

**The Rueckert-Hartman
College for Health Professions
at
Regis University**

**Division of
Health Services Education**

**Student Handbook
2018/2019**

Bachelor of Science
in
Health Care Administration

Master of Science
in
Health Services Administration

Graduate Certificates
In
Quality & Patient Safety
Health Care Business Management

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

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INTRODUCTION

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

Every student is personally responsible for all information in the *Regis University Bulletin*, the Division of Health Services Education Student Handbook, and other appropriate documents. Regis University assumes that undergraduate, graduate and certificate students accept and act upon this responsibility. Therefore, it is your responsibility as a student enrolled in the BS Health Care Administration, MS Health Services Administration or the certificate programs (Quality and Patient Safety or Health Care Business Management) to ensure that courses on your degree or certificate plan are completed prior to graduation.

Additionally, it is your responsibility to request **official** transcripts from other institutions and to see that they are received and recorded by the Registrar. Failure to read and understand the policies and procedures contained in the Bulletin, Handbook, and other appropriate documents, and/or failure to contact your advisor does not relieve you of this responsibility. Your faculty advisor is available to clarify policies and procedures and to assist you in planning your academic progress toward the completion of your program.

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

THE REGIS TRADITION

Welcome to the Division of Health Services Education and the Rueckert-Hartman College for Health Professions at Regis University! The Rueckert-Hartman College for Health Professions is one of five schools that make up Regis University. The other four colleges are Regis College, the College of Business & Economics, the College of Contemporary Liberal Studies, and the College of Computer & Information Sciences.

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

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

The mission of Regis University is to educate men and women of all ages to take leadership roles and to make a positive impact in a changing society. This mission is inspired by the Jesuit vision of Ignatius Loyola that challenges us to attain the inner freedom to make intelligent choices. We at the University

seek to provide values-centered education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning, and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values, and a just existence. Consistent with Ignatius Loyola's vision, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

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

Regis University is accredited by the North Central Association of Colleges and Secondary Schools. The university does not discriminate based on race, color, gender, age, national or ethnic origin, handicap, or sexual orientation in the consideration of eligible students for admission, scholarships, awards, and financial aid.

THE RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS (RHCHP)

The Rueckert-Hartman College for Health Professions was created in 1988 and continues to grow and diversify. The College incorporates graduate and undergraduate programs in Health Services Education, graduate and undergraduate programs in nursing, graduate and certificate programs in counseling and family therapy, and doctoral programs in physical therapy, nursing, and pharmacy.

The mission of The Rueckert-Hartman College for Health Professions is to educate men and women as leaders committed to excellence within the health care professions. The mission, goals, and values of the College and each individual program reflect this broad continuation of the Regis mission

DIVISION OF HEALTH SERVICES EDUCATION

The Division of Health Services Education (HSE) was formed in 1996 to integrate and streamline the various programs in health services administration and management. These programs include Health Care Administration (undergraduate) and Health Services Administration (graduate) degrees as well as graduate certificates in Quality & Patient Safety and Health Care Business Management.

. These programs are described in this handbook. Because of the integrated nature of these programs, students are encouraged to become familiar with the basic outline of the programs.

Mission Statement

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

Philosophy

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

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

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

Furthermore, each program seeks to create a learning environment that respects the unique abilities, perspectives, and needs of the individual student. Strong emphasis is placed on critical thinking, exploration of personal and professional values, leadership, and the pursuit of excellence. We are inspired by our belief in the power of the individual to make a positive difference in the world.

Excellence in practice and leadership are supported by aggressive review and refinement of the curricula to promote current content and practice. In addition, faculty are selected based on current experience and practice, professional accomplishment, and leadership roles within the profession.

Health Services Education - Division Goals and Standards

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

STANDARD

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

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

STANDARD

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

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

STANDARD

- 3a. Attain outcome results as defined in the goals and standards of the BS Health Care Administration program.
- 3b. Attain outcome results as defined in the goals and standards of the MS Health Services Administration program.
- 3c. Attain outcome results as defined in the goals and standards of the Quality and Patient Safety Certificate program.

3d. Attain outcome results as defined in the goals and standards of the Health Care Business Management Certificate program.

GOAL 4: Attract and retain highly qualified and experienced faculty who reflect the values of Regis University and who represent the health care community's best talent, leadership, and professional opportunity.

STANDARD

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

THE BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

Program Overview

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

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

The curriculum combines classroom learning with an administrative internship which features on-the-job, supervised experience in an approved facility.

Mission of the Health Care Administration Program

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

Health Care Administration Program Goals

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

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

STANDARD

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

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

STANDARD

- 2a. Engaging local professional to promote specified courses or events for continuing education.
- 2b. Average satisfaction scores on course and faculty evaluations exceed satisfactory on specified statements related to curriculum content and applicability.

