College of Allied Health Professions

Master of Science in Health Sciences

2014/2015 Catalog
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College of Allied Health Professions

Mission
The College of Allied Health Professions supports the mission of Western University of Health Sciences by providing high quality professional and graduate education. The College utilizes the team approach to develop competent and compassionate professionals who provide service to the community and continually develop their skills, knowledge, and abilities through independent lifelong learning activities.

Goals
1. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.

2. To achieve an environment and culture that supports all members of the College.

3. To ensure an environment and culture that empower all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.
Master of Science in Health Sciences Program

Department of Health Sciences Education

Accreditation
Western University of Health Sciences is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC, 895 Atlantic Avenue, Suite 100, Alameda, California, 94501, phone number: 510-748-9001), a regional accrediting body recognized by the Council on Higher Education Accreditation and the U.S. Department of Education.

Mission Statement
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.

The Department mission relates to the institutional mission in that health professions educators are integral to the production of humanistic, competent health care providers. The Department further relates to the institutional mission in producing Community Health Educators whose primary role is to enhance and extend the quality of life of our communities.

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
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 educate students and graduates who:

1. Develop, implement, and evaluate evidence-based educational programs;

2. Create, implement, and analyze valid research projects in health professions education and community health education contribute scholarly research to the health sciences and health care professions, and participate as team members with academic health care specialists to further the advancement of health sciences;

3. Create, implement, and evaluate educational and information materials for a variety of health care professionals and consumers; implement appropriate changes to enhance the access and quality of didactic or community based programs;

4. Demonstrate proficiency in oral and written communications of health professions education and community health education concepts and principles;
5. Demonstrate ethical values, humanism, caring, and compassion in the health professions education and community health education professions.

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 student’s 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:**
   a. 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.

2. **Didactic curriculum design, implementation, and evaluation:**
   a. 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.

3. **Clinical and community based program design, implementation, and evaluation:**
   a. 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.

4. **Executive skills for health professions education leaders:**
   a. 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, and leadership and research. The following illustrates the alignment between student learning outcomes at Western U, the mission of the College of Allied Health Professions, and the MSHS program goals and expected student outcomes.

<table>
<thead>
<tr>
<th>WU Student Learning Outcome</th>
<th>#7 – Conduct evidence-based practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHP Mission</td>
<td>Prepare educators and clinicians to teach and serve in the health professions</td>
</tr>
<tr>
<td>MSHS Program Goal 1</td>
<td>Students and graduates will develop, implement, and evaluate evidence-based educational programs.</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Students will demonstrate proficiency in adult education practices by applying educational theories, models, and concepts in the healthcare setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WU Student Learning Outcome</th>
<th>#6 – Life-long learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHP Mission</td>
<td>Promote and model excellence, cost-effectiveness, and innovation in healthcare; participating in health care research, and disseminating health information to the public</td>
</tr>
<tr>
<td>MSHS Program Goal 2</td>
<td>Students and graduates will create, implement, and analyze valid research projects in HPE and CHE, contribute scholarly research to the health sciences and health care professions, and participate as team members with academic health care specialists to further the advancement of health sciences.</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Students will demonstrate the ability to analyze, design, conduct, and defend research data; apply quantitative and qualitative research methods in the evaluation of learning and educational programs; and produce scholarly writing suitable for publication in evidence-based journals.</td>
</tr>
<tr>
<td>WU Student Learning Outcome</td>
<td>#1 – Critical thinking</td>
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<tr>
<td>----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>CAHP Mission</td>
<td>Provide excellent educational programs for allied health professions students including physician assistant and physical therapy students</td>
</tr>
<tr>
<td>MSHS Program Goal 3</td>
<td>Students and graduates will create, implement, and evaluate educational and informational materials for a variety of healthcare professionals and consumers; implement appropriate change to enhance the access and quality of didactic or community based programs.</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Students will demonstrate the ability to utilize critical thinking in designing and conducting programs and experiments, analyzing results, and solving problems in HPE and CHE.</td>
</tr>
<tr>
<td>WU Student Learning Outcome</td>
<td>#3 – Interpersonal and effective communication</td>
</tr>
<tr>
<td>CAHP Mission</td>
<td>Promote understanding and appreciation of other health professionals through student and faculty participation in interprofessional education.</td>
</tr>
<tr>
<td>MSHS Program Goal 3</td>
<td>Graduates will demonstrate proficiency in oral and written communications of HPE and CHE concepts and principles.</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Students will demonstrate the ability to communicate effectively in both oral and written forms to create collaborations in an interprofessional environment, and to contribute scholarly publications to the HPE and CHE communities.</td>
</tr>
<tr>
<td>WU Student Learning Outcome</td>
<td>#5 – Ethical and moral decision making</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>#8 – Humanistic, caring, and compassionate care</td>
</tr>
<tr>
<td>CAHP Mission</td>
<td>Providing allied health students with the knowledge and skills basic to the practice of their disciplines, instilling them with the fundamental attitudes of professionalism, teaching, compassionate care, for a diverse patient population</td>
</tr>
<tr>
<td>MSHS Program Goal 3</td>
<td>Students and graduates will demonstrate ethical values, humanism, caring, and compassion in the HPE and CHE professions.</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Students identify ethical issues in HPE and CHE, and present a plan of action that demonstrates ethical awareness, humanism, and compassion.</td>
</tr>
</tbody>
</table>

**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.

**Admissions Policies and Procedures**

Students may apply for admission in either the fall or spring semesters. Western University of Health Sciences 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 a regionally accredited institution is preferred. Consideration will be given on a case-by-case basis to applicants who have completed at least 90 semester hours at the undergraduate level from an accredited college or university, of which 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 2.70 GPA or above for undergraduate work is required. A GPA of 3.00 or above is required for graduate work.

