

COLLEGE OF ALLIED HEALTH PROFESSIONS

College of Allied Health Professions

Master of Science in Health Sciences Program

ABOUT THE DEPARTMENT OF HEALTH SCIENCES EDUCATION

Mission: The Department of Health Sciences Education supports Western University of Health Sciences' mission by increasing the availability of health care educators. The department further meets the health care needs of the community by preparing graduate level Community Health Educators.

Vision: The Department of Health Sciences Education seeks to become the leader in providing educational programs. Graduates will be experts and leaders in health education, promotion, and delivery, dedicated to fostering the development of future professionals and contributing to the body of knowledge in the health sciences.

Goals of the Department of Health Sciences Education

The Department of Health Sciences Education provides students with the necessary background and skills in theory and practical application in both clinical and non-clinical settings. In fulfillment of the mission of the University, the Department's goals are to:

1. Educate professionals who will function as leaders in various healthcare settings.
2. Provide educational experiences, which enable healthcare professionals to function as leaders in education, program and curriculum design and evaluation in a variety of health education settings.
3. Provide educational experiences that enable individuals to function as leaders in the areas of health professions education and community health education.
4. Promote and encourage graduates and students to maintain lifelong learning and the pursuit of supporting advances in patient care, community service, and research and health education.
5. Assist students in the integration of theory and practice to ensure healthcare education and delivery will be relevant to the needs of society.
6. Encourage students to engage in productive professional relationships to acquire, evaluate and communicate information about the health sciences.
7. Create and be responsive to the needs of healthcare professionals and consumers, thereby providing opportunities for educational expansion.
8. Enhance continuing professional education in the health sciences.
9. Further develop collaborations and partnerships in the healthcare community throughout the United States.
10. Continue to provide educational service to all professionals in the healthcare community.

BASIC COMPETENCIES (OUTCOMES)

The Department of Health Sciences education offers opportunities for students to pursue a Master of Science in Health Sciences degree specializing in Health Professions Education and Community Health Education. Additional emphasis is placed on the acquisition of executive skills and leadership for advancement in the health professions. Course delivery is accomplished within an integrated context of theory and practice that meets the academic requirements for a graduate degree in Health Sciences. The broad interest of the faculty provides special opportunities to cross the boundaries between various health care disciplines and education, depending on the unique scope of the students' experience. Course work is formulated and designed to promote knowledge, values and skills essential for competence in the following four domains:

1. Basic statistical analysis and research methodologies
2. Didactic curriculum design, implementation and evaluation
3. Clinical and community based program design, implementation and evaluation

4. Executive skills for health professions education leaders

Basic statistical analysis and research methodologies:

Students will engage in the application of statistics for the purpose of interpreting statistics and scholarly literature. The information extrapolated is intended to prepare the learner to assess and utilize scientific literature accurately and appropriately. Research methodologies are employed with an emphasis on conducting program evaluation.

Didactic curriculum design, implementation and evaluation:

Students will explore teaching and learning theories and apply them to the development of educational interventions in the traditional health professions classroom environment. Test construction, student learning evaluation, applied teaching strategies for cultural competence and the use of educational modalities and instructional technology are some of the major components of this aspect of the curriculum.

Community based program design, implementation and evaluation:

Students will engage in the development, implementation and evaluation of health education interventions and programs in clinical and non-traditional educational environments. The application of skills in various agency structures form the foundation of exploration in networking and collaborating for service learning, program/project funding, marketing, and community outreach. Emphasis is placed on understanding and overcoming barriers to success in clinical teaching settings and community based educational interventions.

Executive skills for educational and community leaders:

Recognizing the challenge in balancing the business of health care delivery and health education with patient centered care and learner centered education, students will apply essential functions of executive management to the traditional, clinical and non-traditional educational environments. Emphasis is placed on the application of leadership theories, strategic planning models, organizational dynamics and structure. Basic competence in fiscal operations, human relations and administrative decision making form the basis for preparing students to function as leaders in academic, clinical and community based health education environments.

Objectives and Student Learning Outcomes

The program is designed to prepare health care professionals with skills in teaching, learning, curriculum design, evaluation of individuals and programs, scholarship, leadership and research. Upon completion of the program, students will be able to:

Program Objectives	MSHS Student Learning Outcomes
1. Create proficiency in adult education practices based upon rational principles and theories.	1.1 Demonstrate multicultural awareness, knowledge and skills and apply them to the teacher-student relationship. 1.2 Interpret and apply learning theory and research in all aspects of education.
2. Apply educational theories, models and concepts in the health care setting.	2.1 Demonstrate the connection between educational theory and learning principles in educational settings. 2.2 Interpret and apply learning theory and research in all aspects of education. 2.3 Demonstrate executive skills in strategic planning and organizing.
3. Create, implement and analyze valid research projects in health professions education or community health education.	3.1 Demonstrate the ability to analyze current research in education and incorporate evidence based methods to instructional design. 3.2 Demonstrate critical thinking in the design and implementation of quantitative and qualitative research methods in the evaluation of student performance and educational programs.

	3.3 Produce defensible grant proposals utilizing research design principles to develop programs.
4. Apply executive leadership skills to the administration of health education programs.	4.1 Demonstrate ethical and moral decision making in the application of executive skills for fiscal operations, leadership and implementing change.
5. Collaborate with academic health care specialists to further the advancement of the health sciences.	5.1 Create collaborations with fellow students, alums, organizations, educators and health care providers to implement health education programs. 5.2 Collaborate with members of inter-professional education teams at WUHS to advance health care professionals knowledge of and appreciation for health sciences and health educators.
6. Create, implement and evaluate didactic or community based education interventions and programs.	6.1 Demonstrate competence in the application and evaluation of teaching, learning and program effectiveness. 6.2 Demonstrate the ability to analyze, design, conduct and defend research data in an educational context.
7. Implement appropriate change to enhance the access and quality of didactic or community based programs.	7.1 Demonstrate executive skills in strategic planning and organizing. 7.2 Apply theories of organizational dynamics and create strategic plans for educational curriculum and program design. 7.3 Evaluate and apply research practices to educational assessment and accountability systems.
8. Create, implement and evaluate educational and informational materials for a variety of professionals and consumers.	8.1 Demonstrate executive skills in strategic planning and organizing. 8.2 Evaluate and apply research practices to educational assessment and accountability systems.
9. Maintain a high standard of academic excellence and pursuit of learning.	9.1 Perform to the level of educational best practices in academia and community health education. 9.2 Meet the criteria for the National Certification of Health Educators. (<i>applies only to CHE students</i>).
10. Contribute scholarly research to the health sciences and health care professions.	10.1 Produce scholarly writing in the form of papers, articles, thesis, special projects, original research and literature analysis suitable for publication in evidence based journals.