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

STANDARD

- 3a. The HSE Chair and full-time faculty members establish and complete target activities on an annual basis.
- 3b. A minimum of two (2) new internship sites per year, other than hospitals, are identified and contracts obtained.

Bachelor of Science in Health Care Administration

The HCA curriculum consists of 48-51 hours of professional courses in the major discipline of health care administration. The HCA degree plan includes the following:

HCA Professional Requirements (48-51SH)

3 CH	HCA 402A	The Evolving Health Care System I
3 CH	HCA 402B	The Evolving Health Care System II
3 CH	HCA 408	The Politics of Health Care
3 CH	HCA 423	Foundations of Health Law
3 CH	HCA 425	Assessment of Quality Care and Patient Safety
3 CH	HCA 432A	Leading Effective Organizations I
3 CH	HCA 432B	Leading Effective Organizations II
3 CH	HIM 450	Health Care Informatics and Information Systems
3 CH	HCA 458	Project Management in the Health Care Sector
3 CH	HIM 460	Health Statistics and Research Methods
3 CH	HCA 466	Managing Health Services Reimbursement
3 CH	HCA 480	Applied Capstone in Health Care Administration
3 CH	HCA 485	Administrative Internship
9-12	CH	HCA Electives / Specialization or Other Minor

RHCHP Core Studies Requirements (54-57 CH)

In addition to the HCA professional course requirements, candidates for the Bachelor of Science degree must complete 54-57 hours in The Rueckert-Hartman College for Health Professions core studies requirements as listed below:

9 CH	Natural Sciences/Mathematics/Computer Science
3 CH	MT 274 - Introduction to Statistics for Health Professions*
6 CH	Social Science/Economics/Business
3 CH	EC 330 – Principles of Microeconomics*
3 CH	HCA 452 – Human Resource Management in Health Care Settings or BA 452 – Management of Human Resources*
3 CH	Philosophy
3 CH	HCE 435 - Ethics in Health Care Services*
6 CH	Religious Studies
6 CH	Literature/Humanities/Oral & Written Communication
3 CH	English Composition
3-6 CH	AC 325 – Accounting Principles and Management Concepts (3)* Or Accounting I and II (6)*

*Department Requirements (15-18 CH)

Upper Division Electives (6 CH)

6 CH Upper Division electives ONLY. A 400-level course number is required.

General Electives (12-18 CH)

The total credit hours required for graduation are 120 credit hours. A minimum of 30 graded credit hours must be completed at Regis University.

Program Schedule

HCA courses are offered in an 8-week online format and semester-long Internship and limited classroom courses.

The program is designed to be completed in 24 to 30 months depending on the semester of enrollment and the academic course load per term. Students are strongly encouraged to work closely with their advisors to develop an individual academic plan.

Administrative Internship

The Administrative Internship (HCA 485) is a structured administrative internship experience. The course involves placement at one or more internship sites and completion of 120 documented hours at the selected site.

A faculty Coordinator will work with the student to obtain placements that are convenient and consistent with the student's area of interest. Whenever possible, the student's request for a specific site or range of dates is honored. However, the program does not guarantee placement at the student's site of choice or within specific requested dates. Internships are often unpaid and subject to employee regulations.

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

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

THE MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION

Program Overview

The graduate program in Health Services Administration (HSA) was approved in January 1999 and accepted its first class in August 1999. The program offers a Master of Science degree in Health Services Administration. The program is designed to encourage progression from the HCA undergraduate program and serves experienced health care managers with related baccalaureate

degrees. Program requirements can be completed in an average of 24 months depending on the semester of enrollment and the academic course load per term.

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

This program is designed in an advanced practice model intended to extend an undergraduate foundation in health care management and/or prior health care management experience. For those without prior health care management experience, an introductory health care delivery systems course (HSA 610) is required which can be applied to the degree. The curriculum contains a challenging master's core with advanced practice courses in financial, operations, quality, and technology management. Special topic courses allow individual students to custom design learning experiences in specific areas of interest and expertise. The curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry.

Mission of the Health Services Administration Program

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

Health Services Administration Program Goals

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

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

STANDARD

- 1a. All domains and competencies are included in the program course work.
- 1b. Course syllabi are reviewed at periodically by the program Chair and the instructor for currently relevant content and appropriateness based on faculty input, student course evaluations, and other available feedback.
- 1c. Average satisfaction scores on the graduate exit survey exceed satisfactory on specified questions related to curriculum content and educational preparation.
- 1d. Average satisfaction scores on the one-year graduate survey exceed satisfactory on specified questions related to educational preparation and current employment.
- 1f. Results of the graduate exit surveys and one-year graduate surveys are reviewed annually with corrective action implemented in any area of curriculum weakness as indicated by the review process.

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

STANDARD

- 2a. Promote specified courses or events to local professionals.
- 2b. Average satisfaction scores on course and faculty evaluations exceed satisfactory on specified statements related to curriculum content and applicability.

