Health Informatics B.S. Program Handbook

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Introduction

This handbook, together with the UCF Undergraduate Student Handbook and official UCF catalog, serves as your primary guide throughout your undergraduate career in the Bachelor of Science in Health Informatics program. The program handbook describes the specific requirements, policies, and expectations unique to your program of study. While these documents are essential references, you are always welcome to speak with faculty, staff, and your Program Director.

All members of the university community are expected to conduct themselves in accordance with the highest standards of academic and scholarly integrity. As a student in a health-related professional program, you are held to both institutional and professional standards of conduct.

Health informatics involves the intersection of information science, computer science, and health care. Professionals in this field are responsible for the collection, management, analysis, and secure exchange of health information to improve patient outcomes and organizational performance. Graduates of this program are prepared for roles such as health informatics analyst, clinical informatics specialist, EHR implementation consultant, health data analyst, and informatics project manager.

Useful Resources

Resource	Website / URL
Academic Calendar	calendar.ucf.edu
Ask UCF	guides.ucf.edu/ask
UCF Bookstore	ucf.bncollege.com
Campus Map	map.ucf.edu
MyUCF	my.ucf.edu
Registrar	registrar.ucf.edu
Rules of Conduct (Golden Rule)	goldenrule.sdes.ucf.edu
Student Canvas Guide	online.ucf.edu/support/webcourses
University Writing Center	uwc.cah.ucf.edu
AHIMA	ahima.org
HIMSS	himss.org
CAHIIM	cahiim.org
UCF Strategic Plan	ucf.edu/unleashing-potential

Program Information

University of Central Florida

The University of Central Florida, a member institution of the State University System, was founded in 1963 as Florida Technological University. The name was changed by action of the Florida Legislature on December 6, 1978. UCF has grown into one of the largest universities in the United States and maintains a full strategic plan with goals focused on access, excellence, and community impact. More information is available at ucf.edu/unleashing-potential.

The Bachelor of Science in Health Informatics Program

The Bachelor of Science in Health Informatics is housed in the School of Global Health Management & Informatics (SGHMI) within the College of Community Innovation & Education (CCIE). The program prepares students to lead, manage, and innovate within health information systems, electronic health records environments, and data-driven healthcare organizations.

The program integrates foundational knowledge in health care delivery, information technology, data analytics, project management, privacy and security, and health information standards. Students graduate with the competencies needed to sit for national certification examinations and pursue careers across a wide range of health care and technology settings.

Annual program assessment reporting is submitted to the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Students and faculty are expected to actively support program accreditation activities, including participation in outcomes data collection and assessment processes.

Program Mission and Vision

Mission: The UCF Bachelor of Science in Health Informatics prepares students to transform healthcare delivery through the strategic application of data science, information technology, and evidence-based practices. Our program develops skilled health informatics professionals who leverage technology and data analytics to improve patient outcomes, enhance healthcare efficiency, and advance population health across Florida and beyond.

Vision: To be recognized as a premier undergraduate health informatics program that unleashes student potential, drives healthcare innovation through interdisciplinary collaboration, and creates pathways for professionals to lead the digital transformation of healthcare systems locally, nationally, and globally.

Program Goals

1. Academic Excellence and Innovation

- Deliver a rigorous, CAHIIM-accredited curriculum that integrates health sciences, information technology, data analytics, and systems thinking

- Foster innovation through hands-on learning experiences with emerging health technologies and data-driven decision-making tools
- Prepare graduates for professional certifications (CAHIMS, CHDA) and seamless transition to graduate education or immediate workforce entry

2. Comprehensive and Transformative Education

- Provide high-quality education that prepares students to address complex healthcare challenges through informatics solutions
- Offer experiential learning opportunities through internships with healthcare organizations across Florida's I-4 corridor and beyond
- Support student success through mentorship, advising, and career development aligned with the evolving health informatics landscape

3. Workforce Development and Community Impact

- Address Florida's critical workforce shortage in health information technology (22% growth rate) by producing career-ready graduates for entry-level informatics roles
- Develop partnerships with healthcare systems, including AdventHealth, Orlando Health, and HCA Healthcare, to ensure curriculum relevance and internship opportunities
- Contribute to Florida's economic prosperity by preparing graduates for high-demand careers with strong earning potential

4. Evidence-Based Practice and Quality Improvement

- Develop students' ability to critically evaluate health informatics literature and apply evidence-based findings to real-world healthcare problems
- Prepare graduates to use data analytics tools and methodologies to design, implement, and evaluate quality improvement initiatives that support patient safety, operational efficiency, and population health outcomes
- Foster a habit of inquiry and data-driven decision making that positions graduates to contribute meaningfully to organizational improvement efforts and, as the program matures, to engage with undergraduate research opportunities and applied scholarship appropriate to the health informatics field

5. Interprofessional Collaboration and Leadership

- Cultivate collaborative skills through interdisciplinary coursework with health information management and health services administration students
- Develop ethical leaders who understand data privacy, patient safety, and professional standards in healthcare
- Prepare graduates to serve as effective communicators between healthcare practitioners, administrators, technologists, and policymakers

Career Outcomes

Graduates of the BS in Health Informatics are prepared for a wide range of roles, including but not limited to:

- Health Informatics Analyst
- Clinical Informatics Specialist
- EHR Implementation Consultant
- Health Data Analyst
- Informatics Project Manager
- Health Information Manager
- Health IT Trainer or Educator
- Compliance and Privacy Officer

Accreditation

The Bachelor of Science in Health Informatics is a candidate for accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM accreditation signifies that the program meets established national standards for curriculum, faculty qualifications, student outcomes, and continuous quality improvement.

Accreditation matters to you as a student because it:

- Validates the quality and rigor of your education
- Signals to employers that your degree meets recognized professional standards
- Supports articulation and transfer agreements with other accredited programs

As part of the accreditation process, the program is required to collect and report student and graduate outcome data to CAHIIM on an annual basis. This includes pass rates on certification examinations, graduate employment data, and student satisfaction measures. Your participation in outcomes surveys and data collection is an important contribution to the program's ongoing accreditation and improvement.

For more information about CAHIIM accreditation, visit cahiim.org.

Program Learning Outcomes and Competencies

The BS in Health Informatics program is competency-based and aligned with the CAHIIM-defined domains for health informatics education. Attached as Appendix A is a listing of all courses, course objectives, educational activities, assessments, as well as the corresponding CAHIIM Knowledge Domain & Millers Pyramid level.

Upon successful completion of the program, graduates will be able to demonstrate knowledge and skills across the following domains:

Domain F1: Health

- Health refers to the biomedical and health sciences underlying AMIA's 5 major informatics areas: translational bioinformatics, clinical research informatics, clinical informatics, consumer health informatics, and public health informatics. The biomedical and health sciences aim to understand and improve human health. To identify and develop solutions to biomedical and health informatics problems, students must understand the history, goals, methods (including data and information used and produced), and current challenges of the major health sciences, including healthcare delivery, -patient engagement, consumer health, public health, and translational science.

Domain F2: Information Science and Technology

- Information Science and Technology refers to the key concepts, methods, and tools for capturing, organizing, processing, and securing data. Competency in understanding of how information is used and the ability to assess needs of various users in IT settings. Knowledge of basic computer programming, databases, information technology terminologies, ontologies, business intelligence systems, data visualization, analytics, and user interface design.

Domain F3: Social and Behavioral Science

- Social and Behavioral Science refers to basic social, behavioral, and psychological models that seek to describe human actions and interactions as well as human behavior in society. It includes concepts from fields such as sociology, anthropology, psychology, and cognitive sciences. It is concerned with the application of social, behavioral and psychological models to the design, implementation, and evaluation of health information behaviors at the levels of individuals, organizations, social groups, and society. The purpose is to contribute to decreasing health damaging behaviors and improving health promoting behaviors and psychosocial well-being through health informatics perspectives.

Domain F4: Health Information Science and Technology

- Health Information Science and Technology refers to the array of health information science and technology models, standards, and tools for collecting, organizing, representing, sharing, securing, using and learning from biomedical and health data, information, and knowledge across the entire spectrum of informatics domains.
- Systems design and development addresses standards, regulation, governance, integration, interoperability, and protection of information. These competencies also address computational thinking, which includes problem solving as associated with computer science in healthcare settings.

Domain F5: Human Factors and Socio-technical Systems

- Human Factors and Socio-technical Systems refers to the interactions between human behaviors and information technologies. This domain draws on the principles of social, behavioral, cognitive, economic, human factors engineering, and management and

systems sciences in considering the needs, workflows, and practices of individuals and organizations in the context of information systems and technology.

Domain F6: Social, Behavioral, and Information Science and Technology Applied to Health

- Social and Behavioral Aspects of Health refers to action(s) taken by an individual, groups of individuals, or an organization to manage the health of an individual or population. It entails social determinants and patient-generated data, understanding of problems arising from health or disease, the implications of these problems on daily activities, and the practical solutions to managing these problems. Consumer health, health literacy, informed decision making, patient engagement, and self-management are examples of issues in this domain.

Domain F7: Social, Behavioral, and Information Science and Technology Applied to Health

- Social, Behavioral, and Information Science and Technology Applied to Health refers to the identification of social, organizational, human factors, behavioral, and information sciences and technologies on the design, implementation, and evaluation of health informatics solutions. The application of health technologies and clinical and/or organizational processes can impact individual and community health outcomes at numerous levels from healthcare and organizational protocols to social systems and public health.

Domain F8: Professionalism

- Professionalism refers to the level of excellence or competence that is expected of a health informatics undergraduate and includes such concepts as the acquisition of knowledge and technical skills, which may be dependent upon the application area of the training program; commitment to ethical principles including those in AMIA's Code of Ethics; and maintenance of the highest standards of excellence in the field including professional development. In health informatics, there is a particular emphasis on preserving the confidentiality, privacy, and security of health data and information, and balancing this emphasis with appropriate stakeholder access.

Domain F9: Interpersonal Collaborative Practice

- Interprofessional Collaborative Practice (ICP) refers to the shared, coordinated work among peers from different professions in order to achieve a common goal or mission. The work should be performed in an ethical manner that involves honesty, integrity, trust, and respect. Part of this domain is teamwork and team-based practice, which involves drawing on individual team members' strengths and expertise to achieve the goals and mission. ICP requires effective communication skills. In summary, the domain requires competencies in values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, and teams and teamwork.

Domain F10: Leadership

- Essentials of leadership include vision, communication skills, and stewardship. Leaders must envision goals, set priorities, manage change, make decisions, communicate, serve as a symbol of one who is willing to take risks and has credible expertise, and

guide others by motivating other leaders as well as those who will follow. The concept of followership refers to a role held by certain individuals in an organization, team, or group. Specifically, it is the capacity of an individual to actively follow a leader. For leaders to be successful at leadership, they must possess the following characteristics: credibility, honesty, competence, ability to inspire, and the ability to formulate and communicate a vision.