PERSONAL COMPETENCIES FOR ADMISSION AND MATRICULATION

A candidate for admission to the degree program in the Department of Health Sciences Education must have the use of certain sensory and motor functions, or reasonable accommodations thereto; to permit them to carry out the activities described in the sections that follow. Graduates of the program are eligible for employment in a wide variety of academic and clinical teaching programs, using an extensive variety of educational methodologies. As a result, they must have the intellectual ability to learn, integrate, analyze, and synthesize numerical, visual and textual information in the health professions fields. They must also be able to effectively and accurately integrate this information and communicate it to others by both oral and written means.

A candidate for the degree program in the Department of Health Sciences Education ordinarily must have abilities and skills of five general varieties, including: (1) observation; (2) communication; (3) motor;

(4) intellectual, conceptual, integrative and quantitative; and (5) behavioral and social. Reasonable accommodations will be provided in appropriate situations. Under all circumstances, however, a candidate should be able to perform in a reasonably independent manner. The following provides an overview of the five general varieties of minimal technical standards that must be met by all successful applicants to the degree programs in the Department of Health Sciences.

1. Observation: Candidates and students must have sufficient vision, with or without reasonable accommodations, to be able to observe demonstrations and presentations by faculty and other students.
2. Communication: Candidates and students must be able to communicate with students and colleagues. They should be able to hear, with or without reasonable accommodations. Candidates and students must be able to read, write, and speak English.
3. Motor: Candidates and students should have sufficient motor function, or reasonable accommodations to enable them to operate commonly used educational equipment (including, but not limited to, computers, videotape players, overhead projectors) and design and produce educational materials. These activities require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch or vision.
4. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Students must demonstrate problem-solving skills, which include measurement, calculation, reasoning, analysis, and synthesis. Instructional design and the preparations of a thesis or special project require all of these intellectual abilities.
5. Behavioral and Social Abilities: Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completions of all responsibilities attendant to an instructor in an educational setting, and the development of mature, sensitive, and effective relationships with students and colleagues. Candidates and students must be able to adapt to changing environments and display flexibility in dealing with students at various educational levels in the health professions. Compassion, integrity, concerns for others, interpersonal skills, interest, and motivation are all personal qualities to be assessed during the admissions and educational processes.

ADMISSION POLICIES AND PROCEDURES

Students may apply for admission in either the fall or spring semesters. Western University is committed to admitting competitive, qualified individuals with disabilities.

Application Requirements:

Applicants to the Department of Health Sciences Education should possess a strong desire to master the skills germane to the development, implementation and evaluation of health care curricula and community based health education programs. Candidates must meet the following academic requirements:

1. A bachelor's degree from an accredited institution is preferred. However, consideration will be given on a case-by-case basis provided that the applicant has completed at least 90 semester hours at the undergraduate level from an accredited college or university. Thirty (30) units must consist of upper division coursework, i.e., junior or senior level courses. Advanced placement, CLEP examination or credit for experiential learning is not recognized by the program as meeting these requirements.
2. A 2.7 GPA or above for undergraduate work is preferred, however, persons with a GPA of 2.5 will be considered for admission on a case-by-case basis. 3.0 GPA or above for graduate work is required.

Applicants must also submit the following materials for application

1. Official transcripts from all undergraduate and graduate institutions attended.
2. Statement of Purpose (Note: this document is also intended to serve as a writing sample so applicants should pay careful attention to the directions provided in the application).
3. Three letters of recommendation from academic or professional affiliates.
4. A current Curriculum Vitae.
5. Completed application form and a \$35.00 nonrefundable application fee.

Application Procedures and Deadlines:

Students are advised to submit application materials as early as possible prior to the semester in which they wish to begin their program of studies. Deadline for receipt of application materials is ***no later than 30 days prior to the first day of classes*** for each semester. Upon receipt of all application materials, the file is transferred to the Department of Health Sciences Education for review by the faculty.

To request an informational brochure and/or an application, contact the admissions office at

Office of Admissions
Western University of Health Sciences
309 E. Second Street
Pomona, CA 91766
(909) 469-5336

Or on the internet at <http://www.westernu.edu>.

Information for International Applicants and for those whom English is a Second Language:

It is highly recommended that international applicants apply as early as possible to allow time to apply for an international student visa, which is required for study in the U.S. Allow at least two weeks for airmail to reach us. General questions about visas, academic documentation, or legal issues related to studying in the U.S. should be directed to the Director of Admissions at (909) 469-5329.

International applicants whose native language is not English should receive a score of 600 or higher on the paper-based Test of English as a Foreign Language (TOEFL) or a score of 250 or higher on the computer-based TOEFL to demonstrate proficiency in English and the ability to handle the demands of graduate education. For more information, please consult the TOEFL Services website at <http://www.toefl.org>.

Upon review of the application materials and Statement of Purpose, the faculty may require an applicant whose native language is not English to achieve a score of 600 or higher on the paper-based TOEFL or a score of 250 or higher on the computer-based TOEFL to demonstrate proficiency in English and the ability to handle the demands of graduate education before being admitted to the program.

