

master of science in
HumanCOMPUTER
INTERACTION

**HCIM Master's
Student Handbook**

2016 - 2017



COLLEGE OF
INFORMATION
STUDIES

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HCIM Program Policies + Requirements

Program Structure

The HCIM program requires students to complete 30 credit hours, comprising required courses (15 credits), electives (9 credits), and either a capstone or thesis (6 credits).

- INST 630 - Introduction to Programming for the Information Professional (3 credits)
- INST 631 - Fundamentals of Human-Computer Interaction (3 credits)
- INST 632 - Human-Computer Interaction Design Methods (3 credits)
- Research methods course (3 credits)
- INST 717 - Internship Practicum in Human-Computer Interaction (3 credits)
- 3 electives (3 credits each)
- Thesis or Capstone (6 credits in total)
 - Thesis: INST 799 - Master's Thesis Research (6 credits), OR
 - Capstone project
 - INST 775 - HCIM Capstone Prep (3 credits)
 - INST 776 - HCIM Capstone Project (3 credits)

The HCIM is designed as a full-time program. It is possible for students to complete the degree part-time; however, some required classes may be offered during the day and students will have to make arrangements in their schedules to attend. While some iSchool electives may be offered online, core courses are only offered in person on campus. The internship may be completed off campus, but students may be required to meet before or after the internship to report on their plans and experiences.

Required Courses

The HCIM curriculum includes five required courses: three core courses--INST 630, INST 631, INST 632--as well as a research methods course and INST 717, the HCIM internship course.

HCIM students must receive a grade of B or higher in all required courses to be considered passing. If a student receives lower than a B, the course must be repeated.

Core Courses

All students are required to complete INST 630, Intro to Programming, INST 631, Foundations of HCI, and INST 632, HCI Design Methods. These courses are intended to provide students with the skills and theoretical foundation necessary to complete their degree, and serve as groundwork for the projects they will undertake in other courses.

Students may request to waive INST 630 and, in some rare cases, INST 631, if they can demonstrate coursework or professional experience sufficient to waive the requirement. More information about course waivers is available in the "Waiving Required Courses" section below.

Research Methods

All HCIM students are required to complete a research methods course. We strongly recommend that students take INST 701 to fulfill their research methods requirement. However, other courses may be substituted to fulfill this requirement. The list below includes some possible alternatives to INST 701:

- INST 808 - Seminar in Research Methods and Data Analysis
- PSYC 798J/INST 728E - Graduate Seminar and Undergraduate Special Topics: Doing Psychological Research on the Internet: Issues and Methods
- PSYC 779 - Seminar in Human Performance: Human-Computer Interaction
- PSYC 601 - Quantitative Methods I
- PSYC 602 - Quantitative Methods II
- EDMS 645 - Quantitative Research Methods I
- SOCY 601 - Statistics For Sociological Research I
- SURV 615 - Statistical Methods I

Students who choose not to take INST 701 are responsible for identifying a relevant research methods course to fulfill this requirement, and should consult with the program coordinator to ensure that the course they have selected is an appropriate substitute. If the course is offered by a college outside the iSchool, students are also responsible for confirming that the host department is willing to allow them to enroll in the course.

HCIM Internship

INST 717 (Internship Practicum in Human-Computer Interaction) is a required HCIM course designed to provide students with the knowledge, skills, and experiences they need to both advance their careers as information professionals and contribute substantially to the success of the organizations of which they are a part.

However, if students have 2 or more years of continuous full-time HCIM-relevant work experience, they may request a waiver from this requirement. HCIM-relevant work experience may include positions that involve usability analysis and testing, interaction design, user interface design, and user experience design; this experience should also include some large project management, collaborative team work, and active leadership. Experience working with information technology, services, or resources is necessary, but may not be sufficient to meet these criteria. More information about waiver requests is available in the “Waiving Required Courses” section below.

Waiving Required Courses

Students who have relevant coursework or professional experience may request to waive INST 630 and, in some cases, INST 631 and INST 717.

To apply to waive any course, students should submit:

- A one-page explanation of their request, in which they describe the course work or work experience they believe allows them to meet the requirements waive the course.

- A transcript that demonstrates they have taken significant coursework in the relevant area (computer programming for INST 630; human-computer interaction for INST 631), **or**
- A resume that indicates that they have substantial professional experience in a position that regularly required them to use computer programming
- For INST 717 only, a letter from their employer verifying their experience, position, and length of employment.