Applicants must also submit the following materials for application:

1. Official transcripts from all undergraduate and graduate institutions attended.

2. A Statement of Purpose - Preference will be given to applicants who demonstrate professional goals that align with the mission and vision of the Department of Health Sciences.
3. Proof of scholarly writing ability demonstrated by a Graduate Record Examination (GRE) score of 
or above on the analytical writing test. The GRE may be waived by applicants with a GPA of 3.00 
or higher. For questions regarding the GRE requirement, please contact the Department of 
Health Sciences Education at (909) 469-5397.

4. International applicants are required to take the Test of English as a Foreign Language (TOEFL) 
exam. For information, please consult the TOEFL services website at: http://www.ets.org/toefl.

5. Three letters of recommendation from academic or professional affiliates.


7. 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 during 
which they wish to begin their program of studies. Deadline for receipt of application materials is no 
later than 60 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 for review by the faculty. 
Applications for the fall term become available January 1st and are due by May 31st of the calendar year 
in which the student plans to enter. Applications for the spring term become available June 7th and are 
due by October 31st of the calendar year prior to which the student plans to enter.

To request an informational brochure, contact the admissions office at

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 91766
(909) 469-5336
http://prospective.westernu.edu/health-sciences/apply-3/

International Students

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 International Student Services at (909) 469-
5542.

Transfer of Credits

The maximum number of graduate level units that may be transferred from another regionally 
accredited institution is six semester units. Only graduate credit relevant to the Master of Science in 
Health Sciences Education degree concentrations at Western University of Health Sciences, 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.

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 seeking student. Tuition is assessed at the published rate. Applicants must contact the Department of Health Sciences 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. 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.

Students in the College of Podiatric Medicine

Students in the College of Podiatric Medicine (CPM) who elect to participate in the Health Professions Education and Research in Podiatric Medicine track must be approved by the CPM for admission to the track and complete all of the required MSHS degree program application processes. Podiatric students should refer to the curriculum specifications under Academic Program below.

Registration

All MSHS students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted at: http://www.westernu.edu/registrar/registrar-online-information. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a $30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/universities attended is additional requirements for incoming students. Also, all full-time students must show proof of current health insurance coverage by the deadlines provided by the University Registrar. This
coverage must be maintained or in effect throughout the academic year. If there is no proof of current coverage, students will be automatically enrolled in the school sponsored insurance plan.

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. Advisement is available from the Department Chair and faculty in order to promote greater efficiency in the registration and enrollment process. Incoming students must meet with an academic advisor prior to enrollment.

**Continuous Registration**

Students are required to maintain continuous registration until all requirements for the degree have been met, including, HSCI 5999 Thesis/Special Project. Students not enrolled in coursework or culminating options during the fall or spring semesters are required to complete Continuous Registration and pay an administrative fee of $50.00. Students are responsible for contacting the Office of Financial Aid to verify the minimum enrollment required by their funding source.

**Add, Drop and Withdrawal**

1. **Add:** 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 to the Department of Health Sciences no later than the end of the first week of class. The add period closes at 5:00 PM on Friday of the first week of the semester.

2. **Drop:** Students are responsible for observing the drop deadline published each semester in order to drop a course without it being recorded on the permanent transcript. Following the close of the drop period, a student may withdraw from a course and the action will be reflected on the transcript.

3. **Withdrawal:** Withdrawal from a course (not the program) requires completion and submission of the appropriate withdrawal form. Withdrawal from a course after the third week of classes will result in a ‘W’ grade being placed on the transcript. Students who neglect to complete the withdrawal form will receive a grade of ‘U’ for the course.

**Course Load**

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 graduate work, all students must receive permission from the Department Chair before enrolling in more than 9 units during any one semester.

**Full-Time/Part-Time Status**

Students enrolled in at least 6 or more units of MSHS coursework are considered full-time. Student enrolled in 3-6 units of MSHS coursework are considered part-time.