Degree Requirements

General Requirements

To earn the Bachelor of Science in Health Informatics, students must satisfy all of the following:

1. Complete the University of Central Florida General Education Program (GEP) requirements as described in the current undergraduate catalog.
2. Meet the Gordon Rule requirements as specified in the UCF catalog.
3. Earn a minimum of 120 semester credit hours, with a specified number earned at UCF or an accredited senior institution. Normally, the last 30 of 39 semester hours must be completed in residence at UCF.
4. Maintain an overall GPA of 2.5 or higher throughout the program.
5. Earn a grade of "C" or higher in all prerequisite and professional courses.
6. Complete an approved internship experience as a degree requirement.

Program Requirements

The specific courses required for the BS in Health Informatics are detailed in the current UCF Undergraduate Catalog. Students should consult their myKnight Audit through MyUCF to track their progress. The following additional requirements apply:

- Students must have consistent access to a computer and reliable internet connection throughout the program.
- The program requires Microsoft Windows-compatible software for certain courses. Students using Mac OS should consult with their instructor regarding compatibility and may need to use a Windows emulator (available through UCF at a discounted rate) or UCF Apps.
- Each student is required to obtain a name badge identifying them as a BS in Health Informatics student at UCF. The badge must be worn during all site visits, internship experiences, and program-sponsored events.

Transfer Credit

Transfer credit may be considered on a case-by-case basis at the discretion of the Program Director. All transfer credit requests must include official course catalog descriptions, syllabi, and official transcripts. Transfer credit must align with the program's competency framework and accreditation requirements. Students should consult the UCF catalog and their Program Director for applicable transfer policies.

Graduation Requirements and Procedure

Students must file an Intent to Graduate form through MyUCF no later than the semester preceding their intended graduation semester. The availability of the Intent to Graduate application is listed in the Academic Calendar.

It is the student's responsibility to review their degree audit with the Program Director or Academic Coordinator each semester and prior to registration. When the audit is approved, the

College of Community Innovation & Education will forward it through appropriate channels to the Registrar. Degree certification may take 6 to 12 weeks after the conclusion of the final semester.

Curriculum

Program of Study Overview

The BS in Health Informatics is designed to be completed in two years of full-time study following completion of prerequisite and general education requirements (equivalent to an Associate of Arts degree). Part-time study is permitted, but students should plan to complete the program within three years of formal admission to the professional phase.

Students should consult the current UCF Undergraduate Catalog and their myKnight Audit for the official program of study. The courses below represent the core professional curriculum.

Common Program Prerequisites	**Pre-Requisites**	**Offered?**
CGS 2100c - Computer Fundamentals for Business	None	ALL
STA 2014 - Principles of Statistics *or*	None	ALL
STA 2023 - Statistical Methods	MGF 1106	ALL

Junior Year - Fall (15 Credit Hours)	**Pre-Requisites**	**Offered?**
HIM 3006 – Foundations of HIM Credit Hours: 3	ENC 1101 & ENC 1102	Fa, Sp
HSA 3111 - U.S. Health Care Systems Credit Hours: 3	CGS 2100C & Soph Standing	ALL
HSC 3537 - Medical Terminology Credit Hours: 3	ENC 1101 & ENC 1102	ALL
HSC 4201 - Community Health Credit Hours: 3	ENC 1102 & Jr Standing	ALL
HSC 4652 – Health Law and Ethics Credit Hours: 3	ENC 1102 & Jr Standing	ALL

Junior Year - Spring (15 Credit Hours)	**Pre-Requisites**	**Offered?**
HSA 4191 - Fundamentals of Health Information Technology Credit Hours: 3	HSA 3111, CGS 2100C	ALL
HIM 4656 - Health Information Systems Credit Hours: 3	HIM 3006	Fa, Sp
HIM 3690 – Community Health Informatics Credit Hours: 3	ENC 1101	Sp
HIM 3703 – Internet and Web Technology Applications for Healthcare Credit Hours: 3	HIM 3006	Sp
HIM 3707 – Programming for Healthcare Applications Credit Hours: 3	HIM 3006, CGS 2100C	Sp

Senior Year - Fall (15 Credit Hours)	**Pre-Requisites**	**Offered?**
HIM 4665 - Health Data Standards and Interoperability Credit Hours: 3	HIM 3006, HSA 3111	Fa
HIM 4218 – Electronic Health Records and Health Databases Credit Hours: 3	HIM 3006	Fa
HIM 4508 – Quality Management Credit Hours: 3	ENC 1102	ALL
HIM 4624 - Health Data Management Credit Hours: 3	STA 2014/2023, HIM 3006	Fa, Sp
HSA 4109 – Principles of HC Reimbursement Credit Hours: 3	HSA 3111	ALL
HIM 4943 - Internship Orientation Credit Hours: 0	HIM 4656 & Sr Standing	ALL

Senior Year - Spring (15 Credit Hours)	**Pre-Requisites**	**Offered?**
HIM 4626 – Data Mining and Analysis in Health Credit Hours: 3	HIM 3006, HIM 4665	Sp
HIM 4710 – Artificial Intelligence in Healthcare Credit Hours: 3	CGS 2100	Sp
HIM 4700 - Applied Informatics for Modern Healthcare Delivery Credit Hours: 3	HIM 4218, HIM 4624	Sp
HIM 4942 – Health Informatics Internship Credit Hours: 3	HIM 4943 (Internship Orientation)	ALL
Select one restricted elective:		
HSA 4003 - The Patient Experience from an Administrator's Perspective Credit Hours: 3 OR	ENC 1102	ALL
HSA 4702 - Health Sciences Research Methods Credit Hours: 3 OR	STA 2014/2023 & Jr Standing	ALL
HSA 4180 – Org & Mgmt for Health Agencies Credit Hours: 3 OR	HSA 3111	ALL
HSC 4500 – Epidemiology Credit Hours: 3	HSA 3111, STA 2014/2023	ALL

Course Planning Guidance

Most students carry 12 to 15 credit hours per semester. Eighteen credit hours per fall or spring term is considered an overload and requires Program Director approval. Summer enrollment is typically capped at 12 credit hours; 14 is the maximum and requires special permission. Students are encouraged to register as early as appointment times allow to secure course access.

Not all courses are offered every semester. Careful planning is essential to remain on track for graduation. Students should meet with the Academic Advising Coordinator each term and arrive prepared with a proposed course plan based on their current audit.

Descriptions of Key Required Courses

The following are representative course descriptions for the professional phase of the program. Please consult the UCF catalog for the complete and current list.

HIM3006 - Introduction to Health Information Management and Health Informatics

Comparison of the fields of health information management and health informatics. Certifications; electronic health records; data privacy/HIPAA; revenue cycle; compliance/risk; areas of informatics; data analysis and visualization.

HIM3690 - Community Health Informatics

Students gain foundational knowledge in community health informatics and its applications, learning essential technological tools to enhance personal and professional productivity.

HIM3703 - Internet and Web Technology Applications for Healthcare

An introduction into the diverse applications of internet and web technologies in healthcare. Topics include web applications, mobile health technologies, search engine optimization, artificial intelligence in healthcare, blockchain for health records, telemedicine platforms, health data analytics, Internet of Medical Things (IoMT), cybersecurity in healthcare IT, and emerging trends in digital health.

HIM3707 - Programming for Health Care Applications

Learn programming fundamentals and data structures, with healthcare applications. Develop skills for working with health systems through hands-on coding exercises.

HIM4218 - Electronic Health Records and Health Databases

Exploration of Electronic Health Records and health databases, emphasizing healthcare data standards and EHR configuration. Students gain practical experience in database design, system configuration, interoperability, and emerging health informatics trends.

HIM4626 - Data Mining and Analysis in Health

Introduces health data mining and analysis, covering fundamental concepts like machine learning, preprocessing, and visualization, with practical application skills through case studies.

HIM4665 - Health Data Standards and Interoperability

Introduces prevailing and emerging health data standards, covering organizations like HL7 and HITSP, and standard terminologies such as ICD-10-CM, LOINC, and SNOMED-CT.

HIM4710 - Artificial Intelligence in Healthcare

Critical processes associated with software engineering in healthcare; fundamentals of artificial intelligence, machine learning, and deep learning in healthcare.

HIM4943 - Health Informatics Internship Orientation

An orientation course designed to ensure students fully prepare for, identify, and secure an ideal Health Informatics internship.

HIM4942 - Health Informatics Internship

Application of academic knowledge through an internship experience in a professional healthcare environment or health-related research or community outreach.

Internship and Professional Practice Experience

Overview

The internship is a required experiential learning component of the BS in Health Informatics. It is designed for students to apply program competencies in a real-world health care or health IT environment under the supervision of a qualified preceptor. Completion of the internship demonstrates entry-level readiness in the health informatics profession.

Eligibility and Prerequisites

Students must complete all prerequisite professional coursework as specified in the program of study prior to enrolling in the internship course. Students must also complete the Internship Orientation course and submit all required pre-placement documentation.

In order to participate in the HI Internship the student must:

1) Have earned at least 90 Credit Hours prior to the start of the semester in which they must take internship orientation (a zero credit hour course)

2) Have earned at least 24 HCI Credit Hours prior to the start of the semester in which the internship begins

3) Have a Major GPA of 2.75 prior the start of the semester in which the internship begins.

Additionally, many health care organizations will require that students complete a background check, which may include, but not be limited to, law enforcement finger printing, state driving records, credit reports, and criminal records check. The cost of the background check is the student's responsibility. Background checks may take time to complete and, subsequently, could delay the student's internship placement. Students who have potential background issues must contact the Director of Internships to schedule an interview in order to discuss the impact on field placement. The Health Informatics Program cannot guarantee internship placement or subsequent degree completion for students who do not pass background checks and/or receive a passing grade in the Internship course.

Hours and Schedule

Students must complete a minimum number of internship hours (150) at their designated facility as specified in the course syllabus. The typical schedule is full-time over a concentrated period, though deviations may be permitted at the preceptor's discretion. Students are expected to log all hours in the program's designated tracking system and map those hours to specific program competencies.

Securing an Internship Site

It is the student's responsibility to identify and secure an appropriate internship site with support from the Internship Director. Internship sites must be approved prior to the start of the experience. The approval process for new affiliation agreements may take three to four months; students should plan accordingly.

Internships may be completed in a variety of settings, including hospitals, outpatient clinics, health departments, long-term care organizations, EHR vendors, health insurance organizations, and other organizations involved in health informatics and information management.

Students who reside outside the central Florida area must proactively identify a local site. The Internship Director can assist but must approve all sites, preceptors, and project scopes, particularly when a new affiliation agreement is required.

Students may petition to complete an internship at their current employer on a case-by-case basis with Program Director approval. The preceptor must provide written confirmation on company letterhead that the internship role is separate and distinct from the student's employment, including confirmation that the student will work in a different department under a different supervisor. Internships may not be completed in organizations with family ownership due to conflict-of-interest concerns.