Waiver forms are available through the iSchool Student Services Office [here](#). Waivers should be submitted electronically and will be reviewed by the program coordinator and program director, and other faculty, as appropriate.

Each waiver request is considered on a case-by-case basis. Please allow 1-2 weeks after all required documents have been received for review of your petition. Students will be notified of the decision via email.

If granted, a waiver of INST 717 requires students to substitute another 3 credit HCIM-relevant course to meet graduation requirements.

Core Courses Sequencing

Please consider that there are some constraints in terms of sequencing of core courses:

- Students must take INST 630 before or concurrently with INST 631.
- INST 631 and INST 632 are only offered once during each academic year, in fall and spring semesters respectively.
- INST 631 and INST 362 must be completed before beginning the internship.
- It is recommended that students complete their research methods requirement before they begin the internship course.
- INST 701 is only offered during the fall semester; other courses which fulfill the research methods requirement may be offered in the spring semester, but this is not guaranteed.
- INST 717 must be completed before students begin their thesis or capstone.
- INST 717 is only offered during the summer.
- HCIM required courses (INST 630, 631, 632, a research methods course, and the internship course) must be completed before students begin their capstone or thesis work.
- Thesis and capstone must both be started in the fall semester, and taken over two consecutive semesters. Neither thesis nor capstone can be consolidated into one semester.

Electives

Any graduate-level course (600 and above) relevant to your program is an acceptable elective. You may also take one 400-level undergraduate class for graduate credit. No additional undergraduate classes can be counted toward the program nor can any courses with numbers under the 400 level be counted toward a graduate program. This is a university requirement and there are no exceptions to this policy.

Any course that was applied to requirements for any other degree cannot be counted towards the HCIM requirements.

The list below contains suggestions of elective courses that are likely to be relevant for HCIM students, but new courses will be created regularly. Any course within the iSchool is acceptable for an elective (other than the exceptions listed below). Courses in other departments are also acceptable. If you are considering a course not listed below or on the HCIM website, please contact the HCIM Program Coordinator for approval.

Within the iSchool

All iSchool courses can be taken as electives, although the following are the most likely to be of interest to HCIM students:

- INST 611 - Privacy and Security in a Networked World
- INST 633 - Analyzing Social Networks and Social Media
- INST 650 - Facilitating Youth Learning in Formal and Informal Environment
- INST 652 - Design Thinking & Youth
- INST 651 - Promoting Rich Learning with Technology
- INST 702 - Advanced Usability Testing
- INST 728D - Introduction to Interaction Design
- INST 728Q - Visual Analytics
- INST 738Z - Inclusive Technology Design
- INST 741 - Social Computing Technologies and Applications
- INST 760 - Data Visualization

Please note that these courses may not be offered every semester, or at all. Course offerings vary depending on staffing and scheduling needs, and are contingent on enrollment.

Outside the iSchool

Students are required to take 24 credits within the iSchool, but may request to take courses outside the iSchool. Permission is granted by the course instructor and the host department. More information about taking courses outside the iSchool is available through the iSchool Student Services Office [here](#).

Some courses offered outside the iSchool that may be particularly relevant to HCIM students include:

- CMSC 722 - Artificial Intelligence Planning
- CMSC 726 - Machine Learning
- CMSC 734 - Information Visualization
- CMSC 818D - Human Factors in Security and Privacy
- CMSC 838C - Social Computing
- CMSC 838F - Tangible Interactive Computing
- JOUR 654 - Advanced Interactive Multimedia Storytelling
- JOUR 779D - Seminar in Research Problems; Storytelling with Data Visualization
- JOUR 779V - Seminar in Research Problems; Computational Journalism

- PSYC 779A - Seminar in Human Performance Theory; Seminar in Cyberpsychology

Courses to Avoid

Core courses in the other programs are in high demand by those students. Please do not register for these courses.

- MIM required courses: INFM 600, 603, 612, 736, 73
- MLIS required courses: LBSC 601, 650, 670, 690

Thesis and Capstone

All students must complete either a thesis or capstone project. Both options require 6 credits that must be completed as 3 credits in the fall semester of the final academic year and 3 credits in the spring semester of the same academic year. For thesis students, this coursework is 6 credits of INST 799. For capstone students, the courses is INST 775 in the fall and INST 776 in the spring.