**Time Limits**

It is preferred that all requirement for the degree be completed in three (3) academic years. In the event of extenuating circumstances, students may take as much as five (5) years from the date of initial matriculation to complete the MSHS degree. Extensions of this time limit may be granted through petition to the faculty.
**Tuition and Fees**

By action of the Board of Trustees, MSHS tuition and fees for the 2014-2015 academic year (subject to change) are as follows:

- $570.00  
  Tuition, per credit hour
- $20.00  
  Student Body Fee (Assessed both fall and spring)

**Other Fees and Expenses**

- $35.00  
  Application Fee
- $30.00  
  Student-length white coat with CAHP arm patch
- $13.00  
  Name badge, to be worn on white coat
- $500.00 - $800.00  
  Course materials, computer software, required texts
- $570.00  
  HSCI 5998A/5999A – Special Project/Continuation Fee
- $50.00  
  Continuous Registration Fee
- $30.00  
  Registration Late Fee (per business day)
- $350.00  
  Graduation Fee
- $470.00  
  Annual Parking Permit (Auto)
- $25.00  
  Parking Permit Replacement Fee
- $40.00  
  Locker Key Replacement Charge
- $10.00  
  Official Transcript (Each)
- $21.00  
  Rush Transcript, First Class Mail (Each)
- $25.00  
  Rush Transcript, Federal Express (Each)
- $10.00  
  Student ID Replacement Fee
- TBD  
  Breakage Fee (Replacement Cost)

**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.

**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.

**Communication**

All students will be assigned an email account by the Office of Student Affairs. The WesternU email address is the primary means of communication utilized by the University and the MSHS program. Students are required to check their email accounts daily. The WesternU communication policy requires that all
email messages receive a response within 48 hours. Students are required to keep the Registrar informed of their current address and telephone number by updating their information online.

**Attendance**
Course instructors reserve the right to determine the class attendance policy. The course instructor may drop a student for non-attendance at the first class meeting, or in the event of habitual absenteeism, or non-participation in instructional activities. Many courses include participation as part of the overall grading of student performance. All students are also required to attend the following events:

1. Orientation in early August of the first year of the program, usually spanning from Wednesday to Friday for fall term admits. Orientation in December for spring term admits.
2. Convocation and White Coat ceremonies on Saturday before the start of the fall semester of the first year of the program.
3. 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).
4. The Comprehensive Examination to be scheduled by the student upon completion of the coursework or approval of the faculty.
5. The oral defense of the five-chapter paper is to be scheduled by the student upon approval of the faculty.
6. Commencement exercises, usually held on a week day in the month of May.

**Declaration of Academic Track of Study**
Students must elect their track of study within the MSHS degree program per the following schedule:

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

2. **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-transferable between the tracks. Students who elect to complete the required courses for both the Health Professions Education (HPE) and Community Health Education (CHE) tracks are not required to complete two culminating options or comprehensive examinations. Students completing both track requirements will select a focus from either track for the culminating option work and the comprehensive examination. The MSHS degree will not be conferred until the requirements for both tracks are completed.

**Advancement to Candidacy**
All students must file an Application for Advancement to Candidacy upon completion of 24 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 Progress Committee, the Dean of The College of Allied Health Professions, and to the Western University of Health Sciences Board of Trustees for approval.

**Graduation**

A student will be recommended for the Master of Science in Health Sciences Degree provided he/she:

1. Is not on probation and has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 3.00 and has no outstanding grade of “I,” “NCR,” or “U”.

2. Has an approved Advancement to Candidacy application on file.

3. Has passed the Comprehensive Examination.

4. Has successfully completed and defended their Thesis/Special project.

5. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Master of Science in Health Sciences degree.

6. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.

7. Has attended in person and participated in the Commencement ceremony at which time the Master of Science in Health Sciences degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession’s oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31st of that calendar year. No student will receive his or her degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

**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 determined by the Student Performance Committee. The Committee may recommend remedial study or repetition of a unit of study, resulting in extending the length of the program. (See section on Probation in the General Academic Policies and Procedures section in the Overview section of the University Catalog).
Academic Standing

An overall grade point average of 3.00 (B) must be maintained during graduate work undertaken at Western University of Health Sciences in order to qualify for advancement to candidacy. Any student whose grade point average falls below a 3.00 average will be placed on probation. A 2.00 (C) grade earned in any class may be applied toward graduation only if the overall grade point average continues at a minimum 3.00 (B). Any grade below a 2.00 (C) may not be applied toward graduation. Students who are on probation are not in good academic standing and may not advance to Candidacy, register for culminating options courses, participate in commencement, or schedule an oral defense or comprehensive examination without the written approval of the Department Chair.

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 academic 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.

Thesis/Special Project Continuation

In the event that a student requires additional time to complete the thesis/special project coursework during either Part I or Part II, s/he will continue their work under the direction of the faculty. Should the student require more than two (2) semesters of continuation, the faculty will assess the work to date for reasonable progress. In the event that reasonable progress is not evident by the end of three (3) semesters, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Registration in Thesis/Special Project Continuation is not required during the summer term however students will continue to work toward the completion of the requirements online.

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 (a) the Student Performance Committee, (b) program faculty, and c) the department chairperson. A student will be recommended for probation and may be asked to appear at a Student Academic Progress Committee (SPC) meeting for any of the following reasons:

1. Immediately upon receipt of a course grade of ‘U’ in any course.
2. A course or semester grade point average below 3.00.
3. A cumulative grade point average less than 3.00.
4. 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 issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients,
research subjects and all other colleagues, as well as (f) 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 recommended for probation, s/he will be notified in writing by the MSHS program and the reasons will be stated. The written notification will be sent via mail, email or hand-delivered. 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 (SPC). SPC will determine the final terms and conditions of probation.

