

Western University of Health Sciences

College of Health Sciences

**Master of Science in Health Sciences (MSHS)
2019/2020 Catalog**

Table of Contents

| | |
|---|----|
| College of Health Sciences | 4 |
| Mission..... | 4 |
| Goals | 4 |
| Master of Science in Health Sciences Program | 5 |
| Accreditation | 5 |
| Complaints Regarding WASC Accreditation Standards | 5 |
| General Information | 5 |
| Mission Statement..... | 5 |
| Vision | 5 |
| About the Program | 5 |
| Roles of Graduates..... | 6 |
| Goals of the Department of Health Sciences | 6 |
| Basic Competencies (Outcomes)..... | 6 |
| Objectives and Student Learning Outcomes | 7 |
| Personal Competencies for Admission and Matriculation | 9 |
| Observation | 9 |
| Communication..... | 9 |
| Motor..... | 9 |
| Intellectual, Conceptual, Integrative, and Quantitative Abilities | 10 |
| Behavioral and Social Abilities | 10 |
| Ethical Standards | 10 |
| Admissions Policies and Procedures | 11 |
| Non-Discrimination Policy | 11 |
| Reasonable Accommodations for Disability | 11 |
| Application Requirements | 11 |
| Application Procedures and Deadlines | 12 |
| International Students | 12 |
| Transfer of Credits..... | 13 |
| Continuing Education and Non-Degree Students | 13 |
| Readmission..... | 13 |
| Teaching Fellows in the College of Osteopathic Medicine of the Pacific..... | 13 |

| | |
|--|----|
| Students in the College of Podiatric Medicine..... | 13 |
| Registration..... | 14 |
| Registration Late Fee Appeals | 14 |
| Student Health Insurance Requirement | 14 |
| Continuous Registration | 14 |
| New Student Orientation/ Welcome Week | 14 |
| Course Cancellations..... | 14 |
| Student Initiated Changes in Enrollment Status..... | 15 |
| Course Load | 15 |
| Full-Time/Part-Time Status..... | 15 |
| Time Limits..... | 15 |
| Tuition and Fees..... | 17 |
| Other Fees and Expenses..... | 17 |
| Computer-Related Costs | 17 |
| Professional Development..... | 18 |
| Field Service | 18 |
| CHS Research and Publication Center | 18 |
| MSHS Electronic Student Center..... | 18 |
| Student Government Association | 18 |
| Professional Organizations and Outreach | 18 |
| General Academic Policies and Procedures..... | 19 |
| Academic Advisement | 19 |
| Attendance | 19 |
| Student Rights and Responsibilities..... | 19 |
| Student Behavior during Examinations | 20 |
| Children in the Classroom/ Labs | 20 |
| Communication..... | 20 |
| Declaration of Academic Concentration | 21 |
| Thesis Continuation | 21 |
| Advancement to Candidacy | 21 |
| Issue/Dispute Resolution Procedure..... | 22 |
| Standards of Academic Integrity, Professionalism and Student Conduct | 23 |

| | |
|--|----|
| CHS Student Conduct Committee (CHS-SCC)..... | 23 |
| Reporting Alleged Violations/CHS-SCC Investigation Procedure..... | 23 |
| Hearing by CHS-SCC | 24 |
| Information for Students about Hearings Involving Alleged Violations of the Standards of Academic Integrity, Professionalism and Student Conduct | 24 |
| Status of Student Pending Action..... | 24 |
| Appeals Procedures | 24 |
| Procedures Pending Appeals Outcome..... | 24 |
| Additional Information | 25 |
| Standards of Academic Progress | 26 |
| Academic Standing | 26 |
| Reasonable Academic Progress..... | 26 |
| Graduation | 26 |
| Adverse Actions | 27 |
| Evaluation and Grading..... | 31 |
| Grading Scale | 31 |
| Audit..... | 31 |
| Missing Grades..... | 32 |
| Incomplete Grades..... | 32 |
| Appealing a Course Grade | 32 |
| Credit Hour Calculation | 33 |
| Curriculum Organization | 34 |
| Overview..... | 34 |
| Concentrations within the MSHS degree program..... | 34 |
| Final Integrative Exercises..... | 36 |
| Course Descriptions | 38 |
| Honors and Awards | 43 |
| Academic Calendar | 44 |

College of Health Sciences

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.

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

Accreditation

Western University of Health Sciences is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC). WASC's statement of accreditation status can be found at <http://www.wascsenior.org/institutions/western-university-health-sciences>. You may contact WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (310) 748-9001, Fax: (310) 748-9797, E-mail: wascsr@wascsenior.org. WASC is a non-profit organization that evaluates the quality and educational effectiveness of schools, colleges, and universities. WASC is one of six regional accreditation agencies in the Credit United States. While it is not officially regulated by the government, it is regularly reviewed by the US Department of Education and the Council for Higher Education Accreditation.

Complaints Regarding WASC Accreditation Standards

Western University of Health Sciences is committed to meeting and exceeding the standards for accreditation of colleges and universities as described by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). It is the policy of Western University of Health Sciences that a student, employee, or other constituent of the University that believes that the University may not be in compliance with the standards of accreditation has a right to file a complaint can view the complaint submission process at: <http://www.wascsenior.org/comments>.