Thesis

The thesis must be original research. The HCIM standards require a project equivalent to a publishable [CHI](#)^[1] paper. Students interested in doing a thesis should browse the [ACM Digital Library](#) to see example CHI papers in order to understand the required contribution.

The College of Information Studies and the University of Maryland Graduate School have developed separate, yet complementary, requirements for theses. Students should review the [Graduate School's "Academic Policies: Master's Degrees" document](#) and note those sections relating to the thesis.

Thesis Coursework

Students who plan to do a thesis must have found an advisor who has agreed to supervise their project prior to the beginning of the fall semester of their last academic year (see below). These students should register for 3 credits of INST 799 with their advisor's section number in the fall, and an additional 3 credits of INST 799 in the spring.

Thesis Committee

Thesis students must identify a Thesis Committee Chair (the Chair/faculty advisor) as soon as possible. The Chair should be someone who meets the criteria specified in the Graduate School Policies, is willing to work with the student, and who ideally has expertise in the area the student wishes to study. The Thesis Committee Chair will be the student's faculty advisor. This Chair will not be assigned and the program cannot require a faculty member to advise a thesis. Thus, it is each student's responsibility to seek out a Chair who agrees to supervise the thesis project.

The best approach is to begin talking to faculty members very early in the process to see if your project idea fits with their research agenda and if they have time to advise you on the project. Students unable to find an advisor will not be able to do a thesis and should consider a capstone project.

Early in the process, the student and the advisor, who will serve as the chair of the thesis committee, will assemble the complete thesis committee. In addition to the chair, the thesis committee must include at least two other members who meet the criteria specified in the [Graduate School Policies](#). Three committee members (in total) are typically recommended. The Thesis Committee nomination [form](#) should be submitted as soon as the committee has been determined, but at least six weeks prior to examination and in accordance with the university's [academic deadlines](#). Committee members are responsible for approving a proposal and evaluating the thesis itself (see below for a discussion of each of these).

Thesis Proposal

The student works closely with their academic advisor and the Chair to design an appropriate research plan and course schedule.

Under the direction of the Chair, the student develops a thesis proposal that describes the work to be accomplished as part of the thesis.

The student submits their thesis proposal to the Thesis Committee. The Committee must approve the proposal before the student can register for the master's thesis research course(s).

Thesis Research

Before research on the thesis can begin, any relevant Research Assurances, including the use of human subjects in the research, must be submitted to and approved by the [Institutional Review Board](#) (IRB) following their established procedures.

The student completes research and drafts thesis with guidance and input from the Chair as needed. Thesis should be formatted according to the [The University of Maryland Electronic Thesis and Dissertation \(ETD\) Style Guide](#).

Thesis Defense

After completing the research, the student will draft a thesis document and share it with the chair. The chair will then review the document and identify any necessary revisions that must be made. Once the chair has ensured that the student is [eligible](#) to defend, the Chair will schedule an oral defense. This will be scheduled so that all Committee members can attend, with at least two weeks advance notice (see [Graduate School Policies](#) for details on emergency cancellations, remote attendance, and related issues).

The oral defense typically occurs within the College of Information Studies. Thesis defenses are open to the entire University community and are announced, including student and committee member names, time, location, title and abstract, to the University via the College's electronic lists at least five working days in advance of the scheduled date.

Prior to the defense, the Chair of the committee will secure the Report of the Thesis Examining Committee created by the Graduate School. The Chair must request this form at least 2 weeks prior to the scheduled oral examination. This document is used to record the outcome of the defense after its completion.

During the oral exam, the student presents the research questions, methods, and findings to attendees. They also typically field questions from attendees and committee members. After the oral examination is complete, the thesis committee deliberates in private, without the student present, and decides on the outcome. Once decided, they share the outcome with the student.

The committee has a number of options regarding the outcome of the thesis and oral defense. These options are laid out in the Graduate School Policies and read as follows:

- To accept the thesis without any recommended changes and sign the Report of Examining Committee.
- To accept the thesis with recommendations for changes and, except for the chair, sign the Report of Examining Committee. The chair will check the thesis and, upon his or her approval, sign the Report of Examining Committee.
- To recommend revisions to the thesis and not sign the Report of Examining Committee until the student has made the changes and submitted the revised thesis for the Thesis Examining Committee's approval. The Thesis Examining Committee members sign the Report of Examining Committee when they approve the revised thesis.
- To recommend revisions and convene a second meeting of the Thesis Examining Committee to review the thesis and complete the student's examination.
- To rule the thesis (including its examination) unsatisfactory. In that circumstance, the student fails.