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.

Students are removed from probation under the following conditions:

1. After one semester provided s/he has regained both a semester and cumulative GPA of at least 3.00
2. When all ‘U’ grades have been satisfactorily remediated.
3. 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 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.

Financial Aid Warning Policy (Title IV and Title VII)

If a student is not making Satisfactory Academic Progress (SAP) they may be placed on Financial Aid Warning status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, grants and stipends (judged on the criteria of the stipend). Students who fail to make SAP by the end of the payment period lose Financial Aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the college, the FAO will automatically place the student in a Financial Aid Warning status. During the next academic term, if the student does not meet SAP standards and the college places the student on academic suspension, the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be covered by financial aid.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students may be required to participate in the TAP. Students may also self-identify for a
referral to TAP for voluntary participation. The tutors will be chosen on the recommendation of the faculty in each discipline. For assistance, contact the Learning Enhancement and Academic Development Office.

Remediation

Every effort will be made to give each student ample opportunity to demonstrate proficiency in each area of the academic program. 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 3.00 for any course or has a semester or cumulative GPA less than 3.00, the student will be reviewed by the MSHS faculty who will make a recommendation for remediation to the Student Performance Committee (SPC). Course scores that fall between 65% and 69% meet the criteria for remediation. Course scores below 65% are not eligible for remediation and the course must be repeated. Upon review, the SPC 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 SPC, 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 (Students repeating a course(s) will be charged full tuition for 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 next to the original grade.

3. The grade achieved by remediation of a course will be reviewed critically by the SPC. 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 SPC 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 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.

**Dismissal Recommendations**

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

1. A student who earns two or more unacceptable grades (U or NCR), regardless of prior successful remediation of an unacceptable grade.

2. Attaining a semester GPA below 3.0 where remediation of a course is not an option.

3. Any event that could result in either academic or professional probation for a student currently on academic or professional probation or violation of the terms of any current probation.

4. Failure to successfully pass a course remediation exam as directed by the Dean or the Dean’s designee.

5. Lack of professional attributes considered appropriate for continuance in the program and profession.

The Department Chairperson will draft a recommendation for dismissal to the SPC based on the advice of the MSHS faculty. The Chairperson of the SPC will invite the student to address the Committee. Thereafter, the SPC will formulate a recommendation to the Dean of the College of Allied Health Professions who will render the final decision.

**Student Conduct Committee**

The College of Allied Health Professions (CAHP) Student Conduct Committee (SCC) shall consist of three elected CAHP faculty members, one appointed faculty member from outside the CAHP, and as ex-officio non-voting members, the Vice President of Student Affairs/designee and the University legal counsel. The chair of the committee is elected by the members and the committee meets at the call of the chair. The term of membership is three years with staggered terms. The committee is charged to set the Standards of Professional Conduct and to investigate violation(s) of professional conduct.

**Standards of Professional Conduct**

Upon accepting admission to the University, each student agrees to abide by basic standards of academic integrity, professional and ethical behavior. The student is responsible to read and abide by the University Student Catalog.

**Violations of Professional Standards**

The standards for student professional conduct require honesty and accountability in the educational process of professional development. Alleged violation(s) include, but are not limited to:

- Academic dishonesty
- Unprofessional conduct
- Illegal acts
• Failure to comply with University, College, and Department regulations

**Reporting and Processing Procedures**

1. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the department chair. The report will include the following information:
   a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
   b. Name of the accused student
   c. Alleged violation(s)

2. If the conduct involves a particular course or clinical experience, the classroom instructor, clinical instructor/preceptor or clinical coordinator will advise the department chair.

3. The department chair will meet with the student, the instructor or clinical coordinator, and/or the student’s faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Department Chair may resolve minor infractions or refer the matter to the Dean.
   a. The Department Chair gives written notification of the violation(s), including date, and involved student’s name, and resolution to the involved student, with copies to the SCC and to the Dean within five business days.
   b. The Department Chair also places a copy of the notification in the student’s file, to be removed if no further incidents occur prior to graduation.
   c. The student involved in the alleged violation(s) may request a hearing with SCC.

4. Matters which could not be resolved at a program level will be referred to the Dean for review. The matter may be resolved by the Dean, or the Dean may refer the case to SCC for a hearing. The student may accept the Dean’s resolution or request a hearing by the SCC.
   a. The Dean sends written notification of the violation(s), including date, involved student’s name, and resolution to the involved student, with copies to the SCC, Department Chair, and Faculty Advisor within five business days.
   b. The Dean also places a copy of the resolution in the student’s file.
   c. The student involved in the alleged violation(s) may request a hearing with SCC.

5. **Hearing by CAHP SCC with recommendation to the Dean.** The Dean or the student may request a hearing by the CAHP SCC. Because a violation(s) may have serious consequences (which may include dismissal from the University), the University has implemented procedures intended to insure that the student is provided fair notice of any charges, and is afforded a reasonable opportunity to present evidence on his or her behalf.
   a. The Dean sends a written request to CAHP SCC, with the alleged violation(s) within five business days.
b. The CAHP SCC will convene a hearing that follows procedures outlined in the University Policies and Procedures manual “Protocol for Handling the Alleged Violations of Professional Conduct by Student Performance Committees” policy number (A14.38.0.1) within five business days.