General Information

Mission Statement

The Department of Health Sciences supports the University's mission by preparing graduates for leadership positions in community health education and health profession education. We empower our students to promote wellness, identify needs, and develop and evaluate resources to encourage communities to make healthy decisions. We foster collaborations in health, education, research, and service.

Vision

The Department of Health Sciences seeks to be leaders in community health education, research, and evaluation. Graduates will be empowered to provide the best quality health care services to their communities.

About the Program

The Department of Health Sciences at WesternU prepares graduates for leadership roles in Health Professions Education and Community Health Education. Emphasis is placed on applied leadership, the examination of organizational dynamics, the executive skills necessary to meet the needs of health education teams in formal and community settings, and focuses on competence in the following four domains:

- Basic statistical analysis and research methodologies
- Didactic curriculum design, implementation, and evaluation
- Clinical and community-based program design
- Executive skills for health profession education leaders

Roles of Graduates

Community Health Education (CHE) is the public health profession that practices the art of science of affecting health and wellness behavior at the community level. Health education is a process that enables individuals, families, groups, organizations, and communities to play active roles in achieving and sustaining health.

Health Profession Education (HPE) is the field of expertise applied to the education of health care providers. Centered in the principles of adult learning theory and lifelong learning, health professions education forms the basis for creating, implementing, and evaluating every aspect of health professions curricula.

Goals of the Department of Health Sciences

The Department of Health Sciences 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;

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 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 opportunities to bridge various health care disciplines and education, depending on the unique interests of the student. 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 engage in the application of statistics for 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 examine 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 competences, and the use of educational modalities and instructional technology are one of the major components of this aspect of the curriculum.

3. **Clinical and community-based program design, implementation, and evaluation:**
 - a. Students 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:**
 - b. Recognizing the challenge in balancing the business of health care delivery and health education with patient centered care and learner centered education, students 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 WesternU, the mission of the College of Health Sciences, and the MSHS program goals and expected student outcomes.

| WesternU Outcome Domain(s): <i>Evidence-Based Practice</i> | |
|--|---|
| CHS Mission | We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations. |
| MSHS Program Goal 1 | Students and graduates will develop, implement, and evaluate evidence-based educational programs. |
| Expected Outcome | Students will demonstrate proficiency in adult education practices by applying educational theories, models, and concepts in healthcare settings. |

| | |
|--|---|
| WesternU Outcome Domain(s): <i>Life-Long Learning</i> | |
| CHS Mission | We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations. |
| MSSH Program Goal 2 | Students and graduates will create, implement, and analyze valid research projects in Health Professions Education (HPE) and Community Health Education (CHE), contribute scholarly research to the health sciences and healthcare professions, and participate as team members with academic healthcare specialists to further the advancement of health sciences. |
| Expected Outcome | 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. |
| WesternU Outcome Domain(s): <i>Critical Thinking, Breadth and Depth of Knowledge in the Discipline/Clinical Setting</i> | |
| CHS Mission | We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations. |
| MSSH Program Goal 3 | 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. |
| Expected Outcome | 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. |
| WesternU Outcome Domain(s): <i>Interpersonal Communication Skills, Collaboration Skills</i> | |
| CHS Mission | The mission of the CHS parallels the humanistic traditions of Western University of Health Sciences. |
| MSSH Program Goal 4 | Graduates will demonstrate proficiency in oral and written communications of HPE and CHE concepts and principles. |
| Expected Outcome | Students will demonstrate the ability to communicate effectively in both oral and written forms to create collaborations in an interprofessional environment, and to contribute to scholarly publications in the HPE and CHE communities. |
| WesternU Outcome Domain(s): <i>Ethical and Moral Decision-Making Skills, Humanistic Practice</i> | |
| CHS Mission | The mission of the CHS parallels the humanistic traditions of Western University of Health Sciences. |
| MSSH Program Goal 5 | Students and graduates will demonstrate ethical values, humanism, caring, and compassion in the HPE and CHE professions. |
| Expected Outcome | Students will identify ethical issues in HPE and CHE and present a plan of action that demonstrates ethical awareness, humanism, and compassion. |

Personal Competencies for Admission and Matriculation

A candidate for admission to the degree program in the Department of Health Sciences Education must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below through their progression through the degree program. 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 ordinarily must have abilities and skills of five general varieties, including but are not limited to: (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, integrative, and quantitative; (5) behavioral and social and (6) ethical standards.

For candidates or students who require a reasonable accommodation in order to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy/Accommodation and Resource Center (CDHP/AARC) at (909) 469-5297.

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation

Candidates and students must have sufficient vision to be able to observe demonstrations and presentations by faculty and other students.

Communication

Candidates and students must have the ability to communicate orally and in writing with patients, families, groups and other members of the health care team, as well as faculty and peers. Candidates and students must be able to communicate effectively and sensitively in English with other students, faculty, staff, patients, family and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to interpret communication of others effectively. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team.

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), 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 with or without reasonable accommodations.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and 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.

