandiego.edu</p>
<p>Copley Library 619-260-4799 http://libanswers.sandiego.edu/Copley@sandiego.edu</p>	<p>Torero Bookstore http://www.usdtorero.com/site-landing-books.asp</p>	<p>Campus Card Services 619-260-5999 http://sandiego.edu/campuscard/</p>
<p>Financial Aid Office 619-260-2700 http://www.sandiego.edu/financialaid/ usdofas@sandiego.edu</p>	<p>Registrar 619-260-4600 x2888 registrar@sandiego.edu</p>	<p>Student Accounts 619-260-2700 (Option 3) studentaccounts@sandiego.edu http://www.sandiego.edu/sfs/student_accounts</p>