Documentation and Assignments

During the internship, students are required to:

- Submit weekly progress updates through the course platform
- Maintain and submit a detailed hour log mapped to program competencies
- Complete a written reflection paper
- Produce and submit an executive-style presentation summarizing their internship experience (pre-recorded video format)

Professional Conduct and Attire

Students are expected to represent the UCF BS in Health Informatics program with professionalism at all internship sites. This includes adherence to the host site's dress code, professional demeanor, and strict confidentiality of all patient and organizational information. Violations of professional conduct standards may result in removal from the internship site and a failing grade in the course.

Associated Expenses

Students are responsible for all costs associated with completing the internship, which may include travel, immunizations, background checks, drug screenings, and placement application fees. Students should work with the Internship Director in advance to understand expected costs.

Background Checks and Confidentiality

Prior to internship placement, students may be required to submit a criminal background check through the Florida Department of Law Enforcement (FDLE) or the appropriate agency in their state of residence. All students must sign a Statement of Confidentiality before participating in

any site-based experience. An adverse finding on a background check may significantly limit internship placement options.

Academic Integrity

Students are expected to familiarize themselves with UCF's Rules of Conduct, available at scai.sdes.ucf.edu/student-rules-of-conduct, and the Golden Rule student handbook at goldenrule.sdes.ucf.edu. The BS in Health Informatics program takes academic integrity seriously and actively enforces all related policies.

Academic misconduct includes, but is not limited to, the following:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information, or study aids during any academic exercise without explicit instructor authorization.
- Plagiarism: Using or appropriating another person's work without proper attribution.
- Falsification or misrepresentation of academic work.
- Multiple submissions: Submitting the same academic work for credit in more than one course without explicit written permission from both instructors.
- Commercial use of academic material: Selling or distributing course materials to third parties without authorization.
- Soliciting others to complete academic work on your behalf.
- Helping another student violate academic behavior standards.

Use of Artificial Intelligence

Students must adhere to the AI use policy specified in each individual course syllabus. Unauthorized use of AI-generated content may constitute academic dishonesty. When in doubt, consult your instructor before submitting any AI-assisted work.

Turnitin

All written submissions may be submitted through Turnitin for originality analysis. Scores will be reviewed by the instructor. A match score may result in a zero for the assignment and referral to the Student Conduct Board. Policies vary by course; please review each course syllabus carefully.

Consequences of Academic Misconduct

Penalties for violations may range from a zero on the assignment to an "F" in the course. An Academic Misconduct report may also be filed with the Office of Student Conduct, potentially resulting in disciplinary warning, probation, deferred suspension, or expulsion, along with a "Z" designation on the student's transcript. Academic dishonesty findings may also affect graduate school applications, scholarships, leadership positions, and participation in program activities.

Policies and Procedures

Grading

The following grading scale applies across program courses unless otherwise specified in an individual course syllabus. Students should always review the syllabus for each course to confirm the applicable grading policy.

Score	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Students must earn a grade of "C" or higher in all prerequisite and professional courses. No student may graduate with a grade below "C" in any professional course. Students must maintain an overall program GPA of 2.5 or higher.

Grade Dispute Policy

Students have one week from the date a grade is posted to dispute that grade. Grade disputes must be submitted in writing to the course instructor. Disputes will not be considered after this window closes. Students should monitor the gradebook throughout the semester and contact the instructor promptly if a discrepancy is identified.

Incomplete Grades

A grade of "I" (incomplete) may be assigned when a student is unable to complete coursework due to extenuating circumstances beyond their control, provided that the remaining work can be completed within a short time after the close of the semester. To be eligible, the student must have completed at least 60% of required coursework. The student and instructor must complete a written agreement specifying the remaining requirements and a completion deadline. Incomplete grades must be resolved within one calendar year or before graduation, whichever comes first. Unresolved incompletes will convert to an "F."

Attendance and Absences

Attendance in all courses, including online participation, is expected. Specific attendance policies are detailed in each course syllabus. For campus-based courses, students who will be absent should notify the instructor before class. Tardiness is strongly discouraged. A student who is absent on the day of a scheduled group presentation will receive a zero for that assignment unless exceptional circumstances are documented and approved by the instructor.

Online students are expected to dedicate a minimum of three hours per credit hour per week to course engagement (e.g., a 3-credit course requires approximately 9 hours of dedicated time per week).

Late Submissions and Missed Assessments

Late submissions are generally not accepted without prior instructor approval. When accepted, late work may be subject to point deductions at the instructor's discretion. Make-up exams, if permitted, must be arranged directly with the faculty member. All final examinations are administered only during finals week at the scheduled time.

Address and Contact Changes

Students must notify the program office of any change of address or contact information within 10 working days. Students are also responsible for updating their information in the Registrar's Office through their MyUCF student center.

Computer and Technology Requirements

Students must have reliable access to a computer with an internet connection throughout the program. Certain courses use Windows-based software applications. Students using macOS should consult their instructor early in the term to confirm compatibility. Technical support is provided by the SGHMI IT team, though support for Mac emulation environments may be limited. Students may also access select software through UCF Apps.

Financial Aid and Scholarships

The Financial Aid Office maintains information on available aid opportunities. Faculty members require at least two weeks' notice and a current resume to provide scholarship reference letters. Evidence of completed scholarship essays must also be provided.

Scholarship opportunities relevant to program students include:

- HIMSS Foundation Scholarships (https://www.himss.org/initiatives/himss-foundation/)
- AHIMA Foundation merit scholarships (ahima.org)
- Florida Health Information Management Association (FHIMA) scholarships, available in spring at fhima.org
- Regional HIMSS & HIM association scholarships (check your local component state association)
- CCIE Foundation scholarships, including the Carol J. Barr and Betty W. Kernodle Memorial scholarships
- General UCF scholarships through the Office of Student Financial Assistance

Advising and Academic Planning

Advising is available during regular business hours (Monday through Friday, 9:00 a.m. to 4:30 p.m.) and by appointment. Students are strongly encouraged to schedule advising appointments each term. Appointments can be made with the Academic Program Coordinator or their assigned Academic Succes Coach via email, phone, or through myKnight STAR in MyUCF. Advising is available in-person or via Zoom.

The purpose of advising is not for an advisor to select courses on the student's behalf. Students should arrive to advising sessions prepared with their current audit, a proposed course plan for the upcoming term, and any questions about program requirements or graduation eligibility.

Students are responsible for satisfying all degree requirements. It is the student's obligation to review their degree audit periodically, consult the UCF Undergraduate Catalog, and meet with their advisor each semester. The program director is also available to discuss career goals, graduate study opportunities, and professional development.

Professionalism and Professional Conduct

Overview

Health informatics is a professional field. The School of Global Health Management & Informatics holds all students to the behavioral standards expected of practicing health care professionals. Students whose conduct does not meet these standards may be removed from the program regardless of their academic standing.

Professionalism encompasses the attitudes, behaviors, and values that distinguish a qualified professional from an amateur. Students in the BS in Health Informatics are expected to:

- Communicate respectfully and effectively with peers, faculty, staff, and clinical partners
- Conduct themselves in a manner that is legal, ethical, and appropriate for a health care professional
- Take responsibility for their own academic and professional development
- Demonstrate reliability, punctuality, and the ability to follow through on commitments
- Accept constructive feedback and use it to improve performance
- Demonstrate cooperation and a collaborative spirit in all settings

Expected Classroom Behaviors

The following conduct expectations apply to all classroom settings, including online courses:

- Attend class and arrive on time. Notify the instructor in advance when an absence is unavoidable.
- Engage fully with course material. Sleeping, off-topic browsing, completing work for other courses, or other disengaged behaviors are not permitted.

- Use electronic devices for course-related purposes only. Laptop use is a privilege, not a right.
- Avoid monopolizing class time with personal questions or grade negotiations. Schedule individual appointments with faculty as needed.
- Treat all members of the learning community, including instructors, staff, and fellow students, with respect at all times.
- Patient and facility information shared in any classroom or online discussion is confidential and subject to HIPAA-consistent standards.

In-Class and Course Recording Policy

Students may, without prior notice, record video or audio of a class lecture for personal educational use. A class lecture is defined as a formal oral presentation intended to deliver course content. Recording of lab sessions, student presentations, group discussions, clinical presentations, field trips, or private conversations is prohibited without written faculty consent. Recordings may not be published or shared. Violations may constitute a violation of the UCF Student Code of Conduct as described in the Golden Rule.

Expected Behavior in Internship and Community Settings

The following behaviors are considered violations of program standards and may result in failure of the course, removal from the internship, or dismissal from the program:

- Using a patient's full name or identifiable information in any written assignment or discussion
- Disclosing confidential patient or organizational information in inappropriate settings or through social media
- Removing records or reports from a clinical facility without authorization
- Violating HIPAA regulations
- Falsifying internship logs, journals, or other documentation
- Using, possessing, selling, or distributing controlled substances or alcohol during program activities or sponsored travel
- Displaying disrespectful, rude, or unprofessional behavior toward patients, family members, staff, or peers
- Failing to disclose an illness or condition that may affect the safety of patients or others at the internship site

Disciplinary Measures

Violations of program behavioral standards may result in academic action by faculty, including a failing grade or removal from the program, and/or referral to the UCF Office of Student Conduct for judicial review. The type and severity of action taken depends on the nature of the infraction and the student's history. The program upholds all Rules of Conduct contained in the UCF Golden Rule student handbook.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) established national standards for the protection of individually identifiable health information. As a student in a health informatics program, you will encounter protected health information (PHI) in course materials and clinical settings. You are expected to understand and comply with HIPAA privacy and security requirements at all times.

Protected Health Information (PHI)

PHI is defined as health information that is individually identifiable and that was created or received by a health care organization. PHI may be written, oral, or electronic. Common PHI identifiers include:

- Name
- Address (street, city, county, ZIP code with more than 3 digits, or other geographic identifiers)
- Names of relatives or employers
- Date of birth
- Telephone or fax numbers
- Email addresses
- Social Security number
- Medical record number
- Health plan beneficiary number
- Account, certificate, or license numbers
- Web URLs or IP addresses
- Biometric identifiers (fingerprints, voice prints)
- Photographic images
- Any other unique identifying characteristic or code

All PHI encountered in coursework and internship settings must be treated with strict confidentiality. Students must sign a Statement of Confidentiality prior to any clinical placement and adhere to facility-specific HIPAA policies at all times.

Core Performance Standards for Program Progression

Students admitted to the School of Global Health Management & Informatics must demonstrate the following Core Performance Standards throughout their enrollment. These standards are used in conjunction with UCF Student Accessibility Services to determine whether accommodations can reasonably be made. Students requiring accommodations must register with Student Accessibility Services prior to the start of the program.

Note: A student dismissed from any program within SGHMI will not be admitted to another program within the school.

Standard	Description	Examples of Required Activities
Critical Thinking	Ability to apply effective clinical reasoning and judgment appropriate to the level of educational preparation.	Interpreting data, identifying informatics problems, evaluating system design options.
Cognitive	Ongoing capacity to learn new information, skills, and technologies, including comprehension, analysis, and evaluation.	Learning new EHR systems, adopting updated coding standards, analyzing health data.
Interpersonal	Ability to interact effectively with individuals from diverse social, cultural, and professional backgrounds.	Working with preceptors, clinical staff, patients, and student project teams.
Communication	Sufficient verbal and written communication skills for professional interactions.	Writing professional documentation, communicating findings to stakeholders, following written instructions.
Personal Behaviors	Maintenance of professional behavior consistent with health information management and informatics standards.	Demonstrating honesty, accountability, respect for self and others, and avoidance of behavior inconsistent with professional standards.