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

- 3a. The program Chair and full-time faculty members establish and complete target activities on an annual basis.

Master of Science in Health Services Administration (36 SH)

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

36 semester hours

3 CH	HCE 600	Organizational Ethics and Health Care Compliance
3 CH	HSA 601	Leadership & Organization Development in Health Services
3 CH	HSA 602	Organizational Planning and Development in Health Services
3 CH	HSA 604	Foundations of Economics, Accounting & Finance
3 CH	HSA 624	Assessment of Quality Care and Patient Safety
3 CH	MSHI 650	Health Care Informatics and Information Systems
3 CH	HSA 660	Methods of Research and Inquiry
3 CH	HSA 663	Advanced Concepts of Health Care Finance
3 CH	HSA 680	Contemporary Issues in Health Services Delivery Systems
3 CH	HSA 696	Master's Project in Health Services
6 CH		Graduate Electives

HSA Admission Requirements

Students without health care experience may be admitted into the HSA program and a bridge course will be required. The bridge course will be HSA 610: Health Care Delivery Systems. This course will fulfill one of two electives required for the degree, so students do not have to take an additional course (pre-requisite) to obtain the degree.

HSA Curriculum

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

Technology Requirement

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

CERTIFICATE IN QUALITY & PATIENT SAFETY

Certificate Overview

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

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

Certificate in Quality & Patient Safety (12 SH)

3 CH	HSA 624	Assessment of Quality Care and Patient Safety
3 CH	HSA 670	Biostatistics & Health Data Analysis
3 CH	HSA 672	Managing Patient Safety and Organizational Risk
3 CH	HSA 625E	Advanced Concepts of Quality: Lean Methodology

Quality & Patient & Safety Admission Requirements

The ideal candidate for the Certificate in Health Care Quality & Patient Safety Certificate holds a baccalaureate degree in Health Care Administration/Management or a baccalaureate degree in a business, clinical or health related field with two or three years of management experiment in a health industry setting and has some experience with health care systems. Applicants without this experience may take a health care delivery systems course to be prepared for this certificate. Applications are individually evaluated based on the following admission criteria:

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

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

Certificate in Health Care Business Management

Certificate Overview

The HCBM certificate was developed for professionals requiring specific graduate-level, health care management skill sets, though may not have the time or desire to complete a full graduate curriculum. The HCBM certificate provides a broad array of options for professionals to customize a certificate by completing four of nine courses offered. Students, along with their advisors, determine which courses will best enhance professional aspirations.

Students electing to complete a full graduate curriculum at a later date may apply all their certificate courses to the MS in Health Services Administration graduate curriculum. This effectively opens horizons for students to complete one-third (four of 12 required courses) of a graduate degree by completing the certificate.

The HCBM certificate is appropriate for anyone who has already earned an undergraduate degree from an accredited university. Professionals from any of the health care related disciplines are welcome to apply for the certificate program. This includes health care supervisors and managers, pharmacists, physical therapists, behavioral health professionals, nurses, those individuals with a technical background who need additional training in health care business, or those from non-health care industries who provide services for health care clients.

Health Care Business Management Admission Requirements

Select 4 courses (12 credit hours) from the following options:

HCE 600 – Organizational Ethics and Health Care Compliance	3 CH
HSA 601 – Leadership and Organization Development in Health Services	3 CH
HSA 602 – Organizational Planning and Development	3 CH
HSA 620 – Marketing and Public Relations in Health Care Settings	3 CH
HSA 624 – Assessment of Quality Care and Patient Safety	3 CH

HSA 630 – Medical Practice Management	3 CH
MSHI 650 – Health Care Informatics & Information Systems	3 CH
HSA 652 – Human Resources in the Health Care Settings	3 CH
HSA 663 – Advanced Concepts in Health Care Finance	3 CH

ACADEMIC POLICIES AND PROCEDURES

NONDISCRIMINATION

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

ADMISSION

Undergraduate Programs

Policy

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

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

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

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

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

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

Applicants must have the following information on file:

- A signed and complete application form
- An admission essay

Two letters of recommendation
Official transcripts of all academic work since high school
Evidence of payment of the application fee or waiver
Online students, credit hour documentation
Background check and drug clearance

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

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

Procedure

1. The applicant submits a completed application form to the department with payment of the initial application fee. EXCEPTION: The application fee is waived for students currently enrolled or with a previous paid application to the Rueckert-Hartman College for Health Professions, Regis College, the College of Business and Economics, the College of Contemporary Liberal Studies, or the College of Computer and Information Sciences.
2. The applicant submits a written essay. An applicant will not be admitted to Regis University until the essay has been received and evaluated positively for satisfactory writing skills. The applicant is also encouraged to submit a professional resume.
3. The applicant submits two letters of recommendation on the approved forms.
4. The applicant submits official transcripts from all colleges and universities attended.
 - a. The transcripts are reviewed for verification of a 2.500 cumulative grade point average.
 - b. The transcripts are evaluated for satisfactory completion or waiver of specified program prerequisite courses including:
 - Introduction to Computing or equivalent
 - Introduction to Statistics or equivalent
 - Principles of Accounting I & II
 - c. The applicant is counseled regarding prerequisite and core studies courses that have not been completed.
6. All application materials and related information are reviewed by the Division Chair. The applicant is notified by letter of acceptance or non-acceptance to the program.