Transfer of Credits:

The maximum number of graduate units that may be transferred from another institution offering programs of graduate studies is **six** semester units. Only graduate credit relevant to the Master of Science in Health Sciences Education degree concentrations at Western University, which has been completed within the last five years, may be applied toward completion of the Master of Science degree. To be considered for transfer credit, the course must have been taken after the award of a bachelor's degree and be eligible for graduate studies credit at the issuing institution. The student must have received a grade B or above in the course. An official transcript and a course description should be submitted to the Chair of the Department of Health Sciences for consideration of the faculty. The Department of Health Sciences faculty will determine whether courses undertaken at other institutions qualify for transfer. No transfer credit will be given for HSCI 5999, HSCI 5300, or HSCI 5302.

Continuing Education and Non-degree students:

An applicant who does not wish to pursue a master's degree in health sciences at Western University of Health Sciences at the present time, but who wishes to engage in graduate study for (a) personal development, (b) continuing education, (c) specialty certification requirements or (d) other professional development needs, may consider enrollment as a non-degree student. Tuition is assessed at the published rate. Applicants must contact the Department of Health Sciences Education to request admission as a non-degree seeking student. A completed application and Statement of Purpose detailing the reasons for attending courses is required.

Admission as a non-degree student does not assure acceptance as a degree candidate, should the student at a later time wish to change enrollment status. A maximum of nine (9) semester units may be completed while matriculating in a non-degree status. Should the student wish to change enrollment status, the usual admission procedures must be followed. Questions about transferring from non-degree to degree status should be directed to the Chairperson, Department of Health Sciences Education.

Readmission:

Graduate students who have not been enrolled for more than one calendar year must submit a new application form and fee, unless other arrangements have been made at the time of withdrawal/leave from the program. The application will be assessed according to the current admissions policies, and students will be required to fulfill program requirements in place at the time of readmission.

Teaching Fellows in the College of Osteopathic Medicine of the Pacific

Students in the College of Osteopathic Medicine of the Pacific who elect to participate in the Health Professions Education and Research in Osteopathic Medicine degree track for teaching fellows must complete all of the usual application processes. Teaching fellows enrolled in COMP should refer to the curriculum specifications under Academic Program, below.

REGISTRATION POLICIES AND PROCEDURES

Prior to each semester, a class schedule is distributed to students by the Registrar. All candidates for the MSHS degree are required to register on-line or in person. Advisement is available from the Department Chair and faculty in order to promote greater efficiency in the registration and enrollment process. Enrollment occurs during *the week prior to the first class meetings*. Enrollment is available biannually, during the fall and spring semesters.

Students are responsible for contacting the Office of Financial Aid to verify the minimum enrollment required by their funding source. Students are required to maintain continuous registration until all requirements for the degree have been met, including, HSCI 5999 Thesis/Special Project, HSCI 5300 Directed Field Experience, and HSCI 5302 Independent Study. Students not enrolled in coursework or culminating options during the fall or spring semesters are required to register for the Continuous Registration course. The continuous registration fee is \$50.00.

New Graduate Students:

New graduate students are notified by electronic or US mail of their admission status. This notification will include a list of courses available during the next semester and the necessary registration materials. Completed registration materials and fees may be submitted through the US mail, or in person, two weeks prior to the first week of classes.

Continuing Graduate Students:

Continuing students will receive registration information and materials on-line prior to the beginning of the semester. Should this information not arrive for any reason, it is the student's responsibility to contact the office of Student Affairs for the appropriate materials. Completed registration materials and fees may be submitted to the Registrar through the mail or in person, two weeks prior to the first week of classes.

Late Registration:

Students must follow the registration procedures and timelines printed in the Class Schedule provided at the beginning of each regular semester. The days of registration and late registration are listed in the Schedule of Courses mailed to each student prior to the start of the semester by the Registrar. Appropriate fees for late registration will be assessed.

Add/Drop and Withdrawal from Courses:

In order to drop a class for which the student has previously registered, the student must submit a Change of Registration/Add-Drop form on-line or to the Department of Health Sciences, no later than the end of the third week of classes of each semester. In order to add a course, the student must attend class at the beginning of the semester and obtain the permission of the course instructor. The faculty reserves the right to refuse the addition of a course in the event that the course is full or if the student has not been attending class. Students adding a course must submit a Change of Registration/Add-Drop Form on-line or to the Department of Health Sciences no later than the end of the first week of class.

Withdrawal from a course (not the program) requires completion and submission of the appropriate withdrawal form. Please note that this will not result in an "incomplete" (I) grade. Withdrawal from a course after the third week of classes will result in a "W" being placed on the transcript. Students who neglect to complete the withdrawal form will receive a grade of "U" for the course.

TUITION AND FEES

Schedule of Fees:

- \$495 Unit cost per semester hour (34 semester hours minimum for MSHS degree)
- \$ 40 Student body fee, first year
- \$ 20 Student body fee in subsequent years

Other Fees and Expenses:

- \$35 Application Fee
- \$30 Student-length whitecoat with CAHP arm patch
- \$13 Name Plate, to be worn on the white coat
- \$10 Lost ID Badge
- \$50. Continuous Registration Fee
- \$30. (per day) Late Registration Fee
- \$6. (each) Copy of Official Transcript
- \$21 (each) Rush Transcript, First Class Mail
- \$25 (each) Rush Transcript, Federal Express
- \$0.25 (per page) Copy of Student File Material
- \$200 Graduation Fee (assessed on candidates for graduation only)
- \$400 (annual) Western University Parking Permit Fee (optional)
- \$500 to \$800 Course materials, computer software and required texts.

Computer-related costs:

When calculating costs, students must also include the costs, if any, associated with the following personal computer/laptop requirements: (a) Microsoft Office Suite (including Word, Excel, and PowerPoint). Mac users should have a comparable productivity suite, such as iWorks, (b) high-speed internet service, and (c) Windows Moviemaker (included on most PC computers or iMovie for Mac computers).

Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All fees are mandatory for each student and are non-refundable. Obligation for payment in full of tuition and fees is due upon matriculation. The Department of Health Sciences Education can offer a schedule of divided payments for students demonstrating financial need (for more information contact the Bursar).