Student Organizations and Professional Membership

Student Health Informatics and Information Management Association (SHIMA)

SHIMA is the student organization for health informatics and information management students at UCF. Membership is open to students in the professional phase of study or those who have an interest in the field. SHIMA provides opportunities for peer networking, leadership development, community service, and representation on the program's Advisory Committee.

Healthcare Information and Management Systems Society (HIMSS)

HIMSS is a global health information and technology organization that offers student membership at a discounted rate (free for UCF students upon request). Membership provides access to professional development resources, industry publications, and networking opportunities in health IT.

American Medical Informatics Association (AMIA)

AMIA aims to lead the way in transforming health care through trusted science, education, and the practice of informatics. They offer student level memberships at a discounted cost, and UCF is an Academic Forum member.

American Health Information Management Association (AHIMA)

Students are eligible for student membership in AHIMA and the Florida Health Information Management Association (FHIMA). Student membership provides access to professional resources, discounts on AHIMA publications and events, and eligibility for national scholarships. Students are encouraged to join early and participate actively in the national and local professional community.

Certification Examinations

Certified Associate in Healthcare Information and Management Systems (CAHIMS)

Students who complete the BS in Health Informatics may be eligible to sit for the CAHIMS examination administered by HIMSS. CAHIMS is a professional certification from HIMSS for early-career health IT professionals. It validates foundational knowledge in healthcare information and management systems. More information on eligibility and the exam itself can be found at https://www.himss.org/certifications/cahims/.

Certified Health Data Analyst (CHDA)

The Certified Health Data Analyst (CHDA) designation from AHIMA is a premier, voluntary credential for healthcare professionals validating expertise in data acquisition, management, analysis, interpretation, and governance. More information on eligibility and the exam itself can be found at https://www.ahima.org/certification-careers/certifications-overview/chda/.

Campus Safety and Student Resources

Safety Escort Services

UCF offers safety escort services for all students. The UCF Mobile app includes a SafeWalk feature that allows students to share their location and estimated arrival time with trusted contacts who can track the trip in real time. Download the UCF Mobile app at ucfmobile.ucf.edu.

Walking escorts are available from UCF Police by calling 407-823-5555 (main campus) or 407-235-3800 (UCF Downtown). A UCF Police staff member or officer will escort you to your destination.

Active Shooter Training

All students, including distance learners, are required to review the active shooter preparedness video provided by UCF Police at police.ucf.edu/active-shooter. Campus-based students should enroll in the UCF Alert platform to receive real-time emergency notifications via text and email.

Student Health and Wellness

UCF provides a wide range of student support services through the Division of Student Development and Enrollment Services. The Student Wellness program, coordinated through the Student Health Center, is available to help students address health-related challenges. Students experiencing personal difficulties affecting their academic performance are encouraged to seek support proactively.

Career Planning

Faculty are committed to supporting students in developing career goals and professional plans. The Program Director is available to discuss internship opportunities, job openings, graduate study options, and professional certification pathways. Students are encouraged to schedule career advising appointments early and to maintain active membership in professional organizations. Also, the career center on campus can provide assistance to students seeking employment and career advice. https://career.ucf.edu/channels/student/

Non-Discrimination and Sexual Harassment Policies

Policy on Non-Discrimination

Consistent with UCF's commitment to equal opportunity and affirmative action, the BS in Health Informatics program is committed to conducting all program activities without regard to age, sex, race, ethnicity, national origin, religion, marital status, disability, sexual orientation, gender identity, or veteran status. The program actively supports diversity in its student body, faculty, and staff and takes specific measures to ensure that recruitment and admissions practices reflect the diversity of the health care community it serves.

Policy on Sexual Harassment

Sexual harassment of students, faculty, or staff is strictly prohibited. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when submission to such conduct is made an explicit or implicit condition of academic standing, employment, or program participation; when submission or rejection is used as the basis for academic or employment decisions; or when such conduct creates an intimidating, hostile, or offensive educational environment. Students who experience or witness sexual harassment should report it to the UCF Office of Institutional Equity or the Office of Student Rights and Responsibilities.

Dress Code

Students are expected to wear neat, professional, or business casual attire at all times when representing the program, including during site visits, internships, and program-sponsored events. Business casual is the minimum standard; business formal may be required depending on the facility.

At a minimum, the following requirements apply in healthcare facility settings:

- Closed-toe shoes are required at all times in clinical settings
- Clothing must be clean, appropriately fitted, and free of offensive imagery or language
- Program name badges must be worn above the waist, photo-side out

Students must comply with the specific dress code policies of their assigned internship or site visit facility.

Program and Student Responsibilities

Program Responsibilities

The BS in Health Informatics program is responsible for the following:

- Providing affiliated internship facilities with appropriate student documentation within legal boundaries prior to the student's arrival.
- Coordinating with site designees to identify appropriate project assignments for students participating in the internship experience.
- Assisting facilities in enforcing applicable rules and regulations during student placements.

Student Responsibilities

Each student is responsible for the following throughout the program and during internship placements:

- Providing the internship facility with an introductory letter and current resume at least four weeks prior to the start of the placement.
- Reporting promptly to all assigned sites and meetings.
- Maintaining professional attire and demeanor at all times.
- Making up any time missed due to illness or unforeseen circumstances, with approval from the preceptor.
- Notifying both the Internship Director and the preceptor prior to any absence from the site.
- Following all administrative policies, standards, and practices of the host facility.
- Arranging and funding their own transportation and accommodations.
- Adhering to facility holiday policies as determined by the preceptor.
- Strictly maintaining the confidentiality of all medical and organizational information at all times.

Student Rights and Responsibilities

Student Rights

Upon enrollment, students are entitled to the following rights, provided they are exercised in accordance with UCF policies and do not disrupt the orderly operation of the university:

- Participation in Student Government Association and its elective processes
- Membership in student organizations
- Freedom of expression, including the right to hear, write, distribute, and act upon a variety of thoughts and beliefs, within the boundaries of UCF Rules of Conduct
- Freedom to hold public forums and engage in the timely discussion of a wide variety of issues
- Peaceful assembly, provided such gatherings do not disrupt the educational operation of the institution or violate applicable laws
- Fair and impartial hearing in disciplinary proceedings involving alleged violations of academic or non-academic rules
- Confidentiality of student records in accordance with the Family Educational Rights and Privacy Act (FERPA)
- Access to support and advocacy services as a victim or survivor of acts of violence, including the right to have a support person present during any student conduct review process

For a full description of student rights, including procedures for the student conduct review process, refer to the UCF Golden Rule student handbook at goldenrule.sdes.ucf.edu.

Student Responsibilities

The most fundamental responsibility of a student is to engage seriously with their education and to take advantage of the academic and professional opportunities the university provides. Students are responsible for:

- Knowing and observing all university policies and program-specific requirements
- Maintaining satisfactory academic progress and monitoring their own degree audit
- Communicating proactively with faculty and advisors when challenges arise
- Representing the program and profession with integrity in all settings
- Completing all required program documents, surveys, and outcomes assessments in a timely manner

Grievance and Grade Appeal Procedures

Overview

The program is committed to fair and transparent resolution of student concerns. Students who believe they have been treated unfairly in an academic or non-academic matter are encouraged to seek resolution through the steps outlined below. Students should document all communications throughout this process.

Step 1: Informal Resolution with the Instructor

In most cases, concerns should first be raised directly with the course instructor within one week of the grade or decision being issued. Students should request a meeting and come prepared with specific documentation supporting their concern. Many issues can be resolved at this stage.

Step 2: Program Director Review

If the matter is not resolved satisfactorily at the instructor level, the student may submit a written appeal to the Program Director within five business days of the instructor's decision. The written appeal must include a clear description of the concern, the specific outcome being requested, and all supporting documentation. The Program Director will review the appeal and respond in writing within ten business days.

Step 3: School-Level or College-Level Review

If the student remains unsatisfied after the Program Director's response, the matter may be escalated to the School Director or the Dean's office of the College of Community Innovation and Education. Students should follow the formal petition process as outlined in the UCF catalog and the Golden Rule.

Step 4: University-Level Appeal

Students who exhaust program and college-level review options may pursue further appeal through the UCF Office of Student Rights and Responsibilities or the appropriate university body. Refer to goldenrule.sdes.ucf.edu for detailed procedures.

Non-Academic Grievances

Non-Academic grievances can be filed with the appropriate department. Please see the Student Success and Well-Being website for details on the non-academic grievance and appeals process.

https://www.sswb.ucf.edu/student-complaints-and-appeals/#nonacademic

Americans with Disabilities Act and Accessibility

The University of Central Florida and the BS in Health Informatics program are committed to providing equal access to education for all students. In accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, UCF provides reasonable accommodations to qualified students with documented disabilities.

Students who require accommodations must register with the UCF Student Accessibility Services (SAS) office prior to requesting accommodations in any course or program activity. SAS will determine appropriate accommodations based on documentation provided by the student. Students are responsible for presenting their accommodation letters to each instructor at the beginning of each semester.

To request accommodations or for more information, contact:

- UCF Student Accessibility Services: sas.sdes.ucf.edu
- Phone: 407-823-2371
- Email: sas@ucf.edu

Please note that accommodations are not retroactive. Students are encouraged to connect with SAS as early as possible. The program's Core Performance Standards, outlined in this handbook, are used in conjunction with SAS to determine whether requested accommodations can be reasonably provided within the context of program requirements.

Faculty are required to provide approved accommodations and should be notified at the start of each term. If a student experiences difficulty obtaining an approved accommodation, they should contact the Program Director.

Technical Requirements for Online and Hybrid Coursework

The BS in Health Informatics includes online and hybrid course delivery. All students must meet minimum technology standards to participate fully in their coursework. Students are responsible for ensuring their equipment and connectivity meet these requirements before the start of each term.

Minimum Hardware Requirements

- Modern desktop or laptop computer (purchased within the last 4 to 5 years recommended)
- Webcam (built-in or external) for video-based assessments and virtual meetings
- Microphone and speakers or headset
- Minimum 8 GB RAM recommended for running program-specific applications

Operating System

Many courses in the BS in Health Informatics program use Windows-based software applications. Students are strongly encouraged to use a Microsoft Windows operating system. Students using macOS should consult their instructor at the start of each term to confirm software compatibility. A Windows emulator (such as Parallels) is available through UCF at a discounted rate. Some applications may also be accessible through UCF Apps. Technical support for Mac environments may be limited.

Internet and Connectivity

- Reliable high-speed broadband internet connection
- Minimum download speed of 10 Mbps recommended; higher speeds required for video conferencing

Required Software

- Microsoft Office Suite (Word, Excel, PowerPoint, Access) - available to UCF students at no cost through Microsoft 365
- Current web browser (Google Chrome or Mozilla Firefox recommended)
- Adobe Acrobat Reader (free)
- Canvas-compatible browser and plugins - see online.ucf.edu for details
- Software may be required for specific classes. See the course syllabi for additional detail on what may be required.