Graduate Programs

Policy

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

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

The ideal candidate for the Master of Science in HSA holds a baccalaureate degree in health care administration/management or a baccalaureate degree in an alternate or related field with 2-3 years of management experience in a health industry setting. Applicants without this experience may be admitted through the completion of a required introductory health care delivery systems course. To be considered for admission to the **Master of Science in Health Services Administration degree program**, an applicant must meet the following minimum standards:

1. A baccalaureate degree from a regionally accredited college or university
- or -
Evidence that undergraduate degree requirements will be met no later than August of the current year
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale
- or -
A satisfactory score on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from persons familiar with the applicant's academic and/or professional potential.
4. An admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
5. A current resume or other documentation of professional health care and/or management experience.
6. A completed application form including non-refundable application fee. The application fee is waived for HSA progression students.

Admission Through HSA Undergraduate Progression

Qualified students in the undergraduate HCA program are encouraged to progress into the HSA program. These students complete the same application process except that the application fee is waived. Students must provide evidence that undergraduate degree requirements will be met no later than August of the current year.

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

Procedure

1. The applicant submits a completed application form to the department with payment of the initial application fee. EXCEPTION: The application fee is waived for students currently enrolled or with a previous paid application to the Rueckert-Hartman College for Health Professions, Regis College, the College of Business and Economics, the College of Contemporary Liberal Studies, or the College of Computer and Information Sciences.
2. The applicant submits official transcripts from all colleges and universities attended.

- a. The transcripts are reviewed for verification of a 3.000 cumulative grade point average.
- b. The transcripts are evaluated for satisfactory completion of recommended program prerequisite courses including:
ACC 201 – Principles of Accounting I or equivalent
HCA/HIM 425 - Quality Improvement in Health Care Settings or equivalent
- c. The applicant is counseled regarding prerequisite courses that have not been completed.
3. The applicant submits two letters of recommendation on the approved forms.
4. The applicant submits a current professional resume. The resume is reviewed for evidence of prior experience in health care and/or management.
5. All application materials and related information are reviewed by the University Admissions Department. The Division Chair has final approval of applications. The applicant is notified by letter of acceptance or non-acceptance to the program.

Admission on Probation

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis consistent with prevailing Admissions policies and procedures.

Conditional Admission

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

BACKGROUND CHECK

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

DRUG SCREENS

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

HEALTH STATUS

Policy

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

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

HEALTH INSURANCE

Policy

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

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

HSE Student Attire for Internships & Practicums

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

Hair: Hair should be clean and neatly groomed.

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

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

Jewelry: Take a conservative approach to wearing jewelry of any kind.

Shirts: Revealing clothing (e.g., tank tops, spaghetti straps, halter tops, midriffs, tube tops, swim tops) is not permitted, and proper undergarments shall be worn. Torso exposure will not be permitted. Men's shirts must have sleeves and a collar. Shirts with graphics or print that may be considered distracting, provocative, or offensive are not to be worn on campus or at internship sites.

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

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

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

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

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

TRANSFER CREDIT EVALUATION AND DEGREE/CERTIFICATE PLAN

Undergraduate Programs

All transcripts are evaluated for transfer credit according to the transfer credit policies of Regis University and the Division of Health Services Education. A degree or certificate plan is prepared and reviewed with the student prior to, or during, the first semester of the program, or following completion of the first 12 hours of Regis course work as appropriate.

Graduate Programs

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

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

REGISTRATION

Registration for the first session of classes is accomplished through the HSE Admissions Counselor.

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

ADD/DROP

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

WITHDRAWAL

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

You can access the withdrawal policy by going to: <http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Academic-Records-and-Registration/Records-and-Registration-Forms-and-Publications/Withdrawal-Form-Cover.aspx>.

TUITION APPEAL INFORMATION

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

- There are no longer "administrative drops." All drops after the add/drop period are considered withdrawals.
- A student who wishes to withdraw from his or her class after the add/drop deadline **must complete a withdrawal form** (online). This will provide an appropriate date-stamp on the withdrawal and will generate an appropriate refund based on that date.
- If a student believes there are extenuating circumstances that might warrant a greater refund and/or removal of the "W" grade, he or she should be referred to Student Services at 303-458-4126 or their Academic Advisor to learn how to submit an appeal and required supporting documentation.
- Certain appeals submitted may be reviewed by the Appeals Coordinator; others will be directed to the Appeals Committee for review. The committee will comprise University administrators and staff from key departments.
- All decisions are final and cannot be further appealed.