ACADEMIC POLICIES AND PROCEDURES

Student Rights and Responsibilities:

It is the responsibility of the student to be familiar with the contents of the catalog and to observe all policies and procedures relative to the completion of requirements for the graduate degree that were in effect at the time of initial enrollment in the Department of Health Sciences Education. A student may opt to complete the program of study and degree requirements described in the catalog at the time of his or her graduation, provided all revised policies of the later catalog are followed.

Students are required to keep the Registrar informed of their current address and telephone number by updating their information online.

Reasonable Academic Progress:

All students are expected to make reasonable progress each year toward the degree objective. Full-time graduate students are considered to be making reasonable academic progress when they maintain an overall GPA of at least 3.0 and complete 12 semester hours during the calendar year. Both part-time and full-time students must complete the graduation requirements within the time limits described under Graduation Requirements. For part-time students, reasonable academic progress will be determined by the faculty on an annual basis upon consultation with the student.

Course Load:

Graduate students in the Master of Science in Health Sciences program are responsible for contacting the Office of Financial Aid to determine full-time equivalent enrollment requirements for their funding source. Due to the rigor of the graduate level, all students must receive permission from the Department Chair before enrolling in more than 9 units during any one semester.

Academic Standing:

An overall grade point average of 3.0 (B) must be maintained during graduate work undertaken at Western University of Health Sciences in order to qualify for advancement to candidacy. A 2.0 (C) grade earned in any class may be applied toward graduation only if the overall grade point average at the time of application for graduation continues at a minimum 3.0 (B) overall grade point average. Any grade below a 2.0 (C) may not be applied toward graduation. Any student whose grade point average falls below a 3.0 average will be placed on probation.

Probation:

Probation is defined as a period of time specified by the Dean of the College of Allied Health Professions during which the student's progress will be closely monitored by the Student Academic Progress Committee (SAPC), program faculty, and the department chairperson. A student will be recommended for probation and may be asked to appear at a SAPC meeting for any of the following reasons:

- Immediately upon receipt of a course grade of "U" in any course.
- A course or semester grade point average below 3.00
- A cumulative grade point average less than 3.00
- Seriously deficient ethical, professional or academic reasons

The MSHS Chairperson will render a written recommendation or invoke the College Conduct Committee to render a recommendation to the Dean of the College of Allied Health Professions regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct includes, but is not limited to, attendance, cooperation with faculty, interest shown in assigned work, attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, approach to and interaction with patients, research subjects and all other colleagues, as well as personal appearance appropriate to the circumstances. The terms of probation for ethical, professional or personal misconduct will be specified at the time the student is placed on probation.

When a student is placed on probation, he/she will be notified in writing by the Dean of the College of Allied Health Professions, and the reasons will be stated. The written notification will be sent via mail, email or hand-delivered and acknowledged by signatures of the student and the Dean of the College of Allied Health Professions or his/her designee. A copy of the letter will be placed in the student's permanent file, and a copy sent to the Chairperson of the Student Academic Performance Committee. SAPC will ascertain when the terms of probation have been satisfied and recommend to the Dean that probation can be rescinded.

A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extra-curricular activities. A MSHS student on probation may not participate in service learning projects at affiliate organizations or facilities in which there is not direct supervision by MSHS faculty (this includes HSCI 5999, 5302 and 5300).

Students are removed from probation under the following conditions:

- After one semester provided he/she has regained both a semester and cumulative GPA of at least 3.00
- When all "U" grades have been satisfactorily remediated.
- When the specified terms of probation for ethical, professional or personal conduct are met.

For information concerning the handling of infractions to the standards of professional conduct, the function of the Student Academic Performance Committee, the status of a student with an action pending, academic suspension, conduct suspension, summary suspension, dismissal and the student appeals process, all MSHS students are referred to the **General Academic Policies and Procedures** section of the University catalog.

Remediation:

Every effort will be made to give each student ample opportunity to demonstrate proficiency in each area of the academic programs. Remediation is to be regarded as a privilege that must be earned through active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of available resources.

If a student receives a grade totaling less than 3.0 for any course or has a semester or cumulative GPA less than 3.0 that student will be reviewed by the MSHS faculty who will make a recommendation for remediation to the Allied Health Student Academic Performance Committee. Upon review, the SAPC will make a recommendation to the Dean regarding remediation of the course materials. The Dean of the College of Allied Health Professions renders the final approval allowing a student to remediate unsatisfactory performance.

In reviewing the student's academic deficiencies, the following guidelines shall be used:

1. Educational objectives underlie remedial teaching, and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Where deemed appropriate, the SAPC, following consultation with the MSHS faculty, may recommend one or a combination of the following options
 - A. Take a comprehensive examination
 - B. Complete special projects or studies in the deficient area(s)
 - C. Repeat the course
 - D. Dismissal from the university
2. The grade achieved by remediation will be the grade recorded EXCEPT that the highest grade a student may earn on options (a) or (b) is a grade of "B". The grade achieved by remediation will be recorded on the transcript beneath the original grade.
3. The grade achieved by remediation of a course will be reviewed critically by the SAPC and the Dean of the College of Allied Health Professions. Failure to earn at least a "B" or "Cr" grade may result in dismissal from the University or repeating the course.
4. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The decision will be made by the Dean of the College of Allied Health Professions, based upon the recommendation of the SAPC. The SAPC will base its recommendation on the student's academic record and considerations based upon the MSHS faculty recommendation and the student consultation.
5. Any student who is required to remediate a course or a portion of a course will be notified in writing by the Dean at least two weeks prior to the date of remediation (or within two weeks of the close of the academic year, whichever comes first). Notification will be by mail, email or hand-delivered to the student and must be acknowledged with the signatures of the Dean of the College of Allied Health Professions or his/her designee, and the student.

Tutorial Assistance Program:

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. For assistance, contact the Learning Enhancement and Academic Development Office.

Standards of Academic Progress:

Students whose performance falls below the minimum acceptable standards for any area of study will be notified of such deficiency by the instructor of the course or the Department Chair as soon as evidence of such sub-standard performance is available. Students whose performance is considered unacceptable as a result of not meeting the minimum requirements, or who are not able to bring their performance to the minimum standard within the allotted time in the academic term will be placed on probation. The duration and conditions of the probationary period will be recommended to the Dean by the Student Academic

Performance Committee. The Committee may recommend remedial study and/or repetition of a unit of study. This may result in extending the length of the program. See, also, section on Probation, in the **General Academic Policies and Procedures** section of the University Catalog.