Canvas Learning Management System

All courses are delivered through UCF's Canvas learning management system. Students access Canvas through my.ucf.edu. A student guide to Canvas is available at online.ucf.edu/support/webcourses. Students experiencing technical issues with Canvas should contact UCF IT Support at 407-823-5117 or via it.ucf.edu.

Social Media Policy

As students in a health informatics program, you will encounter protected health information (PHI) and sensitive organizational data in coursework, site visits, and internship settings. The following guidelines govern your use of social media throughout your enrollment in the program.

General Principles

- Never post, share, or discuss any patient information, PHI, or identifiable health data on any social media platform, regardless of privacy settings.
- Never post photographs, videos, or descriptions of patients, patient encounters, clinical documents, or any clinical setting that could allow identification of a patient or facility.
- Do not share confidential organizational information obtained during internship or site visit placements, including facility policies, internal communications, financial data, or proprietary systems information.
- Be mindful that content posted online, even to private accounts, may be discoverable and can have lasting professional consequences.

Professional Representation

- Remember that your online presence reflects on you as a developing health informatics professional and on the UCF program. Exercise professional judgment in all online communications.
- Do not identify yourself as a representative or spokesperson of UCF, SGHMI, or any affiliated clinical site on personal social media accounts.
- Avoid posting negative, disparaging, or defamatory comments about patients, clinical partners, faculty, staff, fellow students, or affiliated facilities.

Consequences of Violations

Violations of this social media policy that involve PHI or confidential organizational information may constitute a HIPAA violation and will be treated as a serious breach of program conduct standards. Consequences may include removal from an internship site, a failing grade in the relevant course, and/or dismissal from the program. Violations may also have legal consequences under federal and state law.

If you are uncertain whether a post or communication is appropriate, do not post it. Consult your Program Director or internship preceptor when in doubt.

Program Advisory Board

The BS in Health Informatics Program Advisory Board serves as a bridge between the academic program and the health care and health IT community. The committee provides guidance on curriculum relevance, workforce trends, accreditation alignment, and program development to ensure that graduates are well prepared to meet the needs of employers and the profession.

Composition

The Advisory Board is made up of professionals in the health informatics field, as well as alumni of the program. It is also served by the BS Health Informatics and MS Health Care Informatics Program Directors in ex-officio roles. There are 6-10 members of the board during any given year.

Meeting Schedule

The Advisory Board meets once each academic term.

How the Committee Supports You

Advisory Committee members frequently contribute to the program through guest lectures, professional mentorship, internship preceptorships, and participation in career development events. Students are encouraged to engage with committee members at program events as a networking and professional development opportunity.

Program Faculty

Students are encouraged to connect with faculty during posted office hours or by appointment. All UCF faculty maintain virtual and/or in-person office hours each term; refer to individual course syllabi for current office hour schedules and contact information. If you have difficulty reaching your program faculty, please reach out to the Program Director for additional assistance.

Program Director

Jillian Harrington, EdD, CCS, CCS-P, CPC, CPC-I, CEMC, MHP

Program Director, BS in Health Informatics

School of Global Health Management & Informatics

528 W. Livingston St., DPAC Suite 401, Orlando, FL 32801

jillian.harrington@ucf.edu

407.823.0262

Helpful Hints for Program Success

The following practical guidance is offered to help you navigate UCF systems, plan your coursework, and make the most of your time in the program.

Know Your Student Identification Numbers

Memorize your Network Identification (NID) and UCF Identification Number. Your NID is a six-digit number preceded by the first two letters of your first name (e.g., ji123456). You will use these numbers for every system login and administrative transaction.

Use Your UCF Email

UCF mandates that all official communication occur through your UCF email account. Set up your account as soon as possible and check it daily. Important information about registration, financial aid, program requirements, and graduation eligibility is sent exclusively to your UCF email. Failure to monitor your UCF email does not excuse you from responsibility for information communicated through it.

Learn to Use MyUCF

MyUCF (my.ucf.edu) is your command center for all student transactions. Through the Student Self-Service portal, you can register for classes, view enrollment status, monitor financial aid, review your student account, and access the course catalog and schedule of classes.

Check Your myKnight Audit Regularly

Your myKnight Audit (accessible through MyUCF > Student Self-Service > Other Academic dropdown) shows your current progress toward degree completion. Courses that are complete will show as "Satisfied." Courses still needed will be expanded and hyperlinked to the catalog. Review your audit before every advising appointment and before registration each term.

Register Early

Register for courses as soon as your appointment window opens, especially for upper-division professional courses. Not all courses are offered every semester, and enrollment is limited. Missing your registration window can delay your graduation. In spring, plan ahead and register for at least summer and fall courses at the same time.

Plan Your Course Sequence

Use the UCF Undergraduate Catalog and your myKnight Audit together to map out your remaining course sequence. Meet with your Academic Advising Coordinator each term. Come to advising appointments prepared with a proposed schedule rather than expecting your advisor to build your plan for you. Good planning prevents overloaded semesters and unnecessary delays.

Credit Hour Load Guidelines

- Fall and Spring: Most students carry 12 to 15 credit hours. Eighteen or more hours is an overload and requires Program Director approval.
- Summer: Most students take no more than 12 credit hours. Fourteen hours is the maximum and requires special permission.

Get Involved Professionally

Join SHIMA, AHIMA, and HIMSS as a student member. Attend professional events, connect with practitioners, and build your network while you are still in school. Many internship and job opportunities come through professional connections. Your student membership fees are significantly discounted compared to professional rates.

Use Campus Resources

UCF offers extensive academic and personal support services. Take advantage of the University Writing Center (uwc.cah.ucf.edu) for writing assistance, the Student Academic Resource Center (SARC) for tutoring, and the Student Health Center and Counseling and Psychological Services (CAPS) for personal wellness. These services are included in your fees and are there to support your success.

Prepare for Your Internship Early

Do not wait until the semester before your internship to begin identifying a site. Start researching facilities, building your professional resume, and connecting with the Internship Director at least two to three semesters in advance. Affiliation agreements for new sites can take three to four months to execute.

Think About Certification

Your degree may qualify you to sit for various certification exams. Begin preparing early by engaging seriously with your health informatics coursework and reviewing AHIMA's & HIMSS's exam preparation resources. A credential makes you significantly more competitive in the job market.

We are glad you are here. Welcome to the BS in Health Informatics program.

School of Global Health Management & Informatics
University of Central Florida | Orlando, FL 32801

UCF BS Health Informatics CAHIIM Domain Matrix APPENDIX A – STUDENT HANDBOOK		Edited 4/10/26 APPENDIX A			
Course Name	**Course Objectives**	**Educational Activities**	**Assessments**	**CAHIIM Knowledge Domain**	**Miller's Pyramid Competency Level**
HIM 3006 Introduction to Health Informatics and Health Information Management	Understand the uses of health information by various roles.	Video Lecture, Web Resources (reading and video)	Module 2 Discussion (DOH Vendor)	F1-Health	Knows
HIM 3006 Introduction to Health Informatics and Health Information Management	Understand the uses of health information by various roles.	Video Lecture, Web Resources (reading and video)	Module 2 Discussion (DOH Vendor)	F9-Interprofessional Collaborative Practice (ICP)	Knows
HIM 3006 Introduction to Health Informatics and Health Information Management	Compare and contrast duties assigned to HIM and HI.	Module 3 Lecture & Activity	Module 3 Discussion (HIM & HI Career Paths)	F1-Health	Knows How
HIM 3006 Introduction to Health Informatics and Health Information Management	Demonstrate the appropriate uses and disclosures of health information in a given situation.	Module 6 Lecture (HIPAA), Addl Readings/Videos	Lab #2 - Privacy and Security Risk Assessment	F4-Health Information Science and Technology	Shows How
HIM 3006 Introduction to Health Informatics and Health Information Management	Demonstrate the appropriate uses and disclosures of health information in a given situation.	Module 6 Lecture (HIPAA), Addl Readings/Videos	Lab #2 - Privacy and Security Risk Assessment	F8-Professionalism	Shows How
HIM 3006 Introduction to Health Informatics and Health Information Management	Assess health record content factors	Module 7 Lecture (Health Record Content & Documentation), Addl Readings and Videos	Lab #3: Health Record Content and Documentation	F6-Social and Behavioral Aspects of Health	Knows How
HIM 3006 Introduction to Health Informatics and Health Information Management	Discuss quality initiatives	Module 10 Lecture (Compliance and Risk Management), Addl Readings, Videos, and Web Exploration	Lab #5: Compliance/Risk	F1-Health	Knows
HIM 3006 Introduction to Health Informatics and Health Information Management	Apply health informatics principles to real world situations.	Lab Assignments, Discussions	Lab #6: Data Analytics and Visualization	F4-Health Information Science and Technology	Shows How
HIM 3006 Introduction to Health Informatics and Health Information Management	Apply health informatics principles to real world situations.	Lab Assignments, Discussions	Lab #6: Data Analytics and Visualization	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How
HIM 4656C Health Information Management Systems	Analyze various classification systems, terminologies, and vocabularies.	Module 1 and 2 Resources	EHR Project: Structured vs Unstructured Data	F4-Health Information Science and Technology	Shows How
HIM 4656C Health Information Management Systems	Demonstrate managerial skills regarding policy, oversight, and planning.; Compile a facility's data infrastructure needs and propose comprehensive solutions.	Module 6 Resources	EHR Project: EHR Implementation	F4-Health Information Science and Technology	Does
HIM 4656C Health Information Management Systems	Demonstrate managerial skills regarding policy, oversight, and planning.; Compile a facility's data infrastructure needs and propose comprehensive solutions.	Module 6 Resources	EHR Project: EHR Implementation	F5-Human Factors and Socio-Technical Systems	Does
HIM 4656C Health Information Management Systems	Demonstrate managerial skills regarding policy, oversight, and planning.; Compile a facility's data infrastructure needs and propose comprehensive solutions.	Module 6 Resources	EHR Project: EHR Implementation	F10-Leadership	Does
HIM 4656C Health Information Management Systems	Compile a facility's data infrastructure needs and propose comprehensive solutions.	Module 12 Resources	TEFCA Case Study	F10-Leadership	Does
HSA 3111 US Health Care Systems	Understand healthcare environment and policy	Lecture, Readings, Global Learning	Assignment 2, Chapter 16, Exams Week 8, Final Exam	F1-Health	Knows
HSA 3111 US Health Care Systems	Understand healthcare systems and funding	Lecture, Readings, Case Studies	Assignment 1, Module 3 quiz, midterm exam.	F1-Health	Knows
HSA 3111 US Health Care Systems	Understand health outcomes through policy	Lecture, Readings	Chapters 7 & 8 quizzes, Exams	F1-Health	Knows
HSA 3111 US Health Care Systems	Apply governance theory and structure	Case studies, Lectures	Module 2 Discussion	F10-Leadership	Knows How
HSA 3111 US Health Care Systems	Apply quality management principles	Quality improvement lectures	Chapter 10 assessment	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HSA 3111 US Health Care Systems	Compare US and international healthcare	Lectures, International comparisons	Assignments, Exams	F1-Health	Knows How
HSC 3537 Medical Terminology	Analyze words structurally and to learn the tools of word analysis such as roots, suffixes, prefixes, and combining forms	Reading, Lectures, Activities	Chapter activities and tests	F1-Health	Knows
HSC 3537 Medical Terminology	Relate word elements with basic anatomy, physiology, and disease processes of the human body	Reading, Lectures, Activities	Chapter activities and tests	F1-Health	Knows
HSC 3537 Medical Terminology	Assemble, interpret, spell, and pronounce medical terms	Reading, Lectures, Activities	Chapter activities and tests	F1-Health	Knows
HSC 3537 Medical Terminology	Recognize, compose, and/or define medical abbreviations.	Reading, Lectures, Activities	Chapter activities and tests	F1-Health	Knows
HSC 4201 Community Health	Explain key community health concepts such as: the economy's impact on community health; the difference between voluntary and private health agencies; the role of Healthy People 2030 in community health; and the challenges of maintaining a healthy community.	Readings, Videos	Exams, Discussions, Assignments	F1-Health	Knows