Circumstances Eligible for Appeal

- Recent medical condition (unanticipated medical condition that occurred during or immediately prior to the eligible term)
- Immediate family emergency (i.e., illness or death)

- Change in employment hours or location, employer-mandated travel, or active duty military obligation that prevents completion of all courses
- University registration correction
- Other special circumstances beyond the student's control

Circumstances NOT eligible for Appeal

- Personal errors in judgment or irresponsibility involving transportation, academic ability, time management, or failure to drop courses after the first class session, or in the case of on-line courses after the initial posting deadline
- Misinterpretation of University policies and procedures as published in the Regis University Bulletin, Student Handbook, and other University publications
- Lack of knowledge of Regis University policies and procedures as published in the Regis University Bulletin, Student Handbook, and other University publications
- Dissatisfaction with course content, delivery of instruction, or with academic progress in course. Complaints of this nature should be directed to the department chair
- Appeals of non-refundable fees
- Non-attendance after the first class session or minimal attendance of class
- Inadequate investigation of course requirements prior to registration and attendance
- Inadvertent repetition of courses previously taken or transferred for credit
- Non-qualification, late application, or loss of eligibility for financial aid or scholarships
- Non-receipt of mail due to obsolete address on file with the Enrollment Services division
- Failure of student to activate, maintain or access the official regis.edu e-mail address (e.g. for e-billing)
- Changes of, or personal conflicts with, the instructor of record
- Student errors resulting in the delay of administrative processes relative to registration or the delivery of financial aid funds
- Voluntary acceptance of employment or other activity impacting ability to attend classes

STUDENT ADVISING

- a. A faculty academic advisor is assigned to all entering HSE students in all programs.
- b. The advisor counsels students on meeting requirements for their specific program and provides necessary guidance and support for progression through the program as necessary.
- c. Students are encouraged to schedule regular appointments with their advisor, in person, by phone, or by email to facilitate ongoing dialogue throughout their course of studies.

- d. Conflicts with the assigned advisor must be presented in writing to the Division Chair.

PROGRESSION POLICIES

Undergraduate Programs

Health Care Administration (HCA) Program

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

1. Students must earn a grade of “C” or better in all HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the Division Chair. Students may repeat no more than two courses.
2. Students who earn a grade below “C” in more than two HCA courses may be required to establish a corrective plan of action with
3. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student’s academic advisor prior to a written request for Incomplete to the instructor(s).

Health Services Administration (HSA) Graduate Program

Candidacy for the Master of Science in Health Services Administration (HSA) degree at Regis University requires successful completion of course requirements. The thirty-six (36) credit hour program may be completed in an average of twenty-four (24) months of full-time study. There is a six year time limit for completion of all degree requirements. This time limit is computed from the semester in which students complete the first course that is to be applied toward the degree, whether the student has been officially admitted to the program. If students wish to complete the degree after the Degree Plan has expired, readmission to the program is required and a new Degree Plan must be signed.

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

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

Quality & Patient Safety (QPS) Certificate

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

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

Health Care Business Management (HCBM) Certificate

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

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

GRADING SYSTEM

The HSE grading system is as follows:

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

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

Grade of Incomplete

1. A grade of "I/F" or "I/(other letter designation)" denotes that the required work for the course is incomplete due to extraordinary circumstances. At least 60% of the course should be completed to be eligible for an incomplete. A student must submit to the instructor, prior to the last day of class, a written request for assignment of such a

grade. If no request is received, the student will receive the grade earned to that point as the permanent course grade. The length of time to complete the work is negotiated with the instructor and approved by the Division Chair but must, in any event, be completed by the end of the semester following the one in which the Incomplete grade was assigned or prior to internship assignment whichever is first. "F" becomes the permanent grade if no final grade is submitted within the incomplete deadline.

2. A request for Incomplete is justified only based on serious, extenuating circumstances such as extended personal or family illness. Further documentation verifying the situation may be requested.
3. Students on probationary status may not receive a grade of incomplete without the written permission of the Division Chair.
4. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).
5. To request a grade of incomplete, the student must complete the Incomplete Grade Request and Contract form available in the Division of HSE. The student is responsible for initiating this form, discussing the terms with the instructor, and obtaining the instructor's signature. The work to be completed and the deadline for submission is assigned at the discretion of the instructor and in accordance with the Regis University Bulletin.
6. The student is solely responsible for submission of all work according to the terms of the contract.