6. **Information for Students about Hearings Involving Alleged Violations of the Standards of Professional Conduct.** For a full account of the process, please refer to the General Section of the University Catalog.

7. **Status of Student Pending Action.** Pending a determination by the CAHP Dean following a hearing and a recommendation by the CAHP SCC, the student’s status will not be altered except for reasons of his/her physical and emotional well-being or for reasons relating to the safety of other students and University personnel. Once the CAHP Dean has rendered a decision, the status of the student will not be altered pending determination of a timely appeal by the student, except that the Provost/Chief Operating Officer shall have the discretion and authority to suspend the student or take other action at any time during the appeal process. The University further reserves the right to withhold the awarding of any degree at any time disciplinary charges are pending against a student.

8. **Appeals Procedures.** The CAHP Dean shall have the authority to make decisions regarding a student’s status in matters of academic suspension, student conduct, academic progression/promotion, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees.

   a. Within five business days following written notification to the student of the action of the CAHP Dean, the student may appeal the decision in writing to the Provost/Chief Operating Officer. Procedures for appealing can be located in the General Academic Policies and Procedures section of the University Catalog.

9. **Procedures Pending Outcome.** The student may remain in class or on clinical rotations or assignments pending the outcome of appeals, except in cases of summary suspension, and except when the Provost/Chief Operating Officer has suspended the student or has otherwise determined that it is inappropriate for the student to remain in class and/or participate in clinical rotations/assignments, consistent with the decision of the CAHP Dean that is being appealed.

10. **Suspension Pending Outcome.** If a student is suspended for any reason, all financial aid to that student will be held until the appeal process is resolved by reinstatement of the student or dismissal of the student. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency/lender.

11. **Additional information.** Additional information about the University’s Standards of Professional Conduct and the hearing and appeal process is contained in the University’s Catalog. Students may also contact Dr. Beverly Guidry, Vice President for Student Affairs at 909/469-5341 for additional information regarding the appeal process.
Evaluation and Grading

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

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>U</td>
<td>Less than 73%</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>NCR</td>
<td>No Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**ADMINISTRATIVE GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>M</td>
<td>Missing</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.
Credit Hour Calculation

Courses are rated at one credit hour for every 12 contact hours.

Incomplete Grades

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 where not less than 80% of the course requirements have been completed. The student must petition the instructor for an incomplete grade not less than two (2) weeks prior to the close of the semester and specify the elements of a learning contract. The student must complete the remaining coursework in compliance with the learning contract, no later than the close of the following semester. The instructor must certify any grade changes. 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, the course grade will revert to a U or —NCR and the student must register for and complete the entire course at another time.

Grade Appeals Process

Appealing a Course Grade

No course grade will be changed unless the instructor or department chair certifies in writing to the Registrar that an error in computing or recording the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted to BanWeb, student must make an appointment to talk with the course instructor(s) who issued the grade and submit written request for review if applicable. Upon receipt of 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(s) to affirm or modify the grade. Within five (5) business days of the student’s written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.

2. Within three (3) business days following written notification to the student regarding the instructor’s decision, the student may appeal the decision in writing to the Department Chair. The appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal of the instructor’s prior decision. The Department Chair 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 Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair’s decision is final in all course grade appeals (didactic and clinical), except when the Chair is also 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 Department Chair. Also, in such a case, the decision of the Dean is final.
Issues/Dispute Resolution Procedure

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the course instructor or the faculty advisor. If the problem is not resolved at the faculty advisor/course instructor level, the matter should be brought to the Department Chair, followed by the Dean and then the Provost/COO. If the matter has not been resolved at those levels, the final arbiter is the President.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, Dean, and Provost/COO, in that order. The final arbiter is the Board of Trustees.

When an incident arises involving a staff member, the dispute resolution process begins with the Department Chair, followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Professional Development

Students are expected to pursue robust opportunities to develop professional skills and attributes through curricular and community-based activities. Opportunities for growth include:

Community Field Service Program

The Community Field Service Program (CFSP) facilitates pathways through which students and faculty become involved in the work carried out by the Department, constituent organizations, collaborators, researchers and partners of Western University of Health Sciences. These experiences include opportunities to apply clinical, interpersonal, administrative, analytical, and leadership skills that foster learning and development through application in real world environments. As part of the informal curricula, the program provides a means through which Health Science students and faculty will a) learn through giving service, b) participate as team members, (c) demonstrate humanism, caring and compassion in the HPE and CHE professions, and d) conduct action and community-based research.

CAHP Research and Publication Center

The CAHP Research and Publication Center provides students and faculty important information related to conducting and publishing research. Through active communication and information sharing students and faculty locate others with similar research interests. All MSHS students must complete the National Institute of Health (NIH) course protecting human research participants. All proposals for scholarly enquiry must be submitted to the Associate Dean of Research in the College of Allied Health Professions prior to submission to the Institutional Review Board (IRB).