To pass, a student must receive passing votes from all Committee members. One vote of failure means that the student does not pass. The Committee may call a second examination as a result of a failed defense. If the student fails the second defense, or if no second defense is called, the student loses standing as a graduate student at the University of Maryland (see Graduate School Policies for details).

After the oral examination is complete, the Thesis Committee meets together without the student and decides on the outcome. Once decided upon, they share the outcome with the student, and, when appropriate, those still in attendance. [Procedures for the Oral Examination](#), including outcome options, can be viewed in The Graduate Catalog.

The Chair uses the Report of the Thesis Examining Committee document to record the outcome of the defense after its completion.

Publishing and Final Submission

Following the completion of the Report of the Thesis Examining Committee, the student must submit that form and the [Thesis and Dissertation Electronic Publishing Form](#) signed by the student and the Chair to the Office of the Registrar. More information about [Submission and Publication of the Thesis](#) can be found in The Graduate Catalog and information about [Thesis & Dissertation Filing](#) can be found on the Graduate School's website.

To be successfully submitted, a thesis must conform to the [electronic thesis guidelines and style guide](#). To facilitate the submission of the thesis, the student should consult these resources early in the process of writing the thesis and follow the requirements accordingly.

The thesis and accompanying forms must be submitted by the [deadlines posted by the Graduate School](#).

Capstone

There is no single model for an HCIM capstone project. Project components may include formative studies, design, prototype building, and prototype evaluation. These components may be combined in any number of ways, but we expect the following approaches to be the most common types of projects. These descriptions are meant to be general guidelines. Every project needs to be approved by the capstone course advisor. In all cases, a background literature review and existing product analysis are required.

1. *Balance of Formative, Design, Building and Evaluation*

Many projects will balance effort among a subset of these components, for example, designing, building and evaluating a new prototype, or conducting a formative study, followed by designing and building a prototype, with only a minor evaluation.

2. *Focus on Formative Study*

When the project focuses on a formative study, the majority of the effort will be on designing the study of existing practice, executing the research, and analyzing the data. For example, such a project could identify the need to improve medication tracking for diabetes patients and include qualitative interviews with patients to understand their current practice. Rigorous study method and execution is critical. The outcome of the analysis would be a synthesis of existing practice, identification of unaddressed user needs, and proposed solutions for how to address these needs—that is, implications for design. While initial designs could be sketched out, a prototype does not need to be built.

3. *Focus on Design and Prototype Building*

For projects that focus on design, the primary contribution will be to produce an innovative artifact. In addition to the artifact itself, the design process and design rationale are of high importance and need to be clearly articulated. The artifact could be a software application or a more tangible computing interface. For example, such a project could include participatory design sessions with children and, ultimately, an implementation of a tangible computer game. Some evaluation is necessary, but not to the extent of options #1 and #4.

4. *Focus on Evaluation*

A project in which a substantial portion of the work is focused on evaluation will likely involve little to no formative study and, if building, the prototype will be much smaller than for option #3. Evaluations could be in the lab or in the field, as appropriate for the interface being evaluated. The interface could be an existing product, possibly selected in partnership with a company, or could be a prototype that is fast to implement, leaving sufficient time for an in-depth evaluation of its use. For example, for a project involving a new gestural technique to support users in interacting with one hand on their smartphone, a quick experimental prototype could be built, followed by a full laboratory experiment. As another example, the student could partner with a company that has a new interface they would like to evaluate. In that case, the student would conduct

extensive usability testing with the product and provide recommendations for improvements.

Capstone Coursework

Students completing a capstone must take INST 775 in the fall semester of their final year and INST 776 in the spring semester of the same academic year.

INST 775, Capstone Preparation, guides students through choosing a capstone topic, developing initial versions of the project, and preparing a proposal to present in the Spring's INST 776 class. Topics that are covered include applying for IRB approval, running pilot studies, and user testing. Students will come out of INST 775 with a draft proposal and detailed plan for completing their capstone in the spring.