HSC 4201 Community Health	Identify and evaluate some of the current health problems facing many communities using available data sources (governmental and nongovernmental).	Quality Assessment, Readings	Exams, Discussions, Assignments	F6-Social and Behavioral Aspects of Health	Knows How
HSC 4201 Community Health	Apply organizational principles and evaluation strategies in designing community health initiatives.	Readings, Videos	Exams, Discussions, Assignments	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HSC 4201 Community Health	Uphold and act upon ethical and professional standards and principles.	reading s, videos	Exams, Discussions, Assignments	F6-Social and Behavioral Aspects of Health	Knows How
HSC 4652 Health Law and Ethics	Understand Constitutional, statutory, and regulatory basis of policies governing healthcare services	Lectures, Case studies, Readings, Practice applications	Case studies, Quizzes, Exam, Short essays	F8-Professionalism	Knows How
HSC 4652 Health Law and Ethics	Understanding bioethics theories and apply ethical principles to complex healthcare situations	Lectures, Case studies, Readings, Practice applications	Case studies, Quizzes, Exam, Short essays	F8-Professionalism	Knows How
HSC 4652 Health Law and Ethics	Understanding bioethics theories and apply ethical principles to complex healthcare situations	Lectures, Case studies, Readings, Practice applications	Case studies, Quizzes, Exam, Short essays	F3-Social and Behavioral Science	Knows How
HSC 4652 Health Law and Ethics	Analyze HIPAA requirements, including information security requirments	Lectures, Case studies, Readings, Practice applications	Case studies, Quizzes, Exam, Short essays	F8-Professionalism	Knows How
HSC 4652 Health Law and Ethics	Identify torts (i.e., civil wrongs) in healthcare and defenses	Lectures, Case studies, Readings, Practice applications	Case studies, Quizzes, Exam, Short essays	F8-Professionalism	Shows How
HSA 4191 Fundamentals of Health Information Technology	Identify HIT systems and applications	Lectures, System demonstrations	Exams, Assignments	F4-Health Information Science and Technology	Knows
HSA 4191 Fundamentals of Health Information Technology	Understand HIT infrastructure	Technical readings, Videos	Quizzes, Projects	F2-Information Science and Technology	Knows
HSA 4191 Fundamentals of Health Information Technology	Analyze HIT implementation challenges	Case studies, Discussions	Case analyses, Exams	F5-Human Factors and Socio-Technical Systems	Knows How
HSA 4191 Fundamentals of Health Information Technology	Evaluate HIT standards and interoperability	Standards documentation	Projects, Exams	F4-Health Information Science and Technology	Shows How
HIM 3690 Community Health Informatics	Understand health informatics concepts for community health	Lectures, Readings, Practice Activities	Weekly Quizzes, YellowDig Discussions	F1-Health	Knows
HIM 3690 Community Health Informatics	Understand health informatics concepts for community health	Lectures, Readings, Practice Activities	Weekly Quizzes, YellowDig Discussions	F2-Information Science and Technology	Knows How
HIM 3690 Community Health Informatics	Understand health informatics concepts for community health	Lectures, Readings, Practice Activities	Group Project, Reflections	F4-Health Information Science and Technology	Shows How
HIM 3690 Community Health Informatics	Apply data concepts and standards	Lectures, Readings, Practice Activities	Weekly Quizzes, YellowDig Discussions	F1-Health	Knows How
HIM 3690 Community Health Informatics	Apply data concepts and standards	Lectures, Readings, Practice Activities	Group Project, Reflections	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How
HIM 3690 Community Health Informatics	Apply data concepts and standards	Lectures, Readings, Practice Activities	Group Project, YellowDig Discussions	F8-Professionalism	Shows How
HIM 3690 Community Health Informatics	Identify data types and sources	Lectures, Readings, Practice Activities	Group Project	F4-Health Information Science and Technology	Shows How
HIM 3690 Community Health Informatics	Identify data types and sources	Lectures, Readings, Practice Activities	Group Project	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Analyze current and emerging internet-based technologies in healthcare delivery and management	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 2 (Patient Portal), Module 3 (EHR), Module 4 (mHealth), Module 5 (Mobile Tech), Module 7 (SEO) assignments; Obojobo activities	F2-Information Science and Technology	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Analyze current and emerging internet-based technologies in healthcare delivery and management	Obojobo lectures, case study/scenario work, reading/viewing resources	Obojobo activities & Yellowdig discussions	F3-Social and Behavioral Science	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Analyze current and emerging internet-based technologies in healthcare delivery and management	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 2-7 assignments; Yellowdig discussions	F4-Health Information Science and Technology	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Analyze current and emerging internet-based technologies in healthcare delivery and management	Obojobo lectures, case study/scenario work, reading/viewing resources	Obojobo activities & Yellowdig discussions	F5-Human Factors and Socio-Technical Systems	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Evaluate the impact of digital health technologies on patient care, health outcomes, and healthcare operations	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 4 (mHealth), Module 11 (Telemedicine Platform Comparison) assignments	F1-Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Evaluate the impact of digital health technologies on patient care, health outcomes, and healthcare operations	Obojobo lectures, case study/scenario work, reading/viewing resources	Yellowdig discussions on patient impacts; Module 2, 4, and 11 assignments	F3-Social and Behavioral Science	Knows

HIM 3703 Internet and Web Technology Applications for Healthcare	Evaluate the impact of digital health technologies on patient care, health outcomes, and healthcare operations	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 2 (Patient Portal), Module 6 (Public Health Dashboard), Telemedicine Platform Comparison assignments	F4-Health Information Science and Technology	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Evaluate the impact of digital health technologies on patient care, health outcomes, and healthcare operations	Obojobo lectures, case study/scenario work, reading/viewing resources	Yellowdig discussions on patient impacts; Module 2, 4, and 11 assignments	F6-Social and Behavioral Aspects of Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Evaluate the impact of digital health technologies on patient care, health outcomes, and healthcare operations	Obojobo lectures, case study/scenario work, reading/viewing resources	Final Project (integrates multiple technology impacts)	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Understand the principles of cybersecurity and data privacy in healthcare IT systems	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 8 Data Breach Analysis assignment; Obojobo activities	F2-Information Science and Technology	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Understand the principles of cybersecurity and data privacy in healthcare IT systems	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 8 Data Breach Analysis; Obojobo and Yellowdig module content	F4-Health Information Science and Technology	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Understand the principles of cybersecurity and data privacy in healthcare IT systems	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 8 Data Breach Analysis discussions on ethical responsibilities	F8-Professionalism	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Explore the applications of artificial intelligence and machine learning in healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Obojobo activities on AI/ML concepts	F2-Information Science and Technology	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Explore the applications of artificial intelligence and machine learning in healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 13 AI Tool Evaluation assignment	F4-Health Information Science and Technology	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Explore the applications of artificial intelligence and machine learning in healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 13 AI Tool Evaluation assignment	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Assess the role of telemedicine and remote patient monitoring in modern healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 11 Telemedicine Platform Comparison; Module 12 Final Project component	F1-Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Assess the role of telemedicine and remote patient monitoring in modern healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 11 Telemedicine Platform Comparison assignment	F4-Health Information Science and Technology	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Assess the role of telemedicine and remote patient monitoring in modern healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 11 Telemedicine Platform Comparison assignment	F5-Human Factors and Socio-Technical Systems	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Assess the role of telemedicine and remote patient monitoring in modern healthcare	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 11 Telemedicine Platform Comparison assignment, Yellowdig discussions	F6-Social and Behavioral Aspects of Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Examine the potential of blockchain technology in healthcare data management	Obojobo lectures, case study/scenario work, reading/viewing resources	Week 10 Blockchain Quiz; Obojobo activities	F2-Information Science and Technology	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Examine the potential of blockchain technology in healthcare data management	Obojobo lectures, case study/scenario work, reading/viewing resources	Week 10 Blockchain Quiz; Obojobo activities	F4-Health Information Science and Technology	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Examine the potential of blockchain technology in healthcare data management	Obojobo lectures, case study/scenario work, reading/viewing resources	Week 10 Blockchain Quiz; Yellowdig discussions	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows
HIM 3703 Internet and Web Technology Applications for Healthcare	Develop critical thinking skills to address challenges in implementing health IT solutions	Obojobo lectures, case study/scenario work, reading/viewing resources	Final Project	F4-Health Information Science and Technology	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Develop critical thinking skills to address challenges in implementing health IT solutions	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 2, 3, 4, 5, 11 assignments	F5-Human Factors and Socio-Technical Systems	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Develop critical thinking skills to address challenges in implementing health IT solutions	Obojobo lectures, case study/scenario work, reading/viewing resources	Final Project	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Develop critical thinking skills to address challenges in implementing health IT solutions	Obojobo lectures, case study/scenario work, reading/viewing resources	Module 8 Data Breach Analysis assignment; Obojobo activities	F8-Professionalism	Knows How
HIM 3703 Internet and Web Technology Applications for Healthcare	Develop critical thinking skills to address challenges in implementing health IT solutions	Obojobo lectures, case study/scenario work, reading/viewing resources	Final Project	F9-Interprofessional Collaborative Practice (ICP)	Knows How