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 responsibility's 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 others at various educational levels in health professions and community settings. Compassion, integrity, concerns for others, interpersonal skills, interest, motivation, and professionalism are all personal qualities to be assessed during the admissions and educational processes.

Ethical Standards

Candidates and students must demonstrate the ability to reason morally in a professional and ethical manner with clients, communities, and other health care workers, as well as with faculty and peers.

Admissions Policies and Procedures

Students may apply for admission in the fall semester. Admission to the Health Sciences program is on a competitive basis and is committed to admitting competitive, qualified individuals with disabilities.

Non-Discrimination Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment. Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

This non-discrimination policy applies to applicants, students, and alumni. Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment, and Anti-Retaliation Policy, located in the University Catalog.

Reasonable Accommodations for Disability

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodations. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (CDHP). The student will provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Health Sciences will provide reasonable accommodation but is not required to make modification that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the CDHP office.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2019/2020 academic year. Current admission and application requirements for the MSHS program, including prerequisite coursework requirements, can be found on the [Prospective Student website](#).

Applicants to the Department of Health Sciences 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) credit hours 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. International applicants are required to take the Test of English as a Foreign Language (TOEFL) Exam. Applicants must achieve a score of 600 or higher on the paper-based TOEFL, 250 or higher on the computer-based TOEFL, or 100 or higher on the internet-based TOEFL. For information, please consult the TOEFL services website at <http://www.ets.org/toefl>.
4. Three letters of recommendation from academic or professional affiliates.
5. Current Curriculum Vitae.
6. 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. The Faculty Admissions Committee will conduct interviews and complete the assessment of the application file. Applications become available January 1 and are due by May 31 of the calendar year in which the student plans to enter. *The deadline for the receipt of application materials is no later than 60 days prior to the first day of classes.* All students must declare their academic concentration on the application.

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 credit hours that may be transferred from another regionally accredited institution is six (6) semester credit hours. Only graduate credit relevant to the Master of Science in Health Sciences 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 must 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 5998* or *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. Financial aid is not available to non-degree seeking students.

A maximum of nine (9) semester credit hours 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. 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. Questions about transferring from non-degree to degree status should be directed to the Chairperson, Department of Health Sciences.

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 concentration 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 concentration must be approved by the CPM for admission to the concentration 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 WesternU 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 and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see 'Registration Late Fee Appeals' in the University Catalog, General Academic Policies and Procedures section.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium until they submit proof of coverage that meets the University's requirements; however, students are not automatically enrolled in the plan until the deadline to submit proof of coverage has passed for your program/year. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see 'Student Health Insurance Requirement' in the University Catalog, General Academic Policies and Procedures section.

Continuous Registration

Students are required to maintain continuous registration until all requirements for the degree have been met, including, HSCI 5998 Thesis/Special Project I, and HSCI 5999 Thesis/Special Project II. Students not enrolled in coursework or thesis courses 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. Continuous registration is not required during the summer session.

New Student Orientation/ Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first year students. Failure to attend any required part of Orientation/ Welcome Week without prior approval from the Health Sciences Department Chair may result in the rescindment of the offer of acceptance.

Course Cancellations

The Department reserves the right to cancel a course due to insufficient enrollment (less than 3 students) so long as to do so would not impede a students' ability to complete the program timely.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the MSHS program administration and completing the necessary paperwork. Course drops are processed as follows:

| | |
|--|--|
| 0-20% of Course Completed (Based on Course Start/End Dates) | Course is removed from student's registration and will not appear on student's academic transcript. |
| 20-99% of Course Completed (Based on Course Start/End Dates) | Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript but will not be included in the student's GPA calculation. |
| 100% of Course Completed (Based on Course Start/End Dates) | Course is assigned the grade earned. |

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students must be in good academic standing to be eligible for a Leave of Absence. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on Withdrawing from the College of Health Sciences, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

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 are encouraged to seek advice from the faculty in completing their degree plan.

Full-Time/Part-Time Status

Students enrolled in at least 6.00 or more credit hours of MSHS coursework are considered full-time. Students enrolled in at least 4.50 credit hours and less than 6.00 credit hours are considered three-quarters time. Students enrolled in at least 3.00 credit hours and less than 4.50 credit hours are considered part-time. Exceptions to the credit hour benchmarks include students nearing degree completion for whom limited credit hours are available/remain to be accomplished.

Time Limits

All requirements for the degree must be completed in three (3) academic years. In the event of extenuating circumstances, students may take as much as four (4) years, six (6) months from the date of initial

matriculation to complete the MSHS degree. Extensions of this time limit may be granted through petition to the Department. All students must complete the MSHS degree requirements in the calendar year in which they participate in commencement exercises. Failure to do so could result in administrative withdrawal from the program in the event that insufficient progress is a factor.

Tuition and Fees

By action of the Board of Trustees, MSHS tuition and fees for the 2019/2020 academic year (subject to change) are as follows:

| | |
|----------|--|
| \$636.00 | Tuition, per credit hour |
| \$20.00 | Student Body Fee (Assessed both fall and spring) |

Other Fees and Expenses

| | |
|---------------------|---|
| \$35.00 | Application Fee |
| \$13.00 | Name badge, to be worn on white coat |
| \$500.00 - \$800.00 | Course materials, computer software, required texts |
| \$633.00 | HSCI 5998A/5999A –Thesis 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) |
| \$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:

- Microsoft Offices Suite (Including Word, Excel, and PowerPoint) or iWorks
- High-speed Internet Services
- Windows Moviemaker or iMovie

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:

Field Service

Field Service experiences facilitate 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. Both the formal and informal curricula provide 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.