GRADE APPEALS

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

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

1. The student first contacts the instructor and reviews the issue. If the grade remains in dispute, the student should follow Step 2.
2. The student contacts the Division Chair and, in writing, protests the disputed grade. The Chair then follows either Step "a" or Step "b", depending upon the circumstances.
 - a. If the grade in dispute does not affect the student's ability to progress in the program, the following procedure applies:

Both the student and the instructor submit written statements explaining the issue to the Chair. The Chair reviews all the documentation submitted to determine the validity of the challenge. The Chair contacts the student and faculty member to schedule an appointment, if necessary. The Chair may choose to seek additional information from other sources, if indicated by the circumstances. The Chair decides about the disputed grade and conveys that decision in writing to the student and faculty member. If either party wishes to contest the Chair's decision, Step 3 should be followed.

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

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

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

ACADEMIC STANDING AND PENALTY

Students are notified of a change in academic status by a letter from the HSE Chair, but failure to provide or receive the notice does not invalidate the action taken. Probation, suspension, and dismissal designations are posted to student transcripts.

Undergraduate Programs

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

Graduate Programs

Students must have a minimum cumulative grade point average of 3.0 to graduate. A grade of less than "C-" or lower is a failing grade and the course must be repeated for credit. If a student's grade point average falls below 3.0 in a graduate program course requirement, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to 3.0. Students who fail to raise the cumulative grade point average to 3.0 are suspended from the program. In addition, students who receive a grade of "C" in two courses at the 600-level are subject to academic review and may be suspended from the Program. Suspensions may be appealed to the Chair of the Division of HSE.

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

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

ACADEMIC WITHDRAWAL FROM AN HSE PROGRAM

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

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

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

CONFIDENTIALITY

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

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

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

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

Rueckert-Hartman College for Health Professions Academic Integrity Policy

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Introduction

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

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

Academic Honor Code

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

The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of

the student's home college or program, and will be enforced according to the policies and procedures of the RHCHP.

Definitions

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

Cheating:

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

Examples of cheating include:

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

Plagiarism:

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

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

Fabrication:

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

- Citing information not taken from the source indicated.
- Citing a source that does not exist.

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

Collusion:

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

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

Other Examples of Academic Misconduct

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

Responsibility

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

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

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

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

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

Academic Integrity Board

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

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

The AIB is comprised of:

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

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

Sanctions for Violations of Academic Integrity

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

Student Violations

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

Level One Violations and Sanctions

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

Level Two Violations and Sanctions

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

Level Three Violations and Sanctions

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

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

Repeat Violations

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

Non-Faculty Employee Violations

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

Procedures

Student Violations

1. The faculty member identifies an infraction of the Academic Integrity Policy and notifies the appropriate supervisor and the following steps are completed:
 - a. The faculty checks with AIB for any prior violations by that student and prior actions taken.
 - b. The level of violation is determined by the faculty and appropriate supervisor.
2. If the violation is Level 1 or Level 2
 - a. The faculty and/or supervisor may consult with a member of the AIB regarding the investigation or determination of sanction by notifying the Chair of the AIB. Consultation requests will normally be responded to within one business day.
 - b. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions, including specified time frames specified in the
 - c. The faculty informs the student of the violation and sanction in writing.
 - d. The faculty completes and submits the Notification of Academic Integrity Policy Violation to the AIB within a week of determining the sanction.
 - e. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's advising file.
3. If the violation is Level 3 or otherwise egregious in nature
 - a. The Chair of the AIB is notified and a consultation is initiated (Level 3 violations are automatically referred to AIB). Consultations are generally initiated within one business day.
 - b. The student may be removed from the online or ground-based class pending the investigation. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions, including specified time frames specified in the applicable.
 - c. The student is notified, in writing, of the violation and sanction by the faculty and/or the program Chair/dean with a copy to the student's advising file.
 - d. The faculty completes and submits the Notification of Academic Integrity Policy Violation to AIB.
 - e. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's advising file.
 - f. If academic expulsion is recommended, the documentation will be referred to the Office of the Provost.
4. In the event of course failure, academic suspension or academic probation in which the transcript code for violation of academic integrity is requested, the University Registrar is notified.

Appeals of Academic Integrity Sanctions

Academic Integrity Appeals Board

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

This Appeal Board will consist of the representatives of the Academic Integrity Boards of the other Regis University colleges (the College of Business and Economics, the College of Contemporary Liberal Studies, the College of Computer and information Sciences and Regis College), an ad hoc faculty member from RHCHP and one member of the RHCHP AIB.

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

Student Appeals Process

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

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

The Appeals Process

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

Academic Integrity Database

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

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

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

Approved by RHCHP Academic Council/9-8-2010. Revised & approved 5-9-13.