HIM 3703 Internet and Web Technology Applications for Healthcare	Develop critical thinking skills to address challenges in implementing health IT solutions	Obojobo lectures, case study/scenario work, reading/viewing resources	Final Project	F10-Leadership	Knows
HIM 3707 Programming for Healthcare Applications	Apply fundamental programming concepts (variables, control structures, functions) to develop healthcare-specific applications using industry-standard development tools.	Lectures, Coding tutorials, Examples	Python Weekly Assignments, Knowledge Assessments	F2-Information Science and Technology	Shows How
HIM 3707 Programming for Healthcare Applications	Design and implement basic data structures and algorithms to efficiently process and analyze data.	Hands-on coding,	Weekly assignments (Vitals Monitor, Triage Bot, HL7 Parser)	F4-Health Information Science and Technology	Does
HIM 3707 Programming for Healthcare Applications	Develop software solutions that can interact with Electronic Health Record systems using programming interfaces and open-source tools.	Project-based learning, Code development	Final Project, Weekly Assignments (14 total)	F4-Health Information Science and Technology	Does
HIM 3707 Programming for Healthcare Applications	Implement testing strategies to validate software modifications and ensure compliance with system requirements.	Safety checks, Try/Except tutorials, Error identification examples	Assignments with error handling, Knowledge Assessments, Final Project	F8-Professionalism	Does
HIM 3707 Programming for Healthcare Applications	Create documentation for software components following industry best practices and regulatory requirements.	Lectures, Documentation requirement immplementation	Assignments with Documentation and comment standards, Final Project	F8-Professionalism	Does
HIM 4665 Health Data Standards and Interoperability	Understand the importance of health data interoperability in modern healthcare systems	Lectures, readings, standards/interoperability overview, class discussion, weekly knowledge checks	Weekly knowledge checks, in-class discussion/participation	F1-Health	Knows
HIM 4665 Health Data Standards and Interoperability	Understand the importance of health data interoperability in modern healthcare systems	Lectures, readings, standards/interoperability overview, class discussion, weekly knowledge checks	Weekly knowledge checks, in-class discussion/participation	F4-Health Information Science and Technology	Knows How
HIM 4665 Health Data Standards and Interoperability	Explain key health data standards and their roles in achieving interoperability	Lectures, standards documentation review, terminology/standards comparison, guided examples	Weekly knowledge checks, in-class assignments, midterm case study	F2-Information Science and Technology	Knows How
HIM 4665 Health Data Standards and Interoperability	Explain key health data standards and their roles in achieving interoperability	Lectures, standards documentation review, terminology/standards comparison, guided examples	Weekly knowledge checks, in-class assignments, midterm case study	F4-Health Information Science and Technology	Knows How
HIM 4665 Health Data Standards and Interoperability	Demonstrate proficiency in working with HL7 FHIR, HL7 v2, and SNOMED CT	Hands-on standards exercises, FHIR practice, terminology mapping activities, in-class labs	In-class assignments, standards implementation exercises, final project	F2-Information Science and Technology	Shows How
HIM 4665 Health Data Standards and Interoperability	Demonstrate proficiency in working with HL7 FHIR, HL7 v2, and SNOMED CT	Hands-on standards exercises, FHIR practice, terminology mapping activities, in-class labs	In-class assignments, standards implementation exercises, final project	F4-Health Information Science and Technology	Shows How
HIM 4665 Health Data Standards and Interoperability	Analyze interoperability challenges and propose solutions using appropriate standards	Case studies, HIE/interoperability scenarios, problem analysis, solution design discussion	Midterm case study, case analyses, project planning work	F4-Health Information Science and Technology	Knows How
HIM 4665 Health Data Standards and Interoperability	Analyze interoperability challenges and propose solutions using appropriate standards	Case studies, HIE/interoperability scenarios, problem analysis, solution design discussion	Midterm case study, case analyses, project planning work	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HIM 4665 Health Data Standards and Interoperability	Apply health data standards in practical scenarios and case studies to design an interoperability solution	Applied case work, design exercises, integration planning, group project development	Final project, project presentation, design assessment	F4-Health Information Science and Technology	Shows How
HIM 4665 Health Data Standards and Interoperability	Apply health data standards in practical scenarios and case studies to design an interoperability solution	Applied case work, design exercises, integration planning, group project development	Final project, project presentation, design assessment	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How
HIM 4665 Health Data Standards and Interoperability	Apply health data standards in practical scenarios and case studies to design an interoperability solution	Applied case work, design exercises, integration planning, group project development	Final project, project presentation, design assessment	F9-Interprofessional Collaborative Practice (ICP)	Shows How
HIM 4218 Electronic Health Records and Health Databases	Explain the core components, functionalities, and implementation challenges of Electronic Health Record (EHR) systems in healthcare organizations.	Lectures, EHR demonstrations, Vendor presentations	Weekly Assignments, Case Studies, Final Project	F4-Health Information Science and Technology	Knows How
HIM 4218 Electronic Health Records and Health Databases	Design and manage health databases with a focus on healthcare-specific considerations and data integrity.	Database design tutorials, SQL exercises, ER diagrams	Weekly Assignments, Midterm Exam, Final Project	F4-Health Information Science and Technology	Does
HIM 4218 Electronic Health Records and Health Databases	Apply database query languages to retrieve and analyze health data for improving patient care and operational efficiency.	Database design tutorials, SQL exercises, ER diagrams	Weekly Assignments, Discussions, Midterm Exam	F2-Information Science and Technology	Does
HIM 4218 Electronic Health Records and Health Databases	Assess and implement privacy and security measures in EHR systems, with a focus on HIPAA compliance.	Lectures, case Studies, Implementation Scenarios	Weekly Assignments, Final Project	F2-Information Science and Technology	Knows How

HIM 4218 Electronic Health Records and Health Databases	Critically evaluate emerging trends in health informatics, including applications of AI, machine learning, and big data in healthcare.	Lectures, case Studies	Weekly Assignments	F2-Information Science and Technology	Knows
HIM 4508 Quality Management	Understand quality management principles	Lectures, Data governance frameworks	Lectures, Quality frameworks (Six Sigma, Lean)	Exams, Quality improvement projects	Knows
HIM 4508 Quality Management	Apply quality improvement tools	Data dictionary exercises, Governance standards	Quality tools practice	Quality improvement projects, case analysis	Shows How
HIM 4508 Quality Management	Analyze healthcare data for quality metrics	HIM technology review, System evaluations	Data analysis exercises, Dashboard creation	Projects, Exams	Knows How
HIM 4508 Quality Management	Evaluate compliance requirements	Statistical methods, Healthcare statistics	Regulatory standards review, Accreditation criteria	Project: Hospital Quality Certifications	Knows How
HIM 4508 Quality Management	Apply quality improvement tools	Data visualization tools, Tableau/Power BI	Quality tools practice, Process improvement exercises	Quality improvement projects, Case analyses	Shows How
HIM 4624 Health Data Management	Analyze information management strategies	Lectures, Data governance frameworks	Nursing Home Comparative Data, Vital Stats & JC Hospital Quality Check	F4-Health Information Science and Technology	Knows How
HIM 4624 Health Data Management	Evaluate data dictionaries for governance	Data dictionary exercises, Governance standards	Quality Management Rates, Data governance assignments	F4-Health Information Science and Technology	Knows How
HIM 4624 Health Data Management	Analyze HIM technologies	HIM technology review, System evaluations	Research Cesarean Section Trend, Technology assessments	F2-Information Science and Technology	Knows How
HIM 4624 Health Data Management	Interpret statistics for health services	Statistical methods, Healthcare statistics	Nursing Home Data, Cesarean Trend, Inferential Statistics, Quality Rates	F2-Information Science and Technology	Knows How
HIM 4624 Health Data Management	Examine findings with data visualizations	Data visualization tools, Tableau/Power BI	Research Cesarean Trend, Vital Stats & JC Quality Check	F4-Health Information Science and Technology	Knows How
HIM 4624 Health Data Management	Manage data in DBMS	Database management exercises, Query development	Medicare Provider Analysis, Quality Management Rates	F2-Information Science and Technology	Shows How
HSA 4109 Principles of Healthcare Reimbursement	Understand payment systems	Lectures, Interactive Learning Program	Unit Exams, Final Exam	F1-Health	Knows How
HSA 4109 Principles of Healthcare Reimbursement	Analyze information for reimbursement decisions	Lectures, Interactive Learning Program	Unit Exams, Final Exam	F1-Health	Knows How
HSA 4109 Principles of Healthcare Reimbursement	Interpret regulations related to reimbursement	Lectures, Interactive Learning Program	Unit Exams, Provider Network Assignment, Insurance Marketplace Assignment	F1-Health	Shows How
HIM 4626 Data Mining and Analysis in Health	Evaluate the structural evolution and ongoing transformation of the U.S. healthcare system, identifying the critical role that data-driven health sciences and evidence-based informatics practices play in addressing modern public health challenges and clinical delivery hurdles.	Readings on the U.S. healthcare delivery system, healthcare analytics trends, and clinical data source identification.	Quiz; Assigned Reading	F1-Health	Knows
HIM 4626 Data Mining and Analysis in Health	Establish a foundational understanding of data mining and machine learning paradigms by evaluating how algorithmic frameworks and big data properties—including volume, velocity, variety, and veracity—interact to transform raw clinical information into structured, actionable intelligence.	Lectures on the "4 Vs" of big data; analysis of real-time data streaming vs. deep data cleansing for veracity; introduction to machine learning theory.	Quiz; Weekly Exercises; Discussion	F2-Information Science and Technology	Knows
HIM 4626 Data Mining and Analysis in Health	Analyze how social structures and individual behaviors necessitate the use of advanced analytical tools to capture a holistic view of patient populations.	Analyzing the "Five Capabilities" of informatics; readings on how big data addresses fundamental challenges in health promotion and disease prevention.	Quiz; Discussion	F3-Social and Behavioral Science	Knows
HIM 4626 Data Mining and Analysis in Health	Integrate data mining algorithms and machine learning techniques into clinical datasets, focusing on the systematic preparation of raw health data utilizing data preperation techniques to build predictive models.	Hands-on Python programming; building predictive models using Logistic Regression and Decision Trees on clinical datasets.	Weekly Exercises; Final Project	F4-Health Information Science and Technology	Shows How
HIM 4626 Data Mining and Analysis in Health	Explore how humans interact with visuals by looking at the way different charts help people process information without getting overwhelmed, especially when trying to make sense of complex medical lists and data for different types of healthcare workers.	Discussion on cognitive load; analysis of human eye interaction with high-cardinality data and chart selection.	Discussion, Assigned Reading	F5-Human Factors and Socio-Technical Systems	Knows How
HIM 4626 Data Mining and Analysis in Health	Investigate the social and behavioral determinants of health through unsupervised learning methods, utilizing patient clustering to uncover hidden patterns in healthcare utilization, patient demographics, and socioeconomic factors that influence overall community health outcomes.	Cluster analysis of patient characteristics; identifying groups based on ER visits, age, and insurance status.	Discussion; Weekly Exercises	F6-Social and Behavioral Aspects of Health	Knows How
HIM 4626 Data Mining and Analysis in Health	Quantify the effectiveness of healthcare analytical models by applying statistical validation methods to interpret model performance, ensuring that data-driven insights are accurate and reliability.	Model evaluation exercises; reporting performance metrics including Accuracy, AUC, and Confusion Matrices for validation.	Weekly Exercises; Final Project	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How