CHS Research and Publication Center

The CHS 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.

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.

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 WesternU student-centered initiatives and outreach.

Professional Organizations and Outreach

Students are required 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 Western U Alumni Association, and others. Artifacts describing the activities are captured in the online Portfolio for assessment at the time of completion of culminating work.

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty advisor by the Department Chair upon matriculation. Advisement by faculty should be viewed by the student as a part of the academic process. The student or faculty advisor may seek a change of advisor. Such a request should be made to the Department Chair. It is the responsibility of the student to meet periodically with his/her advisor. A student on probation must meet with his/her advisor at least once a month, or as specified by the terms of probation.

Attendance

Per the University catalog, class attendance is mandatory. 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:

- Orientation in early August of the first year of the program, usually spanning from Monday 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 online courses must log into their course on the first day of the semester).
- Attendance at announced mandatory student meetings; usually held once per semester.
- The Comprehensive Examination to be scheduled by the student upon completion of the coursework or approval of the faculty.
- Thesis oral defense, to be scheduled by the student upon approval of the faculty.
- Commencement exercises usually held on a weekday in the month of May.
- Scheduled obligations including field experiences, events, and commitments.

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. 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.

Student Behavior during Examinations

Exams are designed to be taken at their scheduled dates and times. Unless there is a catastrophic event or a major illness, students are expected to take the exam or lab practical, as scheduled. All missed exams will require supportive paperwork. Taking exams on the scheduled date is respectful to the faculty member as well as peers.

Videotaping or audiotaping of an exam, meeting, and conversation with another is not only against MSHS policy but is also illegal.

- Backpacks/ bags and all personal belongings will be left at the front of the room.
- Cell phones/ electronics must be on “silent” or “off” and be placed within a backpack/ bag in front of the room.
- If water is needed during the examination session, the student needs to bring a bottle with the labels removed.
- During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor for a bathroom break; (2) Make your visit to the restroom brief and efficient; (3) an escort of the same gender may be assigned at the discretion of the instructor; and (4) only one student may be out of the room at a time.

Children in the Classroom/ Labs

The Health Sciences classroom is an environment for enhanced learning and should be free from unnecessary distraction. For this reason, children are not permitted in the classroom during examinations, no exceptions.

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 to be advised that the use of personal email accounts may result in messages defaulting to the spam filter process. Students are required to check their email accounts daily. The WesternU communication policy requires that all email messages receive a response within 48 hours (two business days). Students are required to keep the Office of the Registrar informed of their current address and telephone number by updating their information in the [Student Portal](#).

Each student is responsible for advising the Registrar and the Department of Health Sciences of telephone number changes as soon as they occur. Cell phones must be turned off during all class times and examinations. In the event that the student is a health care provider who is on-call at the specified time, s/he must obtain permission from the professor to maintain their cell phone on vibrate.

Declaration of Academic Concentration

Students declare their concentration within the MSHS degree program upon submission of application for admission. Prior approval is required for admission to the NMM/OMM concentration and the Research in Podiatric Medicine concentration, which are not available to all MSHS students. All other students may declare both the Health Professions Education (HPE) and Community Health Education (CHE) concentrations. NMM/OMM and Research in Podiatric Medicine concentration students may also elect to complete the CHE concentration.

In the event that more than one concentration is declared, the MSHS degree is not conferred until all requirements of both concentrations are completed. Students may elect to change their Declaration of Academic Concentration upon approval of the Department of Health Sciences.

Forms addressing changes to the Declaration of Academic Concentration may be accessed via Blackboard on the MSHS Electronic Student Center and are to be submitted to the Department for approval. Required credit hours are non-transferrable between the concentrations. Students who elect to complete the required courses for both the HPE and CHE concentrations are not required to complete two culminating options or comprehensive examinations. Students completing more than one Academic concentration will select a focus from either concentration for the culminating option work and the comprehensive examination.

Thesis Continuation

In the event that a student requires additional time to complete the thesis 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 for reasonable progress. In the event that reasonable progress is not evident by the end of two (2) continuation attempts, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Registration in Thesis Continuation is not required during the summer term however; students will continue to work toward the completion of the requirements online.

Advancement to Candidacy

All students must file an Application for Advancement to Candidacy upon completion of 24 semester credit hours, and no later than one semester prior to participation in the annual commencement exercises. 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 Health Sciences, and to the Western University of Health Sciences Board of Trustees for approval.

Issue/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. If the matter has not been resolved at those levels, the final arbiter is the SVP/Provost.

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, then Dean, in that order. The final arbiter is the SVP/Provost. Please note that grade appeals cannot be handled under this protocol.

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.