Students must have a proposal for their capstone project prepared by the first class of INST 776, HCIM Capstone Research, ready for presentation and approval by the instructor. The purpose of this course is to provide a framework in which students can work on their projects, receive guidance from the faculty, and benefit from peer feedback. This structure ensures that students make adequate progress throughout the semester, but it is ultimately the students' responsibility to complete the proposed project in a timely manner. As appropriate, the instructor may arrange sessions devoted to particular topics of interest. For example, if many of the students are using a particular research methodology, the instructor might use a class session to discuss that methodology in more detail.

At the end of the semester, students will present their capstone projects to a panel consisting of the instructor, the director of the HCIM, and an external evaluator invited by both. The presentation will be open to the public and advertised on appropriate mailing lists. No later than a week prior to the capstone presentation, the student will deliver a written report to the panel in the style appropriate to each project. The panel will determine if the student's project is acceptable, based both on the oral presentation and written report, and if not, the student will be given an opportunity to revise the written report.

Thesis and Capstone Course Sequencing

Please note that certain program requirements must be completed before students begin their thesis or capstone:

- The core curriculum (INST 630, 631, 632, a research methods course, and the internship course) must be completed before students begin their capstone or thesis work.
- The thesis and capstone must be started in the fall of the student's final academic year, and the required coursework must be completed over two consecutive semesters. The sequence cannot be compressed into one semester or taken over two non-consecutive semesters. It cannot be started in any semester but the fall. Students doing a thesis who need more than two semesters to complete their project may enroll in INST 799 for a third semester.

Thesis and Capstone Scheduling

The university specifies a final date by which theses must be submitted to the Graduate School. The same deadline applies to capstone projects. Students must complete their final presentations no less than two weeks before this date.

For capstone students, the presentation will be made to the capstone panel, on a date determined by the HCIM Committee for all capstone students.

For thesis students, this presentation is the oral defense. You must schedule the oral defense with your advisor and committee.

In both cases, the two-week buffer allows time for you to make corrections and changes requested by the committee so that you can graduate on time.

You must submit the final draft of your thesis or capstone project to your thesis committee or the capstone panel no less than two weeks ahead of your presentation date.

Grading

Calculating Grades

The grade of A+ or A is calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3.0 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2.0 quality points, and C- at 1.7 quality points. Students do not earn credit toward the degree for courses in which they receive a grade of C+ or lower. For graduate students, all courses numbered 400 and above are used in the calculation of the grade point average, except 500- level courses, those numbered 799, 898, or 899, and those graded with an S.

HCIM students must receive a grade of B- or higher in all required courses to be considered passing. If a student receives lower than a B-, the course must be repeated.

In order to maintain good academic standing, every graduate student must maintain a cumulative grade point average (GPA) of 3.0 for all courses taken at the University. A student may repeat a course to earn a better grade. Whether higher or lower, the most recent grade is used to compute the grade point average. Grades for graduate students remain a part of the student's permanent record. Changes in previously recorded grades may be made if timely (within one semester) and if the original instructor certifies that an actual mistake was made in determining or recording the grade. The change must be approved by the Dean and the Dean of the Graduate School. Graduate credits transferred from another institution are not included in the calculation of the grade point average.

“Incomplete” Grades

An “incomplete” is an unusual grade that an instructor may award to a student whose work in a course has been qualitatively satisfactory, but who is unable to complete some portion of the work required because of illness or other circumstance beyond the student's control. In awarding the grade of "I" for graduate courses other than 799, instructors must fill out an "Incomplete Contract for Graduate Students." The contract specifies the work remaining to be completed. It must be signed by the instructor and the student. The grade of incomplete in 500-, 600-, 700-, and 800-level courses does not automatically roll-over to letter grades. Normally, students are expected to complete courses in which they have received an "I" by a date no more than twelve months from the beginning of the semester in which the course was taken. The mark of incomplete in 400-level courses is governed by the rules for awarding incompletes to undergraduate students, including the provision of automatically converting an "I" to a letter grade.

Students remain in good standing despite grades of incomplete if the courses are not required for their degrees. For courses required for graduation, students are considered to be making satisfactory progress only if they fulfill the conditions of any outstanding incomplete contracts in a timely manner.

Academic Probation

A student whose cumulative grade point average falls below 3.0 will be placed on academic probation by the Graduate School. Permission of the program director and the Director of Student Services is required for a student on probation to register for courses. Probation will be lifted when the student achieves a cumulative GPA of 3.0. A student on probation who has completed fewer than 15 credits must raise his or her GPA to 3.0 or above by the end of the semester in which the student completes 15 credit hours or he/she will be dismissed from the Graduate School and HCIM program. A student who has completed 16 or more hours of course work and whose cumulative GPA falls below 3.0 will be placed on probation and will have one semester in which to raise his or her cumulative GPA to a 3.0 or he/she will be dismissed from the Graduate School and HCIM program.