Addendum

Approved Language for Use in All RHCHP Syllabi

Academic Honor Code

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

Violations of Academic Integrity

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

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

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

HIPAA Privacy & Security Reminder

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

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

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

Reminders

Protected health information is any information that allows you to associate a person's identity with their health care information. This applies to all forms of media including: paper documents, electronic files and data, course notes, research papers, video and sound recordings, photos, charts, etc. As it pertains to Regis University-sponsored programs, project and activities, the following are reminders of common privacy and security practices for protected health information that must be followed:

- Any personal documents and notes in any form that contains individually identifiable health information on patients you encounter because of Regis University-sponsored training must be properly protected and its confidentiality must be maintained.
- Regis University students who are training at partner health provider organizations are prohibited from removing documents that contain individually identifiable health information without a written and signed authorization from the health care provider's Health Information Management (HIM) Department or authorized representative ***and*** the proper patient authorization.
Special note on minors—in most cases, minors cannot legally consent or authorize the release of their protected health information.
- Regis University students participating in Regis University-sponsored health care training and research activities must only use de-identified information or limited data sets in any presentations or publications outside of the health care provider organization. (See 'How to De-identify Individual Health Information'.)
- For Regis University students participating in Regis University-sponsored health care training and research activities, the following activities involving individually identifiable health information are explicitly prohibited:
 - Sending such information through unsecure email,
 - Posting such information on any social networking site—regardless of the user account used by the Regis University student, faculty or staff to post the information, and
 - Disclosing such information during classroom discussions and/or presentation.

Policy compliance and sanctions

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

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

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

Reporting requirements

If any Regis University staff, faculty or student becomes aware of the unauthorized use or disclosure of PHI or ePHI that is under the control and protection of Regis University, the incident must be reported within 5 days of discovery to:

Privacy Officer
Regis University
3333 Regis Blvd.
Denver, CO 80221
PrivacyOfficer@Regis.edu

With a copy to:
Susan Layton,
Associate Vice President
Regis University
3333 Regis Blvd.
Denver, CO 80221
slayton@regis.edu

How to De-identify Individual Health Information

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

- Names;
- Social Security numbers;
- Telephone numbers;
- All specific geographic location information such as subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code, if, according to the current publicly available data from the Bureau of the Census: (1) The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and (2) The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000;
- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
- Fax numbers;
- Electronic mail addresses;

- Medical record numbers;
 - Health plan beneficiary numbers;
 - Account numbers;
 - Certificate/license numbers;
 - Vehicle identifiers and serial numbers, including license plate numbers;
 - Device identifiers and serial numbers;
 - Web Universal Resource Locators (URLs);
 - Internet Protocol (IP) address numbers;
 - Biometric identifiers, including finger and voice prints;
 - Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic, or code (note this does not mean the unique code assigned by the investigator to code the research data)

DISCIPLINARY EXPULSION

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

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

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

- a. A pattern of unsafe internship performance.
- b. Any action of omission or commission that results in serious injury or harm to another.
- c. Disrespectful, abusive, or dishonest interactions with patients, families, staff, faculty, or peers.
- d. Violation of a client's right to confidentiality.
- e. Performance of a criminal act.
- f. Abuse of drugs or illegal use or possession of controlled substances.
- g. Failure to follow the policies and procedures of the sponsoring agency.
- h. Academic dishonesty or plagiarism.
- i. Manipulation, alteration, removal, or destruction of other student/faculty/University/sponsoring agency materials and/or equipment.
- j. Unauthorized use of University or sponsoring agency equipment inclusive of computer accounts and files.

- k. Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter.
- l. Other prohibited conduct as defined by Regis University The Rueckert-Hartman College for Health Professions, and the department or program.
- m. Other conduct or behavior that is unprofessional or unsafe as determined in the discretion of the Rueckert-Hartman College for Health Professions.

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

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

At the hearing, the Chair or designee shall:

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

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

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

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

OFFICIAL GRADE REPORTS

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

UNOFFICIAL GRADE NOTIFICATION

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

WRITTEN EXAMINATIONS

Students are expected to take all exams and quizzes at the scheduled time. The only exceptions to this policy are for medically documented illness, extenuating circumstances of an extraordinary nature or as allowed by law. In such cases, the student is responsible for notifying the faculty member of such circumstances prior to the exam or as soon after the exam as reasonably possible. The faculty member may request written documentation of the circumstances.

Makeup exams will cover the same material and provide the student with similar options for demonstrating competence as the original examination.

STUDENT EVALUATIONS

Course and Faculty Evaluations

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

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

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

Graduate Exit Survey

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

STUDENT PARTICIPATION IN STANDING COMMITTEES

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

GRADUATION AND COMMENCEMENT

Degree Award

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

Graduation Application

To be considered a candidate for graduation, undergraduate students must submit an application and graduation fee to The Rueckert-Hartman College for Health Professions, Division of Health Services Education by the application deadlines specified.