Standards of Academic Integrity, Professionalism and Student Conduct

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

CHS Student Conduct Committee (CHS-SCC)

The College of Health Sciences (CHS) Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Vice President of University Student Affairs/designee. 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 responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

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 field experience, the classroom Instructor, Clinical Instructor/Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field 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 Chair sends written notification of the violation(s), including date, involved student's name, and resolution to the involved student, with copies to the CHS-SCC, Department Chair, and Faculty Advisor within five business days.
 - c. The Department Chair places a copy of the notification in the student's file, to be removed if no further incidents occur prior to graduation.
 - d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.

3. Matters that could not be resolved at the program level will be referred to the Office of the Dean for review. The Department Chair will render a written recommendation to the Office of the Dean of the College of Health Sciences. 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 matter may be resolved by the Dean, unless the student request a hearing by the CHS-SCC, or the Dean may refer the case directly to the CHS-SCC for a hearing. If the Dean resolves the matter without convening a hearing before the CHS-SCC, the final decision will be reported to the Provost's Office and included in the student's file.

Hearing by CHS-SCC

The Dean or the student may request a hearing by the CHS-SCC. Because a violation(s) may have serious consequences (which may include dismissal from the University), the University has implemented procedures intended to ensure that the student is provided fair notice of any charges and is afforded a reasonable opportunity to present evidence on his or her behalf. The CHS-SCC will convene a hearing that follows procedures outlined in the general section of the University Catalog,

Information for Students about Hearings Involving Alleged Violations of the Standards of Academic Integrity, Professionalism and Student Conduct

For a full account of the hearing process, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct," located in the University Catalog.

Status of Student Pending Action

Pending a determination by the CHS Dean following a hearing and a recommendation by the CHSSCC, 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 CHS 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.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees. Students may request an appeal of the Dean's decision to the SVP/Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog.

Procedures Pending Appeals Outcome

The student may remain in class or on field experiences 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 field experiences/assignments, consistent with the decision of the CHS Dean that is being appealed. If a student is suspended for any reason, any financial aid awarded to that student will be held until the appeal process is resolved by reinstatement 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. Students should contact the Office of Financial Aid for specific information.

Additional Information

Additional information about the University's Standards of Academic Integrity, Professionalism and Student Conduct, Hearings Involving Alleged Violations of the Standards of Student Conduct and the Student Appeal Process are contained in the University Catalog. Students may also contact Carolina Alirez, Operations, and Communications Coordinator in the Provost's Office at 909-469-5694 for additional information regarding the Student Appeal Process.

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 because 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 (SPC). The SPC 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 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). 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.

Graduation

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

1. Is not on probation and has completed all prescribed academic and field requirements with a cumulative grade point average of above 3.00 and has no outstanding grade of "Incomplete", "In Progress", "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 his/her Thesis.

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 his or her 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 31 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.

Adverse Actions

Academic Warning

The student who demonstrates unacceptable performance in any unit of study during any portion of the program is notified in writing of such performance by the course Instructor, as soon as it becomes evident. The notice constitutes an academic warning. Continued poor academic performance can lead to academic probation and/or dismissal.

Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the Instructor of the course, Faculty Advisor, or Program Chair as soon as it becomes evident.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be determined by the CHS Student Progress Committee (SPC). The Committee may require remedial study and/or repetition of a unit of study in addition to the terms of probation recommended by the faculty.

Probation is defined as a period of time specified by the Dean of the College of Health Sciences during which the student's progress will be closely monitored by (a) the SPC, (b) program faculty, and c) the department chairperson. A student will be recommended for probation and may be asked to appear at a Student 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.
5. Failure to make reasonable progress toward the degree objective.

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 program and the reasons will be stated. The written notification will be sent via mail, email or hand-delivered. A copy of the notification 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 conduct are met. For information concerning the handling of infractions to the standards of professional conduct, the function of the SPC, the status of a student with an action pending, academic suspension, conduct suspension, summary suspension, dismissal and the student appeals process, all 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) s/he 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 (LEAD) Office.

Remediation

Every effort will be made to give each student 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 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 applied:

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. Where remediation is not an option, the faculty may recommend 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 decision 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

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 pass, successfully, a course remediation exam.
5. Lack of professional attributes considered appropriate for continuance in the program and profession.

Students who exhibit deficient academic performance may be referred to the SPC, based upon the recommendation of the Department Chair. The Chairperson of the SPC will invite the student to address the Committee. Thereafter, in the case of probation or remediation, the SPC will determine the course of action. In the case of suspension or dismissal, the SPC will formulate a recommendation to the Dean of the College of Health Sciences who will render the final decision.

While the SPC addresses situations that cover academic performance, professionalism and student conduct; there may be times where the hearing process in the University's catalog supersedes the College catalog. Generally, this occurs when a student is alleged to be in violation of the University's Standards of Student Conduct. In the event that the University Catalog applies, the College of Health Sciences will follow all University hearing policies and procedures as applicable. For further information regarding the University hearing process, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct," located in University Catalog.

Student Appeal Process

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal

and graduation. Students may request an appeal of the Dean’s decision to the SVP/Provost by following the process defined in the ‘Student Appeal Process’ section of the University Catalog.