Dismissal Recommendations:

A student may be subject to dismissal from the MSHS program for substandard academic or professional performance, as follows:

- a). A student who earns two or more unacceptable grades (“U” or NCR”), regardless of prior successful remediation of an unacceptable grade.
- b). Attaining a semester GPA below 3.0 where remediation is not an option.
- c). Violating the terms of probation.
- d). Any event that could result in either academic or professional probation for a student currently on academic or professional probation.

Grading System/Grade Points:

The following grading scale is applied to students enrolled in the Master of Science in Health Sciences program:

Percentage	Letter Grade	Grade Quality Points
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
Below 73	U	0.0
	CR - Credit	0
	NCR – No credit	0
	I - Incomplete	0
	M - Missing	0
	Au - Audit	0
	W - Withdrawal	0

Courses are rated at one semester hour for every 12 contact hours. The grade point average is calculated at the end of each semester as the sum of earned grade points divided by the sum of semester hours passed and failed. A cumulative grade point average will be calculated and posted on the transcript.

Incomplete:

An Incomplete grade ("I") will only be assigned to students whose professional commitments and/or personal responsibilities prevent him or her from completing the requirements of the course. A student may remove an incomplete by completing course requirements within the following academic semester. Should extenuating circumstances arise, the student may petition the instructor in writing for a one-semester extension to complete the course work. Prior to the end of the semester in which the original incomplete grade was assigned, the instructor must approve arrangements for the Incomplete and its removal. In the event a student does not complete the coursework by the end of the semester following the term for which the Incomplete was given, and who fails to obtain an extension of that time limit from the course instructor of record, the course grade will revert to a “U” or “NCR” and the student must register for and complete the entire course at another time. The instructor must certify any grade changes.

Appealing a Course Grade:

If a student believes there is just cause to dispute a grade for a course, the procedure is as follows:

Within five (5) days of receipt of the course grade, make an appointment with the course instructor(s) who issued the grade. Upon written request from the student, the course instructor(s) shall review the case with the student, and a decision shall be made by the course instructor to affirm or modify the grade.

Within ten (10) working days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the Grade Change Form shall be sent to the student and the Department of Health Sciences Chairperson.

Within five (5) working days following written notification to the student regarding the instructor's decision, the student may appeal the decision in writing to the Department of Health Sciences chairperson. The appeal request must be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a review of the prior decision of the instructor. The Department of Health Sciences Education Chairperson may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the instructor's decision, or (3) procedural error that unfairly affected the decision-making process is substantiated by the Chair. Upon written request from the student with a valid appeal rationale, the Department of Health Sciences Education Chairperson shall review the case and within seven (7) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action of the instructor.

The Chairpersons decision is final in all course grade appeals except when the Chairperson is the official instructor of the course in question. In such a case, the student will direct his or her appeal to the Dean of the College of Allied Health Professions, following the same guidelines for an appeal to the Chairperson. The decision of the Dean in this instance is final.

The student may remain in class pending the outcome of appeals, except in cases of summary suspension or when the Provost, Vice Provost or the Dean of the College of Allied Health Professions has suspended the student or has otherwise determined that it is inappropriate for the student to remain in class.

Declaration of Academic Track of Study:

Students must elect their track of study within the MSHS degree program per the following schedule:

Full-time Students: By the end of the Add/Drop deadline in the second semester of full time enrollment.

Part-time Students: Upon completion of 9 semester units in Core Block I.

Forms may be accessed via Blackboard on the MSHS Electronic Student Center and are to be submitted to the Department for approval. Students must complete a total of 6 units within their selected track. Students may elect to change tracks, however these required units are non-transferrable between the tracks.

Communication:

All students will be assigned an email account by the Office of Student Affairs. The MSHS program relies heavily on email as a form of communication to students. It is essential that students check their email accounts daily.

Advancement to Candidacy:

All students must file an "Application for Advancement to Candidacy" upon completion of 80 percent, or 27 semester units, and no later than one semester prior to the completion of the degree requirements. The Master of Science in Health Sciences degree is awarded following satisfactory completion of all degree requirements. Names of candidates for graduation are presented to the Student Academic Progress Committee, the Dean of The College of Allied Health Professions, and to the Western University of Health Sciences faculty for approval.

Final Integrative Exercises/Culminating Options

The Comprehensive Examination:

All students are required to pass a comprehensive examination upon completion of all course requirements (excluding the final integrative exercise course) and prior to conferring of the MSHS degree. The examination is created and reviewed by a faculty committee of content experts. An average of the scores will be taken for a grade of pass/fail. All students must achieve a minimum score of 83% on the comprehensive examination. Any student scoring less than 83% may remediate the examination before the close of the following semester. A student may make a total of two attempts at passing the Comprehensive Examination. Any student who does not accomplish at least 83% on the second attempt may be dismissed from the program, and the degree of Master of Science in Health Sciences will not be awarded.

Students must complete a total of 3 units of one of the following culminating activities in the last semester of their curriculum:

- Independent Study
- Directed Field Experience
- Thesis/Special Project

Final Integrative Exercises begin with a mandatory orientation in the semester prior to registering for the culminating options course. The deadline for the oral defense of Culminating Options courses is April 30th of the graduation year.

Independent Study Option:

The Independent Study option allows students to pursue areas of particular interest under the supervision of the MSHS faculty. Students prepare a proposal of the work that they intend to conduct. Upon approval of the Department Chair and identification of appropriate faculty mentor(s) the student proceeds with their independent work. A variety of topics and projects are appropriate to meeting the requirements of this option and students are encouraged to discuss their areas of interest with the faculty well in advance of registering for this option. Students will prepare a formal paper including a literature review and present to the faculty who form the grading committee.