MSHS Electronic Student Center

Students will maintain professional responsibility for obtaining program information, and conducting all aspects of the student life in a timely manner by maintaining frequent contact with others utilizing the Blackboard-based Electronic Student Center throughout their tenure in the MSHS program.
Annual Leadership Symposium

Students enrolled in HSCI 5204 Educational Leadership will conduct the annual Leadership Symposium during which a panel of leaders in the community will join students and faculty for an interactive experience and discussion of leadership issues affecting a) professional development, b) health education, c) healthcare delivery, and d) the ethical application of leadership to decision making.

Student Government Association

MSHS students may serve as representatives of the program within the Student Government Association to ensure the active engagement of the HPE and CHE professions in the WU student-centered initiatives and outreach.

Professional Organizations and Outreach

Students are expected to participate in professional organizations outreach throughout the academic year to promote awareness of the HPE and CHE professions, and to conduct outreach to the community. Examples of opportunities for student enrichment include the annual Health Education Week, the American Association for Health Education, the American Public Health Association, the Society for Public Health Education, the Alpha Eta Society, the annual Health Science Department Fundraiser, the Boys and Girls Club of America, the WU Alumni Association, and others.
Curriculum Organization

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. Unless otherwise noted, a total of 27 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 2 units in Thesis/Special Project, and the Comprehensive Examination.

Tracks of study within the MSHS degree program
All students must complete a minimum of 34 units for the MSHS degree, regardless of the track of study elected. Students electing more than one track must complete all requirements in each track before the MSHS degree may be conferred. Courses not included in a degree track may be taken as an elective, however; elected courses do not fulfill specific requirements of another track.

Health Professions Education (HPE) Track

<table>
<thead>
<tr>
<th>Subject/Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 5020</td>
<td>Grant Proposal Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5100</td>
<td>Learning Theories and Student Behaviors</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5102</td>
<td>Principles of Instructional Design</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5106</td>
<td>Applied Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5108</td>
<td>Instructional Media</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5110*</td>
<td>Writing for Publication</td>
<td>2.00</td>
</tr>
<tr>
<td>HSCI 5130</td>
<td>Foundations of the U.S. Health Care System</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5202</td>
<td>Human Resources and Fiscal Operations</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5204</td>
<td>Educational Leadership</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5206</td>
<td>Research and Program Evaluation Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5306</td>
<td>Clinical Teaching</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5998*</td>
<td>Thesis/Special Project I</td>
<td>1.00</td>
</tr>
<tr>
<td>HSCI 5999*</td>
<td>Thesis/Special Project II</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Total Required Units: 34.00
### Community Health Education (CHE) Track

<table>
<thead>
<tr>
<th>Subject/Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 5011</td>
<td>Community Healthy Principles, Policy, and Advocacy</td>
<td>2.00</td>
</tr>
<tr>
<td>HSCI 5013</td>
<td>Epidemiology and Population Health</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5014</td>
<td>Community Health Education</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5015</td>
<td>Community Needs Assessment</td>
<td>2.00</td>
</tr>
<tr>
<td>HSCI 5017</td>
<td>Program Planning</td>
<td>2.00</td>
</tr>
<tr>
<td>HSCI 5018</td>
<td>Competencies for Community Health Educators</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5019</td>
<td>Program Implementation</td>
<td>2.00</td>
</tr>
<tr>
<td>HSCI 5020</td>
<td>Grant Proposal Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5106</td>
<td>Applied Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5108</td>
<td>Instructional Media</td>
<td>3.00</td>
</tr>
<tr>
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<td>HSCI 5206</td>
<td>Research and Program Evaluation Methods</td>
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<td>HSCI 5998*</td>
<td>Thesis/Special Project I</td>
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</tr>
<tr>
<td>HSCI 5999*</td>
<td>Thesis/Special Project II</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Total Required Units:** 34.00

### NMM/OMM Teaching Fellowship Track

Students selecting the NMM/OMM Teaching Fellowship Track must be admitted to the NMM/OMM Fellowship in the College of Osteopathic Medicine of the Pacific (COMP).

<table>
<thead>
<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>3.00</td>
</tr>
<tr>
<td>HSCI 5100</td>
<td>Learning Theories and Student Behaviors</td>
<td>3.00</td>
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<td>HSCI 5102</td>
<td>Principles of Instructional Design</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5106</td>
<td>Applied Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>HSCI 5108</td>
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**Total Required Credits:** 34.00
Health Professions Education and Research in Podiatric Medicine Track

Students selecting the Health Professions Education and Research in Podiatric Medicine Track must be admitted to the DPM program in the College of Podiatric Medicine and have prior approval of the CPM Assistant Dean of Clinical Affairs.

<table>
<thead>
<tr>
<th>Subject/Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HSCI 5020</td>
<td>Grant Proposal Writing</td>
<td>3.00</td>
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<tr>
<td>HSCI 5100</td>
<td>Learning Theories and Student Behaviors</td>
<td>3.00</td>
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<tr>
<td>HSCI 5102</td>
<td>Principles of Instructional Design</td>
<td>3.00</td>
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<tr>
<td>HSCI 5106</td>
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Total Required Credits: 34.00

*Students entering the MSHS program prior to fall 2012 may have completed HSCI 5110 when it was offered at 1.00 credit hour, rather than 2.00 credit hours. If so, the student is exempt from HSCI 5998 and is required to take HSCI 5999 for 3 credit hours, rather than 1.00 credit hour.