Evaluation and Grading

Competency is expected of all program graduates upon completion of the professional curriculum as defined by the “Program Goals.” The curricular components of the program are designed so that students’ work toward achievement of these competencies is measured via written practical examination and by evaluations of professional development. Specific behavioral objectives have been defined for each curricular component to assist the student and program faculty in evaluating the degree of attainment of these expected competencies. 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:

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

ADMINISTRATIVE GRADES

| <u>Grade</u> | <u>Equivalent</u> | <u>GPA Points</u> |
|--------------|-------------------|-------------------|
| AU | Audit | N/A |
| I | Incomplete | N/A |
| IP | In Progress | N/A |
| TR | Transfer | N/A |
| W | Withdrawal | N/A |
| M | Missing | N/A |

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.

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing

remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

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.

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. 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 experiential), 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 Health Sciences, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean is final.

Credit Hour Calculation

Courses are rated at one credit hour for every 15 contact hours.

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 4 years and 6 months to fulfill the 34-credit hour requirement for degree completion. Students must also complete credit hours in one of two concentrations: 1) Health Professions Education (HPE); or 2) Community Health Education (CHE). Students must also complete a minimum of two credit hours in Thesis and complete the Comprehensive Examination.

Concentrations within the MSHS degree program

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

Health Professions Education (HPE) Concentration

| Subject/Course # | Course Title | Credit Hours |
|-------------------------------------|--|--------------|
| HSCI 5020 | Grant Proposal Writing | 3.00 |
| HSCI 5100 | Learning Theories and Student Behaviors | 3.00 |
| HSCI 5102 | Principles of Instructional Design | 3.00 |
| HSCI 5106 | Applied Statistics | 3.00 |
| HSCI 5108 | Instructional Media | 3.00 |
| HSCI 5110* | Writing for Publication | 2.00 |
| HSCI 5130 | Foundations of the U.S. Health Care System | 3.00 |
| HSCI 5202 | Human Resources and Fiscal Operations | 3.00 |
| HSCI 5204 | Educational Leadership | 3.00 |
| HSCI 5206 | Research and Program Evaluation Methods | 3.00 |
| HSCI 5306 | Clinical Teaching | 3.00 |
| HSCI 5998* | Thesis/Special Project I | 1.00 |
| HSCI 5999* | Thesis/Special Project II | 1.00 |
| Total Required Credit Hours: | | 34.00 |

Community Health Education (CHE) Concentration

| Subject/Course # | Course Title | Credit Hours |
|-------------------------------------|--|---------------------|
| HSCI 5011 | Community Healthy Principles, Policy, and Advocacy | 2.00 |
| HSCI 5013 | Epidemiology and Population Health | 3.00 |
| HSCI 5014 | Community Health Education | 3.00 |
| HSCI 5015 | Community Needs Assessment | 2.00 |
| HSCI 5017 | Program Planning | 2.00 |
| HSCI 5018 | Competencies for Community Health Educators | 3.00 |
| HSCI 5019 | Program Implementation | 2.00 |
| HSCI 5020 | Grant Proposal Writing | 3.00 |
| HSCI 5106 | Applied Statistics | 3.00 |
| HSCI 5108 | Instructional Media | 3.00 |
| HSCI 5130 | Foundations of the U.S. Health Care System | 3.00 |
| HSCI 5206 | Research and Program Evaluation Methods | 3.00 |
| HSCI 5998* | Thesis/Special Project I | 1.00 |
| HSCI 5999* | Thesis/Special Project II | 1.00 |
| Total Required Credit Hours: | | 34.00 |

NMM/OMM Teaching Fellowship Concentration

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

| Subject/Course # | Course Title | Credit Hours |
|-------------------------------------|--|---------------------|
| HSCI 5020 | Grant Proposal Writing | 3.00 |
| HSCI 5100 | Learning Theories and Student Behaviors | 3.00 |
| HSCI 5102 | Principles of Instructional Design | 3.00 |
| HSCI 5106 | Applied Statistics | 3.00 |
| HSCI 5108 | Instructional Media | 3.00 |
| HSCI 5110* | Writing for Publication | 2.00 |
| HSCI 5206 | Research and Program Evaluation Methods | 3.00 |
| HSCI 5306 | Clinical Teaching | 3.00 |
| HSCI 5400 | Evidence-Based Educational Research | 3.00 |
| HSCI 5401 | Executive Skills and Curriculum Delivery | 3.00 |
| HSCI 5402 | Leadership for Clinicians | 3.00 |
| HSCI 5998* | Thesis/Special Project I | 1.00 |
| HSCI 5999* | Thesis/Special Project II | 1.00 |
| Total Required Credit Hours: | | 34.00 |

Health Professions Education and Research in Podiatric Medicine Concentration

Students selecting the Health Professions Education and Research in Podiatric Medicine concentration 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.