Directed Field Experience Option:

The Directed Field Experience Option provides an opportunity for practical training and application of the MSHS curriculum elements and to experience settings similar to ones that students might work in after graduation. Students electing this option are required to discuss their interests with the Department Chair as soon as possible to allow for appropriate collaboration with the targeted agency/organization. Under the supervision of the MSHS faculty and the designated field supervisor, students will design and implement learning objectives appropriate to the environment in which they are participating. A minimum of 40 hours must be spent in the field. Environments that provide exposure to all aspects of the professional responsibilities involved in that area are preferred. Students prepare a formal paper of the directed field experience and present it to the faculty who form the grading committee.

Thesis/Special Project Option

The student may elect to complete either (1) a thesis, (2) a special project. Students electing this option are required to discuss their interests with faculty as soon as possible to allow sufficient time to complete a successful thesis or special project. Much of the work required to complete this option is undertaken prior to registering for HSCI 5999 in the last semester of the curriculum in order to allow time for IRB approval, data collection and analysis. Upon completion of the thesis/special project the student must successfully complete an oral defense of her/his scholarly work.

A student who selects either the thesis or special project option is responsible for selecting a Thesis/Special Project Committee. This committee consists of a Committee Chair and one additional Committee Member. The candidate is responsible for obtaining and completing the Master of Science Committee form from the Chair of the Department of Health Sciences Education. Students are responsible for meeting with the Department of Health Sciences Education Chairperson, who will assist the student in obtaining a thesis/special project Committee Chairperson. The Committee Chairperson must be a full-time employee at Western University with a faculty appointment in the Department of Health Sciences Education. Students must also obtain at least one Committee Member. The committee member(s) may be a scholar from outside the University, but must be approved by the Department Chairperson.

Commencement:

All students who have completed graduation requirements must attend, in person, and participate in the commencement program at which time the degree is conferred. The President may approve exemptions to this requirement.

Candidates may be eligible to participate in the spring commencement exercises provided all degree requirements will be completed by December 31st of the same calendar year.

Attendance:

Course instructors reserve the right to determine the class attendance policy. May courses include participation as part of the overall grading of student performance. All students are also required to attend the following events:

- Orientation in early August of the first year of the program, usually spanning from Wednesday to Friday.
- Convocation and White Coat ceremonies on Saturday before the start of the fall semester of the first year of the program.
- The first session of every course taken throughout the entire program (Students in on-line courses must log into their course on the first day of the semester).
- Integrative Exercises/Culminating Options course orientation in the semester prior to the last anticipated semester in the program.
- Commencement exercises, usually held on a week day in the month of May.

Time Limits:

It is preferred that all requirement for the degree be completed in 3 academic years. All requirements for the degree must be fulfilled within five years from the date of initial registration. Extensions of this time limit may be granted through petition to the faculty.

ACADEMIC PROGRAM**Degree Requirements****MASTER OF SCIENCE IN HEALTH SCIENCES**

(Health Professions Education and Community Health Promotion Career Tracks)

Overview:

The Master of Science in Health Sciences is designed to be completed in two academic years. Most students complete the Master of Science in Health Sciences degree in 2 - 3 years, although students may take up to 5 years to fulfill the 34-unit requirement for degree completion. A total of 25 credit hours of Core Master of Science in Health Sciences Courses are required of all MSHS candidates. Students must also complete 6 Career Track Units in one of two tracks: 1) Health Professions Education (HPE); or 2) Community Health Education (CHE). Students must also complete a minimum of 3 units in a Culminating Option consisting of applied scholarly work in either: 1) Independent Study, 2) Directed Field Experience, or, 3) Thesis/Special Project. In addition, students must successfully complete the Comprehensive Examination (see detailed information in the Academic Policies and Procedures section of this catalog).

Required Core Courses

(Total of 25 Units)

Course number	Course number	Unit value
HSCI 5020	Grant Proposal Writing	3
HSCI 5100	Learning Theories & Student Behaviors	3
HSCI 5106	Applied Statistics	3
HSCI 5108	Instructional Media	3
HSCI 5130	Foundations of the U.S. Health Care System	3
HSCI 5202	Human Resources & Fiscal Operations	3
HSCI 5204	Educational Leadership	3
HSCI 5206	Research & Program Evaluation Methods	3
HSCI 5110	Academic Roles & Scholarly Publications	1
Total required core units:		25

Option #1: Health Professions Education (HPE) Track*(Total of 6 Units)*

Course number	Course number	Unit value
HSCI 5102	Principles of Instructional Design	3
HSCI 5306	Clinical Teaching	3
Total required HPE Track units:		6

Option #2: Community Health Education (CHE) Track*(Total of 6 Units)*

Course number	Course number	Unit value
HSCI 5014	Community Health Education	3
HSCI 5018	Competencies for Community Health Educators	3
Total required CHE Track units:		6

Culminating Options:*(Total of 3 Units: Choose one from the following)*

Course number	Course Name	Units
HSCI 5300	Directed Field Work	1-3*
HSCI 5302	Independent Study	1-3*
HSCI 5999	Thesis/Special Project	3
Total required culminating units:		3

Lower unit values are only available to students entering the program prior to Fall 2008.*NMM/OMM Teaching Fellowship: MSHS degree track**

Osteopathic students in the Health Professions Education and Research in Osteopathic Medicine track will complete a total of 34 graduate units as follows:

Required Core Courses*(Total of 22 Units)*

Course number	Course number	Unit value
HSCI 5020	Grant Proposal Writing	3
HSCI 5100	Learning Theories & Student Behaviors	3
HSCI 5106	Applied Statistics	3
HSCI 5108	Instructional Media	3
HSCI 5130	Foundations of the U.S. Health Care System	3
HSCI 5202	Human Resources & Fiscal Operations	3
HSCI 5206	Research & Program Evaluation Methods	3
HSCI 5110	Academic Roles & Scholarly Publications	1
Total required core units:		22

Health Professions Education and Research in Osteopathic Medicine Track Courses*(Total of 9 Units)*

Course number	Course number	Unit value
HSCI 5400	Evidence-based Educational Research	3
HSCI 5401	Executive Skills and Curriculum Delivery	3
HSCI 5402	Leadership for Clinicians	3
Total required HPE Track units:		9

Culminating Option:*(Total of 3 Units)*

Course number	Course Name	Units
HSCI 5999	Thesis/Special Project	3
Total required culminating units:		3

COURSE DESCRIPTIONS

The courses listed below comprise the courses in the Department of Health Sciences Education offered by Western University of Health Sciences.