Final Integrative Exercises

The Comprehensive Examination

All students are required to pass a comprehensive examination upon completion of all course requirements 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% (B) 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 (2) 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.

Portfolio

All MSHS students must complete a portfolio containing artifacts that demonstrate benchmarks and achievements relevant to the students targeted profession. The Portfolio is a graduation requirement and must be submitted at the time of the Comprehensive Examination for assessment by the faculty. The MSHS degree will not be conferred until all graduation requirements are met.

Thesis/Special Project

A total of two (2) units of Thesis/Special Project are required for the conferral of the MSHS degree. Under the direction of the assigned faculty mentor, students will complete a scholarly work that is
relevant to the declared track of study. Students undertaking a thesis will obtain IRB approval prior to data collection. Students completing a Special Project may find that the work qualifies for IRB exemption. All Thesis and Special Projects will utilize APA style, five-chapter paper format and be of sufficient rigor and innovation to add to the body of knowledge in the selected topic area. The Special Project option does not involve original research. The new application(s) of secondary data are stressed in the Special Project and will result in an educational product or resource.

Thesis/Special Project Preparation (NCR)
Under the supervision of the MSHS faculty, all students will be enrolled in the Thesis/Special Project Preparation Blackboard course. The course is of no credit value, but allows students to begin scholarly work as soon as possible upon entry to the MSHS program. Students are strongly encouraged to begin work on the Thesis/Special Project requirement well in advance of registering for Part I.

Thesis/Special Project Part I (1 unit)
Students may enroll in Thesis/SP Part I upon completion of nine (9) units of study. Part I will include topic approval, IRB submission, establishment of the scholarly committee, and the completion of chapters 1-3. Any student not completing the course elements will register for Thesis/Special Project Continuation Part I.

Thesis/Special Project Continuation Part I (course fee per semester)
In the event that a student requires additional time to complete the Thesis/SP Part I, s/he will continue their work under the direction of the faculty. Should the student require more than two (2) semesters of continuation, the faculty will assess the work to date for reasonable progress. In the event that reasonable progress is not evident by the end of three (3) semesters, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. (Registration in Thesis/Special Project Continuation is not required during the summer term however students will continue to work toward the completion of the requirements online).

Thesis/Special Project Part II (1 Unit)
Upon completion of Part I, students may register for Part II during which they will complete chapters 4 and 5, and the oral defense presentation. It is assumed that the student will continue working with the same scholarly committee and faculty mentor throughout the Thesis/Special Project process.

Thesis/Special Project Continuation Part II (course fee per semester)
In the event that a student requires additional time to complete the Thesis/SP Part II, s/he will continue their work under the direction of the faculty. Should the student require more than two (2) semesters of continuation, the faculty will assess the work to date for reasonable progress. In the event that reasonable progress is not evident by the end of three (3) semesters, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. (Registration in Thesis/Special Project Continuation is not required during the summer term however students will continue to work toward the completion of the requirements online).
Course Descriptions

HSCI 5011 Community Health Principles, Policies & Advocacy (2 credit hours)
Students will use evaluation and research findings to conduct policy analysis, identify current and emerging issues that may influence health and health education, identify the impact of existing and proposed policies on health and factors that influence decision makers. Students will learn to engage stakeholders in advocacy and develop advocacy plans in compliance with local, state and/or federal policies and procedures.

HSCI 5013 Epidemiology & Population Health (3 credit hours)
Students will examine data to understand the distribution and determinant of health and diseases, morbidity, injuries, disability and mortality in populations. Findings will be applied to disease prevention and health promotion education strategies.

HSCI 5014 Community Health Education (3 credit hours)
The 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 5015 Community Needs Assessment (2 credit hours)
Students will determine the appropriate data points and collection instruments to understand and describe the community, analyze community problems, identify community assets and resources, develop baseline measures of behavior, and to determine culturally sensitive methods to best engage the community in communication. Topics will include commonly employed tools, approaches to communicating findings, and determining community readiness for change.

HSCI 5017 Program Planning (2 credit hours)
Students will examine planning models commonly employed in Public Health, develop measurable program objectives based on specific findings identified by the needs assessment process, develop program scope and sequencing of activities to leverage resources for the maximum outcome.

HSCI 5018 Competencies for Community Health Educators (3 credit hours)
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 5019 Program Implementation (2 credit hours)
The student will develop the phases of program implementation commonly employed in Public Health intervention programs and establish a system of program management and record keeping. Other topics include the training of staff and program facilitators, medical and legal concerns, program safety, reporting and documentation.

HSCI 5020 Grant Proposal Writing (3 credit hours)
The 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)
The 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)
The 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 5106 Applied Statistics (3 credit hours)
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)
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 5110 Writing for Publication (2 credit hours)
The course is designed to provide students with skills to do well in an academic career and in scientific writing. Emphasis is placed on the process of manuscript and thesis/dissertation preparation in anticipation of scholarly publication.
HSCI 5130 Foundation of the U.S. Health Care System (3 credit hours)

The 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)

The 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)

The 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.