| Subject/Course # | Course Title | Credit Hours |
|-------------------------------------|--|---------------------|
| HSCI 5020 | Grant Proposal Writing | 3.00 |
| HSCI 5100 | Learning Theories and Student Behaviors | 3.00 |
| HSCI 5102 | Principles of Instructional Design | 3.00 |
| HSCI 5106 | Applied Statistics | 3.00 |
| HSCI 5108 | Instructional Media | 3.00 |
| HSCI 5110* | Writing for Publication | 2.00 |
| HSCI 5206 | Research and Program Evaluation Methods | 3.00 |
| HSCI 5306 | Clinical Teaching | 3.00 |
| HSCI 5400 | Evidence-Based Educational Research | 3.00 |
| HSCI 5401 | Executive Skills and Curriculum Delivery | 3.00 |
| HSCI 5402 | Leadership for Clinicians | 3.00 |
| HSCI 5998* | Thesis/Special Project I | 1.00 |
| HSCI 5999* | Thesis/Special Project II | 1.00 |
| Total Required Credit Hours: | | 34.00 |

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 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

Two (2) credit hours 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 concentration. Students will obtain IRB approval prior to data collection. All Thesis/Special Projects will utilize APA writing style, five-chapter paper format and be of sufficient rigor and innovation to add to

the body of knowledge in the selected topic area. Developmental research methodologies will result in new application(s) of secondary data or in an educational product or resource.

HSCI 5997 Thesis/Special Project Preparation (NCR)

Students will obtain approval of their research topic, design the research question, complete the Thesis Prospectus document, complete the NIH certification for the protection of research subjects, and construct a draft IRB application. Upon satisfactory completion of the course elements, the student will be permitted to enroll in HSCI 5998 Thesis/Special Project I.

HSCI 5998 Thesis Part/Special Project I (1 credit hour)

Students may enroll in Thesis/Special Project I upon satisfactory completion of HSCI 5997, Thesis Preparation. Part I will include 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. Prerequisite: HSCI 5997 Thesis Preparation.

HSCI 5998A Thesis/Special Project Continuation I (course fee per semester)

In the event that a student requires additional time to complete HSCI 5998 Thesis/Special Project I, s/he will continue their work under the direction of the faculty. Should the student not complete all of Thesis/Special Project I requirements after two (2) semesters of continuation, a grade of NCR for Thesis/Special Project I will be issued, and 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). Prerequisite: Evidence of meaningful progress in HSCI 5998 Thesis/Special Project I.

HSCI 5999 Thesis/Special Project II (1 Credit hour)

Upon completion of HSCI 5998 Thesis/Special Project I, students may register for HSCI 5999 Thesis/Special Project II during which they will complete chapters four and five, 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 process.

HSCI 5999A Thesis/Special Project Continuation II (course fee per semester)

In the event that a student requires additional time to complete the HSCI 5999 Thesis/Special Project II, s/he will continue their work under the direction of the faculty. In the event that reasonable progress is not evident by the end of two (2) semesters of continuation, a grade of NCR for HSCI 5999 Thesis/Special Project II will be issued and the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. (Registration in HSCI 5999A Thesis/Special Project Continuation II is not required during the summer term however; students will continue to work toward the completion of the requirements online). Prerequisite: Evidence of meaningful progress in HSCI 5999 Thesis/Special Project II.

Course Descriptions

HSCI 5011 Community Health Principles, Policies & Advocacy (2 credit hours)

Students will apply 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. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently]; HSCI 5014 Community Health Education.

HSCI 5013 Epidemiology and Population Health (3 credit hours)

Students will examine data to understand the distribution and determinants of health and diseases, morbidity, injuries, disability and mortality in populations. Findings will be applied to disease prevention and health promotion education strategies. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently]; HSCI 5014 Community Health Education.

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 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. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently].

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. 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. Prerequisites: HSCI 5014 Community Health Education; HSCI 5015 Community Needs Assessment [may be taken concurrently].

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, the 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. Prerequisites: HSCI 5014 Community Health Education [May be taken concurrently].

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. Prerequisites: HSCI 5014 Community Health Education.

HSCI 5020 Grant Proposal Writing (3 credit hours)

The course provides an overview of grant proposal writing and an opportunity to develop strategies for obtaining grant monies for targeted projects in all organizational settings. Students will complete a grant proposal that is suitable for submission upon completion of the course. Participants will 1) develop a targeted program and project plan for a specified funder; 2) select approaches to evaluate the proposed program outcomes, and 3) prepare a proposal budget. Topics include the identification of appropriate grantors, reaching and establishing relationships with government, foundation, and corporate funders. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently]; HPE students must have completed HSCI 5130 Foundations in the US Healthcare System; CHE students must have completed HSCI 5017 Program Planning.

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. Prerequisites: HSCI 5100 Learning Theories and Student Behaviors.

HSCI 5106 Applied Statistics (3 credit hours)

The 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. Students will engage the concepts of data management for conducting Thesis work. Topics include but are not limited to 1) 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 formulate educational materials that are compliant with the Americans with Disability Act (ADA) and are 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. (Prerequisites: HPE Students: HSCI 5110 Writing for Publication; HSCI 5100 Learning Theories and Student Behaviors; HSCI 5102 Principles of Instructional Design. CHE Students: HSCI 5130 Foundations in the US Healthcare System; HSCI 5017 Program Planning)

HSCI 5110 Writing for Publication (2 credit hours)

The course provides 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, scope of practice, and the public, private and governmental influences affecting health care delivery. Students will explore 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. Prerequisites: HSCI 5106 Applied Statistics [may be taken concurrently].