HIM 4626 Data Mining and Analysis in Health	Examine the ethical, legal, and professional responsibilities inherent in health informatics, specifically addressing the risks associated with data security, cybersecurity vulnerabilities in cloud environments, and the professional standards required for the stewardship of sensitive clinical data.	Reviewing cybersecurity risks in cloud computing; analysis of ethical implications and legal issues in data usage.	Quiz	F8-Professionalism	Knows How
HIM 4626 Data Mining and Analysis in Health	Learn how to turn complicated data into a clear story, using the right charts and visuals to help doctors and hospital leaders understand the results so they can make better decisions for their patients and their business.	Data storytelling; visualization design for clinical vs. administrative audiences; creating scatter plots, bar charts, and radar charts.	Discussion; Weekly Exercises; Final Project	F9-Interprofessional Collaborative Practice (ICP)	Shows How
HIM 4626 Data Mining and Analysis in Health	Show leadership by moving beyond just writing code to becoming experts who can explain what data results actually mean for a business, helping leaders decide exactly where to invest resources to improve the hospital	Analyzing the strategic trade-offs between discovering new associations versus verifying known risks, and defining the 'Action' required from specific organizational stakeholders based on visual evidence.	Discussion; Weekly Exercises	F10-Leadership	Shows How
HIM 4710 Artificial Intelligence in Healthcare	Understand AI/ML concepts in healthcare	Lectures, AI case studies, Healthcare AI demonstrations	Exams, Quizzes, Discussion posts	F2-Information Science and Technology	Knows
HIM 4710 Artificial Intelligence in Healthcare	Evaluate AI applications for clinical decision support	AI system evaluations, Use case analyses	Case analyses, Projects, Exams	F4-Health Information Science and Technology	Knows How
HIM 4710 Artificial Intelligence in Healthcare	Analyze ethical, legal implications of AI	Ethics case studies, Regulatory landscape, Bias in AI	Ethics papers, Discussions, Exams	F8-Professionalism	Knows How
HIM 4710 Artificial Intelligence in Healthcare	Design AI-enabled health informatics solutions	Design exercises, AI project planning	Final project, Design proposals	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Apply clinical informatics principles to support evidence-based decision-making and improve patient care quality, safety, and efficiency.	Module 1 Resources	Lab #1	F1-Health	Shows How
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Apply clinical informatics principles to support evidence-based decision-making and improve patient care quality, safety, and efficiency.	Module 1 Resources	Lab #1	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Shows How
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Analyze and interpret clinical data using health information systems and data science techniques to inform care delivery and population health strategies.	Module 2 Resources	Lab #2	F1-Health	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Analyze and interpret clinical data using health information systems and data science techniques to inform care delivery and population health strategies.	Module 2 Resources	Lab #2	F2-Information Science and Technology	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Evaluate and optimize clinical workflows through the integration of electronic health records (EHRs), decision support tools, and interoperability standards.	Module 3 Resources	Lab #3	F3-Social and Behavioral Science	Shows How
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Evaluate and optimize clinical workflows through the integration of electronic health records (EHRs), decision support tools, and interoperability standards.	Module 3 Resources	Lab #3	F4-Health Information Science and Technology	Shows How
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Design and propose data-driven quality improvement initiatives leveraging health IT to enhance patient-centered outcomes and organizational performance.	Module 8 Resources	Lab #8	F5-Human Factors and Socio-Technical Systems	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Design and propose data-driven quality improvement initiatives leveraging health IT to enhance patient-centered outcomes and organizational performance.	Module 8 Resources	Lab #8	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Assess and address challenges in health information governance, security, and privacy to ensure compliance and ethical use of health data.	Module 7 Resources	Lab #7	F5-Human Factors and Socio-Technical Systems	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Assess and address challenges in health information governance, security, and privacy to ensure compliance and ethical use of health data.	Module 7 Resources	Lab #7	F6-Social and Behavioral Aspects of Health	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Explore emerging technologies and innovations (e.g., telehealth, AI, precision health) and their implications for modern healthcare delivery.	Module 9 Resources	Lab #9	F3-Social and Behavioral Science	Does
HIM 4700 Applied Informatics for Modern Healthcare Delivery	Explore emerging technologies and innovations (e.g., telehealth, AI, precision health) and their implications for modern healthcare delivery.	Module 9 Resources	Lab #9	F4-Health Information Science and Technology	Does

HIM 4943 Health Informatics Internship Orientation	Demonstrate proficiency in identifying, applying and securing internship opportunities that align with their professional and career goals.	Reading and viewing materials on professionalism and professional presence	Resume review, cover letter review	F8-Professionalism	Does
HIM 4943 Health Informatics Internship Orientation	Demonstrate proficiency in identifying, applying and securing internship opportunities that align with their professional and career goals.	Review of internship site database and work with Internship coordinator to secure site	Weekly internship search updates	F8-Professionalism	Does
HIM 4942 Health Informatics Internship	Apply informatics concepts in real-world setting	On-site internship, Hands-on system use	Student Evaluation, Preceptor Evaluation, Final Project	F1-Health	Shows How
HIM 4942 Health Informatics Internship	Apply informatics concepts in real-world setting	On-site internship, Hands-on system use	Student Evaluation, Preceptor Evaluation, Final Project	F2-Information Science and Technology	Does
HIM 4942 Health Informatics Internship	Apply informatics concepts in real-world setting	On-site internship, Hands-on system use	Student Evaluation, Preceptor Evaluation, Final Project	F4-Health Information Science and Technology	Does
HIM 4942 Health Informatics Internship	Analyze and interpret healthcare data	Data analysis projects, Report generation	Student Evaluation, Preceptor Evaluation, Final Project	F2-Information Science and Technology	Does
HIM 4942 Health Informatics Internship	Analyze and interpret healthcare data	Data analysis projects, Report generation	Student Evaluation, Preceptor Evaluation, Final Project	F3-Social and Behavioral Science	Does
HIM 4942 Health Informatics Internship	Analyze and interpret healthcare data	Data analysis projects, Report generation	Student Evaluation, Preceptor Evaluation, Final Project	F4-Health Information Science and Technology	Does
HIM 4942 Health Informatics Internship	Exhibit professional conduct	Professional interactions, Workplace protocols	Student Evaluation, Preceptor Evaluation, Final Project	F8-Professionalism	Does
HIM 4942 Health Informatics Internship	Exhibit professional conduct	Professional interactions, Workplace protocols	Student Evaluation, Preceptor Evaluation, Final Project	F9-Interprofessional Collaborative Practice (ICP)	Does
HIM 4942 Health Informatics Internship	Exhibit professional conduct	Professional interactions, Workplace protocols	Student Evaluation, Preceptor Evaluation, Final Project	F10-Leadership	Does
HIM 4942 Health Informatics Internship	Collaborate with healthcare professionals	Team meetings, Interprofessional projects	Student Evaluation, Preceptor Evaluation, Final Project	F3-Social and Behavioral Science	Does
HIM 4942 Health Informatics Internship	Collaborate with healthcare professionals	Team meetings, Interprofessional projects	Student Evaluation, Preceptor Evaluation, Final Project	F4-Health Information Science and Technology	Does
HIM 4942 Health Informatics Internship	Collaborate with healthcare professionals	Team meetings, Interprofessional projects	Student Evaluation, Preceptor Evaluation, Final Project	F5-Human Factors and Socio-Technical Systems	Does
HIM 4942 Health Informatics Internship	Collaborate with healthcare professionals	Team meetings, Interprofessional projects	Student Evaluation, Preceptor Evaluation, Final Project	F8-Professionalism	Does
HIM 4942 Health Informatics Internship	Collaborate with healthcare professionals	Team meetings, Interprofessional projects	Student Evaluation, Preceptor Evaluation, Final Project	F9-Interprofessional Collaborative Practice (ICP)	Does
HIM 4942 Health Informatics Internship	Identify and propose solutions to informatics challenges	Problem identification, Solution development	Student Evaluation, Preceptor Evaluation, Final Project	F4-Health Information Science and Technology	Does
HIM 4942 Health Informatics Internship	Identify and propose solutions to informatics challenges	Problem identification, Solution development	Student Evaluation, Preceptor Evaluation, Final Project	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Does
HIM 4942 Health Informatics Internship	Demonstrate leadership and followership	Leadership opportunities, Team participation	Preceptor Paperwork, Student Evaluation, Preceptor Evaluation, Final Project	F8-Professionalism	Does
HIM 4942 Health Informatics Internship	Demonstrate leadership and followership	Leadership opportunities, Team participation	Preceptor Paperwork, Student Evaluation, Preceptor Evaluation, Final Project	F9-Interprofessional Collaborative Practice (ICP)	Does
HIM 4942 Health Informatics Internship	Demonstrate leadership and followership	Leadership opportunities, Team participation	Preceptor Paperwork, Student Evaluation, Preceptor Evaluation, Final Project	F10-Leadership	Does
HSA 4003 The Patient's Experience from an Administrators Perspective	Understand patient experience from administrative perspective	Lectures, Patient journey mapping	Case analyses, Projects, Exams	F1-Health	Knows
HSA 4003 The Patient's Experience from an Administrators Perspective	Understand patient experience from administrative perspective	Lectures, Patient journey mapping	Case analyses, Projects, Exams	F6-Social and Behavioral Aspects of Health	Knows
HSA 4003 The Patient's Experience from an Administrators Perspective	Apply patient-centered care principles	Patient-centered care case studies, QI projects	Projects, Presentations	F7-Social, Behavioral, and Information Science and Technology Applied to Health	Knows How
HSA 4702 Health Sciences Research Methods	Understand research methodologies	Lectures, Research design examples	Exams, Research proposals	F1-Health	Knows
HSA 4702 Health Sciences Research Methods	Apply statistical methods to research	Statistical analysis exercises, Data interpretation	Research poster presentation, Statistical analyses	F2-Information Science and Technology	Shows How
HSA 4702 Health Sciences Research Methods	Design and conduct health services research	Research project development,	Research poster presentation	F8-Professionalism	Shows How
HSA 4702 Health Sciences Research Methods	Understand the process for developing a reseach question	Poster presention, concept mapping	Poster presentation	F1-Health	Shows How
HSA 4180 Organizational Management for Health Agencies	Understand organizational theory in healthcare	Chapter readings; chapter slide presentations; student interpretation of chapter topics.	Written perspectives of chapter content; exams.	F10-Leadership	Knows

HSA 4180 Organizational Management for Health Agencies	Apply management principles	Participation in web-based discussion postings of peers.	Written perspectives of chapter content; written reflective analysis of peer contributions.	F10-Leadership	Knows How
HSC 4500 Epidemiology	Understand epidemiological principles	Reading, lectures, practice activities	Case Studies, Reflections, Weekly Quizzes, YellowDig Discussions	F1-Health	Knows
HSC 4500 Epidemiology	Apply epidemiological methods	Reading, lectures, practice activities	Case Studies, Reflections, Weekly Quizzes, YellowDig Discussions	F6-Social and Behavioral Aspects of Health	Knows How
HSC 4500 Epidemiology	Analyze epidemiological data	Reading, lectures, practice activities	Case Studies, Reflections, Weekly Quizzes, YellowDig Discussions	F2-Information Science and Technology	Shows How