HSCI 5001 MSHS Electronic Student Center (0 credit hours)

All students will maintain enrollment in the Bb based electronic student center throughout their tenure in the MSHS program. Students are responsible for logging in to check announcements and access various forms and references to assist them in their work in the department.

HSCI 5014 Community Health Education (3 credit hours)*(Formerly Introduction to Community Health Education)*

This course provides an overview of the development and implementation of health education programs in the community and a variety of educational environments. It will provide an overview of present issues related to community health education, settings and roles for community health education, and professional skills and practice necessary to develop and implement effective community health education programs. Topics will include health education programs in government health agencies, voluntary health agencies, school settings, and university environments. Applications of learning theories, early intervention, media relations, and outreach in the 21st Century will be the focus of the course.

HSCI 5018 Competencies for Community Health Educators (3 credit hours)*(Formerly Practicum in Community Health Education)*

The National Commission for Health Education Credentialing, Inc. (NCHEC) competencies for Community Health Educators are integrated throughout the MSHS curriculum. Designed to represent the fundamental skills underlying the practice of Community Health Education this course reviews the following 7 core areas of the profession in preparation for the national certification examination: 1) Assess Individual and Community Needs for Health Education; 2) Plan Health Education Strategies, Interventions, and Programs; 3) Implement Health Education Strategies, Interventions, and Programs; 4) Conduct Evaluation and Research Related to Health Education; 5) Administer Health Education Strategies, Interventions and Programs; 6) Serve as a Health Education Resource Person; 7) Communicate and Advocate for Health and Health Education.

HSCI 5020 Grant Proposal Writing (3 credit hours)

This course provides an overview of proposal writing, researching and funding strategies for special projects and general support, in all organizational settings. Participants will 1) develop a program or project plan; 2) select approaches and plan a program evaluation; and 3) prepare a proposal budget. Other topics include identifying appropriate grantors, reaching and establishing relationships with government, foundations and corporations. Students will complete a grant proposal that is suitable for submission upon completion of the course.

HSCI 5100 Learning Theories and Student Behaviors (3 credit hours)*(Formerly Teaching and Learning Theory & Responding to Behaviors Affecting the Learning Environment)*

This course explores the major learning theories involved in health education. Emphasis is placed on the interrelationship between learning and teaching styles and their impact on the learning environment. Students will focus on the recognition of common behaviors that contribute to the decline of the learning environment and develop strategies for maintaining and restoring a positive learning environment.

HSCI 5102 Principles of Instructional Design (3 credit hours)

(Formerly Principles of Instructional Design and Clinical Teaching)

This course is designed to provide the student with the skills needed to develop educational interventions. Emphasis is placed on teaching, learning and evaluating student performance. Students will conduct educational needs assessment, and data analysis. Writing instructional objectives, defining instructional strategies, designing learning activities, selecting media, test construction and evaluation of student learning complete the course objectives.

HSCI 5306 Clinical Teaching (3 credit hours)

(Formerly Clinical Teaching and Evaluation)

This course provides an overview of teaching in the clinical, laboratory, and practical settings. Utilization of teaching moments in unstructured and practical environments, teaching in the presence of patients and clients, principles of formative feedback and assessing competence vs. capacity are emphasized.

HSCI 5106 Applied Statistics (3 credit hours)

(Formerly Research Methods I)

This course is designed to prepare the student to understand and apply principles of statistics in the analysis and interpretation of quantitative data in health science research. Topics covered include, but are not limited to: 1) definitions of variables; 2) descriptive statistics; 3) measures of central tendency; 4) measures of dispersion; 5) hypothesis testing; 6) T-test, ANOVA, linear regression, Pearson Product, and Chi Square for descriptive and inferential statistics in the interpretation of data.

HSCI 5108 Instructional Media (3 credit hours)

(Formerly Instructional Technology)

Students will learn to formulate educational materials that are Americans with Disability Act (ADA) compliant and appropriate for varied and diverse audiences. Students will prepare to conduct community, classroom and online teaching through the effective application of print media, presentations, web formats, and audio/video tools.

HSCI 5130 Foundation of the U.S. Health Care System (3 credit hours)

This course explores the various components of the U.S. health care system, the scope of practice and the public, private and governmental influences affecting health care delivery. Students will understand the interrelationship between medical education and health care delivery systems. Primary, secondary, tertiary and alternative systems are examined. The survey of health service delivery will include the challenges encountered in balancing patient centered care with how the health care system functions as a business.

HSCI 5202 Human Resources and Fiscal Operations (3 credit hours)

(Formerly Legal/Ethical Issues Affecting Health Care)

This course examines the primary legal obligations and common ethical dilemmas involved in fiscal operations, management and administration. Topics such as recruitment, hiring, performance evaluations, risk management, purchasing, credentialing, development and implementation of policies will be covered. Additionally, budgeting, forecasting, compensation and the utilization of tools and methods of financial management and decision making will be applied. Communication strategies for dealing with difficult people, negotiation, conflict resolution, e-manners and public relations will be discussed.

HSCI 5204 Educational Leadership (3 credit hours)

(Formerly Educational Administration/Leadership)

This course will introduce the student to selected leadership theories and the development of mission, vision and core beliefs as tools for directing the work of organizations and programs. Strategic planning models and managing change effectively is underscored. Students will assess their leadership style(s) and utilize organizational dynamics to lead effective teams. The course will also prepare students to develop an integrated approach to key roles and responsibilities in health professions education.

HSCI 5206 Research and Program Evaluation Methods (3 credit hours)

(Formerly Research Methods II & Evaluation Methods)

This course provides students with an understanding of how productive research and evaluation questions are formulated, the critical distinction between empirical observation and inference, and factors governing the types of conclusions which can be drawn from empirical data. Issues such as sample size and type, correlations vs. experimental research designs, objective vs. subjective data are addressed. Special issues of qualitative research and single case studies are addressed. The material is presented with the primary intent of training the student to be discriminating consumers of research. Students are introduced to program evaluation, and design and evaluation of health education programs.