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

The 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 5306 Clinical Teaching (3 credit hours)

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 5400 Evidence-based Educational Research (3 credit hours)

Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine. 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 or the College of Podiatric Medicine. Under the direction of the MSHS faculty and the OMM faculty in the College of Osteopathic Medicine or the faculty in the College of Podiatric 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 or the College of Podiatric Medicine. Under the direction of the MSHS faculty and the OMM faculty of the College of Osteopathic Medicine or the faculty of the College of Podiatric 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 5998 Thesis/Special Project Part I (1 credit hour, CR/NCR)
Prerequisite: Students must have completed 9 units of study. Both Thesis and Special Project follow the traditional five-chapter format. Students will complete the elements necessary for Chapters 1 – 3.

HSCI 5998-A Thesis/Special Project Part I Continuation (0 credit hours, CR/NCR)
Prerequisite: HSCI 5998 Thesis/SP Part I. Students who do not complete the elements of Thesis/Special Project Part I in the semester in which they enrolled will continue their work in HSCI 5998-A. Students may register for continuation for a total of two (2) semesters. Should the student require more than two (2) semesters of continuations, the faculty will assess the work to date for reasonable progress. In the event that reasonable progress is not evident by the end of three (3) semesters, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Enrollment in this course is not required during the summer term. Student is assessed a $541.00 continuation fee.

HSCI 5999 Thesis/Special Project Part II (1 credit hour, CR/NCR)
Prerequisite: Completion of HSCI 5998 Thesis/Special Project Part I. Students will complete the elements necessary for chapters 4 and 5 of the five-chapter paper. Upon approval of the faculty, the student will schedule and successfully complete the oral defense of the paper.
HSCI 5999-A Thesis/Special Project Part II Continuation (0 credit hours, CR/NCR)
Prerequisite: Completion of HSCI 5999 Thesis/SP Part II. Students who do not complete the elements of Thesis/Special Project Part I in the semester in which they enrolled will continue their work in HSCI 5998-A. Students may register for continuation for a total of two (2) semesters. Should the student require more than two (2) semesters of continuations, the faculty will assess the work to date for reasonable progress. In the event that reasonable progress is not evident by the end of three (3) semesters, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Enrollment in this course is not required during the summer term. Student is assessed a $541.00 continuation fee.
Honors and Awards

The following awards are presented annually at the University’s commencement ceremony that is typically held in May.

- Alumni Memorial Award
- Bertha Oliver Memorial Award
- Dean’s Award
- Don and Jean Griva Memorial Award
- Outstanding Thesis/Special Project Award

Additional awards for which MSHS students are eligible include:

- Arthur Madorsky, MD Memorial Scholarship Award
- Guy M. Allmond Scholarship Fund
- Linda Fox Memorial Endowment Fund
- President’s Society Award
- The Alumni Association Scholarship
- Who's Who among Students in American Universities and Colleges Nominations
Academic Calendar

Fall 2014

Wed.-Fri., August 6-8, 2014
Orientation

Saturday, August 9, 2014
Convocation/White Coat Ceremony

Monday, August 11, 2014
Fall Classes Begin

Monday, August 18, 2014
Last Day to Add Fall Classes

Friday, August 29, 2014
Last Day to Drop Fall Classes

Monday, September 1, 2014
Labor Day – No Classes

October XX, 2014
Mandatory Fall Student Meeting

Monday, October 13, 2014
Columbus Day – No Classes

Wednesday, November 3, 2014
Last Day to File Advancement to Candidacy for 2015 Graduates

Friday, November 7, 2014
Last Day for Oral Defense

Friday, November 21, 2014
Fall Classes End

December 8-12, 2014
Comprehensive exam for 2014 graduates

Spring 2015

Monday, January 5, 2015
Spring Classes Begin

Friday, January 9, 2015
Last Day to Add Spring Classes

Monday, January 19, 2014
Martin Luther King Day – No Classes

Friday, January 23, 2015
Last Day to Drop Spring Classes

Monday, February 16, 2015
President’s Day – No Classes

March XX, 2015
Mandatory Spring Student Meeting

Monday, March 23, 2015
Spring Break Begins

Monday, March 30, 2015
Spring Classes Resume

Friday, April 17, 2015
Spring Classes End

Friday, April 24, 2015
Last day to complete oral defense for 2015 graduates

April 27-May 1, 2015
Comprehensive exam for 2015 graduates
Summer 2014

Monday, April 27, 2015
Summer Classes Begin

Thursday, April 30, 2015
Randall Lewis Health Policy Fellowship Application Deadline
2015-2016 Fellows

Friday, May 1, 2015
Last Day to Add Summer Classes

Wednesday, May 6, 2015
Awards Ceremony, 2015 Graduates

Friday, May 8, 2015
Last Day to Drop Summer Classes

Wednesday May 20-22, 2015
Commencement

Monday, May 25, 2015
Memorial Day – No Classes

Friday, June 26, 2015
Summer Classes End