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 include recruitment, hiring, performance evaluations, risk management, purchasing, credentialing, and the development and implementation of policies. 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. Prerequisite: HPE Students: HSCI 5204 Educational Leadership; CHE Students: HSCI 5017 Program Planning

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 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. Prerequisites: HSCI 5106 Applied Statistics.

HSCI 5306 Clinical Teaching (3 credit hours)

The course provides an overview of teaching in the clinical, laboratory, community, 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. Prerequisites: HSCI 5106 Applied Statistics; HSCI 5102 Principles of Instructional Design; HSCI 5100 Learning Theories and Student Behaviors.

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

The 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. Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine.

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

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. Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine.

HSCI 5402 Leadership for Clinicians (3 credit hours)

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. Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine.

HSCI 5997 Thesis/Special Project Preparation (0 credit hour, CR/NCR)

Students establish the basis for the Thesis by a) obtaining approval of their research topic, b) designing the research question, c) completing the Thesis Prospectus document, d) completing the NIH certification for the protection of research subjects, and e) constructing a draft IRB application. Upon satisfactory completion of the course elements, the student will be permitted to enroll in HSCI 5998 Thesis/Special Project Part I. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods.

HSCI 5998 Thesis/Special Project I (1 credit hour, CR/NCR)

Students will complete Chapters 1-3 of the traditional five-chapter thesis format. Prerequisites: HSCI 5997 Preparation for Thesis/Special Project and assignment of Thesis Chair; HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods. Students must have completed a minimum of 9 credit

hours of study. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods; HSCI 5997 Thesis/Special Project Preparation.

HSCI 5998A Thesis/Special Project I Continuation (0 credit hours, CR/NCR)

Students who achieve meaningful progress but do not complete the elements of Thesis/Special Project I in the semester in which they enrolled may continue their work in HSCI 5998A Thesis/Special Project 1 Continuation. Students may register for continuation for a total of two (2) semesters. In the event that HSCI 5998 course elements are not accomplished by the end of two (2) semesters of continuation, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Enrollment in the course is not required during the summer term. The student is assessed a continuation fee for each semester they are enrolled in the course. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods; HSCI 5997 Thesis/Special Project Preparation; a grade of "I" or "IP" in HSCI 5998 Thesis/Special Project I.

HSCI 5999 Thesis/Special Project II (1 credit hour, CR/NCR)

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. Prerequisite: Completion of HSCI 5998 Thesis/Special Project Part I.

HSCI 5999A Thesis/Special Project II Continuation (0 credit hours, CR/NCR)

Students who achieve meaningful progress but do not complete the elements of HSCI 5999 Thesis II in the semester in which they enrolled may continue their work in HSCI 5999A Thesis/Special Project II Continuation. Students may register for continuation for a total of two (2) semesters. In the event that HSCI 5999 course elements are not accomplished by the end of two (2) semesters of continuation, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Enrollment in the course is not required during the summer term. The student is assessed a continuation fee for each semester they are enrolled in the course. Prerequisite: HSCI 5998 Thesis/Special Project I; A grade of "I" or "IP" in HSCI 5999 Thesis/Special Project II.

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 Award
- Jayzona Alberto & Helen Musharbash Health Science Alumni Scholarship

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 2019 | |
|----------------------|--|
| August 7-9, 2019 | Orientation/Welcome Week |
| August 10, 2019 | Convocation/White Coat Ceremony |
| August 19, 2019 | Fall Classes Begin |
| August 23, 2019 | Last Day to Add Fall Classes |
| August 30, 2019 | Last Day to Drop Fall Classes |
| September 2, 2019 | Labor Day – No Classes |
| October 14, 2019 | Columbus Day/Indigenous People’s Day – No Classes |
| October 16, 2019 | Mandatory Fall Student Meeting |
| November 4, 2019 | Last Day to File Advancement to Candidacy for 2020 Graduates |
| November 27-28, 2019 | Thanksgiving Holiday – No Classes |
| November 29, 2019 | Last Day for Oral Defense |
| December 6, 2019 | Fall Classes End |
| Spring 2020 | |
| January 6, 2020 | Spring Classes Begin |
| January 10, 2020 | Last Day to Add Spring Classes |
| January 17, 2020 | Last Day to Drop Spring Classes |
| January 20, 2020 | Martin Luther King Day – No Classes |
| February 17, 2020 | President’s Day – No Classes |
| March 11, 2020 | Mandatory Spring Student Meeting |
| March 16, 2020 | Spring Break Begins |
| March 23, 2020 | Spring Classes Resume |
| April 24, 2020 | Spring Classes End |
| April 30, 2020 | Comprehensive Exam for 2020 Graduates |
| May 1, 2020 | Last Day to Complete Oral Defense |
| Summer 2020 | |
| April 27, 2020 | Summer Classes Begin |
| May 1, 2020 | Last Day to Add Summer Classes |
| May 7, 2020 | Awards Ceremony, 2020 Graduates |
| May 8, 2020 | Last Day to Drop Summer Classes |
| May 13-15, 2020 | Commencement |
| May 25, 2020 | Memorial Day – No Classes |
| June 26, 2020 | Summer Classes End |