HSCI 5110 Academic Roles & Scholarly Publications (1 credit hour)

(Formerly Scholarship of Teaching)

This course is designed to provide students with information and skills to do well in an academic career, focusing on aspects of research, teaching and service. It will provide students with information on academic roles such as tenure, promotion, portfolios, and resumes/curriculum vitae (CV). This course will also cover the process of scholarly publications including: 1) poster/conference presentation; 2) writing articles; 3) dealing with rejection from publishers and revising/resubmitting, 4) writing other manuscripts, e.g., book chapters and books; and 4) issues related to co-authorship.

HSCI 5300 Directed Field Experience (CR/NCR) (3 credit hours)

This course is a practicum experience designed to provide an opportunity to experience settings similar to ones that students might work in after graduation. Under the supervision of MSHS faculty and the designated field supervisor, students will design and implement instruction appropriate to the learning environment in which they are participating. A minimum of 40 contact hours must be spent in the field. Environments that provide exposure to all aspects of the professional responsibilities involved in that area are preferred. Students prepare a formal paper of the directed field experience and present it to the faculty.

HSCI 5302 Independent Study (CR/NCR) (3 credit hours)

This course allows students to pursue areas of particular interest under the supervision of the MSHS faculty. Students will prepare a proposal of the work that they intend to conduct. Upon approval of the Department Chair and identification of appropriate faculty mentor(s) the student will proceed with their independent work. Students will prepare a formal paper including a literature review and present to the faculty.

HSCI 5400 Evidence-based Educational Research (3 credit hours)

Prerequisite: Acceptance into the NMM/OMM Fellowship. This course provides the student with a combination of quantitative and qualitative methods in reading, understanding, critiquing and conducting research. Experiences and literature review are utilized to demonstrate best practices in educational research. Evidence based enquiry is emphasized by two means: (1) the importance of data driven decision making and (2) explicit guidelines for conducting empirical studies.

HSCI 5401 Executive Skills and Curriculum Delivery (3 credit hours)

Prerequisite: Acceptance into the NMM/OMM Fellowship. Under the direction of the MSHS faculty and the OMM faculty in the College of Osteopathic Medicine, students will design and implement learning activities that constitute the core academic curriculum of osteopathic principles and practices. Students will demonstrate competence in lecturing and teaching, course management, production of educational materials, test construction, test assessment, student performance evaluation, develop and conduct clinical and laboratory instruction, master the components necessary for teaching clinical skills in the psychomotor domain, effectively assess competence in inter-rater reliability, and facilitate journal club activities. In addition, students will participate in ongoing delivery and assessment of the OMM curriculum and formulate recommendations for program development.

HSCI 5402 Leadership for Clinicians (3 credit hours)

Prerequisite: Acceptance into the NMM/OMM Fellowship. Under the direction of the MSHS faculty and the OMM faculty of the College of Osteopathic Medicine, students will fulfill leadership roles in the delivery of the OMM curriculum. Students will recognize the challenge of balancing the business of health

professions education with patient centered care and learner centered instruction, demonstrate executive and problem solving skills germane to the daily operation of a teaching unit, allocate department resources effectively, and make recommendations that enhance the delivery of an academic within the health professions.

HSCI 5999 Thesis/Special Project (CR/NCR) (3 credit hours)

This course allows the student to prepare and complete a scholarly thesis or special project under the supervision of an assigned faculty member. Both Thesis and Special Project follow the traditional five-chapter format. The Special Project option does not involve original research and usually produces a product that is included as attachments to the formal paper. Students are encouraged to discuss areas of interest at least one semester prior to registering for HSCI 5999.

HONORS AND AWARDS

The following awards are presented annually at the Honors Day ceremony that is typically held in June.

1. President's Society Award
2. Guy M. Allmond Scholarship Fund
3. Linda Fox Memorial Endowment Fund
4. Arthur Madorsky, MD Memorial Scholarship Award
5. Who's Who among Students in American Universities and Colleges Nominations

The following awards are presented annually at the University's commencement dinner that is typically held in May:

1. Alumni Memorial Award
2. Don and Jean Griva Memorial Award
3. Outstanding Thesis/Special Project Award
4. Bertha Oliver Memorial Award
5. Dean's Award

**MSHS Program Academic Calendar
2010-2011**

Fall Semester

June 14, 2010
Fall application deadline

Wed.-Fri., Aug. 4-6, 2010
Orientation

Sat., Aug. 7, 2010
Convocation

Mon., Aug. 9, 2010
Classes begin/tuition due

Fri., Aug. 27, 2010
Last day to add /drop

Mon., Sept. 6, 2010
Labor Day

Mon., Oct. 11, 2010
Columbus Day

Thurs., Oct. 15, 2010
Spring application deadline

Fri., Nov. 12, 2010
Last day for oral defense or
Comprehensive exam for '11 graduates

Fri. Nov. 19, 2010
Fall classes end

Wed., Nov. 24, 2010
Last day to file advancement to
Candidacy for May 2011 graduates

Spring Semester

Mon., Jan. 3, 2011
Spring classes begin/tuition due

Fri., Jan. 7, 2011
Last day to add

Mon., Jan. 17, 2011
Martin Luther King Day

Fri., Jan. 21, 2011
Last day to drop

Mon., Feb. 21, 2011
President's Day

Fri., Apr. 22, 2011
Spring classes end

Fri., Apr. 29, 2011
Last day for oral defense & comprehensive
examinations for May 2011 graduates

Summer Session

Mon., May 2, 2011
Summer classes begin/tuition due

Fri., May 6, 2011
Last day to add

Thurs., May 19, 2011
Commencement - Mandatory

Fri., May 20, 2011
Last day to add/drop

June 15, 2011
Fall application deadline

Fri., June 24, 2011
Summer classes end

July 2011
Summer Break