A graduate student's academic record (transcript) is intended to serve as a complete history of the student's academic progress at the University of Maryland. Under no circumstances will academic records be altered because of student dissatisfaction with a grade or other academic accomplishment.

Part-Time and Full-Time Status

The Graduate School uses a unit system in making calculations to determine full-time or part-time student status. Please note that graduate units are different from credit hours. The number of graduate units per credit hour is calculated in the following manner.

- Courses in the series: 400-499 carry 4 units per credit hour.
- Courses in the series: 500-599 carry 5 units per credit hour.

- Courses in the series: 600-897 carry 6 units per credit hour.
- Audited classes do not count toward calculating full or part-time status.

To be certified as full-time, a graduate student must be registered for a combination of courses equivalent to 48 units per semester. Graduate assistants holding regular appointments have full-time status if they are registered for at least 24 units in addition to the assistantship. Holders of half-time assistantships are considered full-time if registered for 36 units. Audited courses cannot be used in calculating full-time or part-time status.

Sample Course Plans

The following course plans are intended to provide a possible picture of an HCIM student's course load, not a prescriptive registration guide.

Sample One

Fall - Year 1 INST 630 - Intro to Programming INST 631 - Fundamentals of HCI INST 701 - Research Methods	Spring - Year 1 INST 632 - HCI Design Methods Elective
Summer INST 717 - Internship	
Fall - Year 2 INST 775 - Capstone Prep Elective	Spring - Year 2 INST 776 - Capstone Elective

Sample Two

Fall - Year 1 INST 631 - Fundamentals of HCI Elective Elective*	Spring - Year 1 INST 632 - HCI Design Methods INST 808 - Seminar in Research Methods and Data Analysis**
Summer INST 717 - Internship	
Fall - Year 2 INST 799 - Thesis Research Elective	Spring - Year 2 INST 799 - Thesis Research Elective

* Student is eligible to waive INST 630 and has replaced the course with an equivalent elective.

** Student has received permission to take INST 808 to fulfill their research methods requirement.

Program Administration

The HCIM program is administered under standards and regulations established by the Graduate School under the jurisdiction of the Graduate Council of the University of Maryland.

Within the College, the HCIM program is directed by the HCIM Program Director in consultation with the HCIM Committee, which is comprised of faculty representatives, one representative of the HCIM students, and the Dean of the College as an ex officio member. The meetings of the HCIM Committee are open to anyone interested in participating. However, due to legal requirements related to privacy, meetings or portions of meetings where the HCIM Committee addresses issues pertaining to individual students or applicants to the College are not open to students.

The HCIM Program Director leads the HCIM Committee to perform the following tasks:

- Oversee administration of the program;
- Define, evaluate, and modify principles on which the program is based;
- Make admission and funding decisions about applicants to the program;
- Determine if admitted students are sufficiently prepared to be able to waive the programming course requirement and communicate the status of these requirements to accepted students;
- Review and vote on thesis committees for individual HCIM students.

Quick Reference Guide

Questions about . . . ?	Contact	Email	Phone
Tuition and fees	Office of the Bursar	umdfinaid@umd.edu	(301) 314-9000
Financial aid	Office of Student Financial Aid	umfinaid@umd.edu	(301) 314-9000
Billing and payment	Office of the Bursar	billtalk@umd.edu	(301) 314-9000
Visas, I-20s, CPT/OPT	International Student & Scholar Services		(301) 314-7740
Registration	Office of the Registrar	registrar-help@umd.edu	(301) 314-8240
Insurance and medical care	University Health Center	health@umd.edu	(301) 31-8180
Legal issues	Graduate Student Legal Aid Office	glao@umd.edu	(301) 405-5807
Parking, bus schedules	Department of Transportation Services	transportation@umd.edu	(301) 314-PARK / (301) 314-2255
Registration questions, forms, waivers, graduation	iSchool Student Services Office	ischooladmission@umd.edu	(301) 405-2038
Course advising and degree planning, program administration	HCIM Coordinator	cholljen@umd.edu	(301)-405-2769