Graduation application deadlines are as follows:

<u>Graduation Date:</u>	<u>Application Deadline:</u>
May	January
August	June
December	September

Financial Clearance

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

Transcripts of Credit

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

Commencement Activities

Regis University has two commencement ceremonies each year in May and December. Students graduating in August have the option to participate in either May or December graduation ceremonies. Undergraduate students are eligible to participate in commencement as soon as they are within 12 credit hours of completion of the degree requirements. Graduate students are eligible to participate in commencement as soon as they are within 6 credit hours of completion of the degree requirements.

GENERAL STUDENT REGULATIONS

See University Student Handbook

GENERAL POLICIES

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

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

ONLINE CLASS PARTICIPATION

Students are expected to access their first class in each 8-week session by Monday of Week 1. During the class session, students are expected to participate in a responsible, professional, and timely manner respecting other student's postings and faculty input.

CLASS CANCELLATIONS / SCHEDULE CHANGES

Unplanned Absence of a Faculty Member

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

Classes are canceled due to extreme weather only by Regis University. Cancellation of classes is generally announced over local radio and television stations. Also, you can sign up for the Regis University Alert where you can receive information about a campus closing via email, phone, or text message.

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

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

DIVISION OFFICE POLICIES

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

STUDENT CONCERNS AND QUESTIONS REGARDING POLICY

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

STUDENT - FACULTY CONFLICTS

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

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

TRANSPORTATION

Students need access to a car for experiential experiences. Automobile transportation may be required for experiential experiences as part of a non-internship course. Transportation and related

expenses are the responsibility of the student.

STUDENT ACCOUNTS

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

E-MAIL POLICY

A. Purpose

E-mail is considered an official means for communication within the University.

B. Scope

This e-mail policy provides guidelines regarding the following aspects of e-mail as an official means of communication.

- University use of e-mail;
- Assignment of e-mail addresses;
- Use of and responsibilities associated with assigned e-mail addresses; and
- Expectations of e-mail communication among faculty, staff and students.

C. Policy

1. **University use of e-mail-** E-mail is an official means for communication within Regis University. The University may send correspondence exclusively through e-mail regarding important matters including, but not limited to, financial aid, policy announcements, employee benefits information, meeting and event notifications, student judicial correspondence, and academic information. Students, faculty, and staff are expected to check their e-mail on a frequent and consistent basis to stay current with University-related communications.
2. **Assignment of e-mail addresses** - Information Technology Services (ITS) will assign each student, faculty member and staff member an official University e-mail address as part of the application process to obtain a RegisNET account. It is to this official address that the University will send e-mail communications.
3. **Redirecting of e-mail** - A student, faculty member or staff member who chooses to redirect e-mail from his or her official Regis University address to another e-mail address takes full responsibility for the correct configuration of that forwarding and assumes all risk for such action. The University will not support and will not be responsible for problems associated with or the handling of e-mail by outside vendors. Having e-mail redirected does not absolve a student, faculty member or staff member from the responsibilities associated with communication sent to his or her official University e-mail address.
4. **Expectations regarding use of e-mail** - Students, faculty and staff are expected to appropriately manage their Regis University mailboxes and to check their official University e-mail address on a frequent and consistent basis to stay current with University communications. Prompt disposition of e-mail is necessary to manage storage space on the e-mail system.
5. **Educational uses of e-mail** - Faculty may determine how e-mail will be used in their courses. It is highly recommended that if faculty has e-mail requirements and expectations that they specify these requirements in the course syllabus. Faculty

may expect that students' official Regis University e-mail addresses are being accessed, and faculty may use their Regis University e-mail accordingly.

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

PROFESSIONAL ORGANIZATIONS

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

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

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

SERVICE & AWARDS

COMMUNITY SERVICE / SERVICE LEARNING

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

ALPHA SIGMA NU

Alpha Sigma Nu is the honor society for Jesuit colleges and universities. Alpha Sigma Nu recognizes outstanding women and men who have attained a high degree of excellence in their fields and demonstrate scholarship and academic achievement, leadership in service to others, and loyalty to the Jesuit educational tradition. Deadlines and membership applications may be

obtained in the Department of Health Services Education.

SUPPORT SERVICES

Computer Labs

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

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

- 1) Carroll Hall: Lower Level; Room 17 is the designated RHCHP LAB
- 2) Claver Hall: Labs 1 & 2
- 3) Dayton Memorial Library: All four floors

All computers provide access to the following general programs:

- Microsoft Office Suite
- Internet Browsers
- Microsoft Project
- SPSS (Statistical Package)

There are many other course/program specific programs loaded on the network. If you are looking for a specific program, you may either contact the HSE office at 303-458-4157 or the ITS Help Desk at 303-458-4050.

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

RegisNET Account

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

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

E-mail Accounts

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

WebAdvisor,

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

Library Services

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

Monday-Thursday, 7:00 a.m.-1:00 a.m.
Friday-Saturday, 7:00 a.m.- 6:00 p.m.
Sunday, 10:00 a.m.- 1:00 p.m.

Holiday and Summer semester hours vary.

Media Support Services

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

International Students

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