

Western University of Health Sciences

# College of Health Sciences

**Master of Science in Health Sciences (MSHS)  
2022/2023 Catalog**

## COVID-19 Impact

The contents of this 2022-2023 catalog reflect standard operating conditions for the academic year. However, the global COVID-19 pandemic has resulted in a rapidly changing environment for higher education, and Western University of Health Sciences will respond to those changes in the interest of the health and well-being of all our students, faculty, staff, and administration. Changes to COVID-19 Vaccine policy, procedure and practice may be necessary from time to time, and these changes will be published using typical communication channels, including mail, email, publication to the [university web site](#), press releases, and other channels as deemed appropriate. These changes may supplement and supersede any inconsistent provisions found in this Catalog.

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# 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](mailto: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

Offered completely online, 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.
5. Demonstrate ethical values, humanism, caring, and compassion in the Health Professions Education and Community Health Education professions.

## Basic Competencies (Outcomes)

The Department of Health Sciences 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. Coursework 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:**
  - a. 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.

<b>WesternU Outcome Domain(s):</b> <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.

<b>WesternU Outcome Domain(s):</b> <b><i>Life-Long Learning</i></b>	
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.
<b>WesternU Outcome Domain(s):</b> <b><i>Critical Thinking, Breadth and Depth of Knowledge in the Discipline/Clinical Setting</i></b>	
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.
<b>WesternU Outcome Domain(s):</b> <b><i>Interpersonal Communication Skills, Collaboration Skills</i></b>	
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.
<b>WesternU Outcome Domain(s):</b> <b><i>Ethical and Moral Decision-Making Skills, Humanistic Practice</i></b>	
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 six 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 (<sup>HF</sup>CDHP) 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 Capstone/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 and spring semesters. 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 (<sup>HF</sup>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 <sup>HF</sup>CDHP office.

### Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2022/2023 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. The TOEFL/IELTS exam will be waived for permanent and temporary residents of the United States who have completed at least six semester units of College English/English Composition from a regionally accredited U.S. institution, or a foreign country whose native language is English (e.g., Canada, Australia, Great Britain, New Zealand and the British West Indies). All other international applicants are required to take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). For information, please consult the TOEFL services website at <http://www.ets.org/toefl> or the IELTS website at <https://www.ielts.org/en-us> Minimum score requirements are as follows:

**TOEFL:**

- An 89 (23 speaking, 22 writing, 22 reading and 22 listening) on the Internet-Based TOEFL (IBT) is required
- Official scores must be submitted at the time of application
- TOEFL scores are valid for two years

**IELTS** minimum recommended score: 6.5

4. Two 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 per the schedule on the website. *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  
[Prospective New Student Application Website](#)

### **International Students**

It is highly recommended that international applicants contact the Director of International Student Services at (909) 469-5541 prior to submitting an application.

### **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 by 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 Chair, 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**

Part-time WesternU students, those enrolled in programs where the entire curriculum is delivered online, and students only enrolled in Capstone/Thesis/dissertation continuous registration courses are exempt from the University's comprehensive health insurance requirement. However, all WesternU students may enroll in the student health insurance plan, regardless of their exemption status. For additional information, 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 Capstone/Thesis/Special Project I, and HSCI 5999 Capstone/Thesis/Special Project II. Students not enrolled in coursework or Capstone/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**

Participation in all Welcome Week activities is mandatory for all incoming first year students. Failure to participate in 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:

<b>0-20% of Course Completed</b> (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
<b>20-99% of Course Completed</b> (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.
<b>100% of Course Completed</b> (Based on Course Start/End Dates)	Course is assigned the grade earned.

### **Add/Drop and Withdrawal from Courses**

It is the policy of the WesternU College of Health Sciences (CHS), Department of Health Sciences that in order to drop a class for which the student has previously registered, the student must submit a Change of Registration/Add-Drop form on-line or to the Department of Health Sciences, no later than the end of the third week of classes of each semester.

#### *Adding a Course*

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

#### *Course Withdrawal*

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

#### *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 may 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 2022/2023 academic year (subject to change) are as follows:

\$662.00	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
\$650.00	HSCI 5998A/5999A –Capstone/Thesis Continuation Fee
\$50.00	Continuous Registration Fee
\$30.00	Registration Late Fee (per business day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$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 Office Suite (Including Word, Excel, and PowerPoint) or iWorks
- High-speed Internet Service
- 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 appropriate Collaborative Institutional Training Initiative (CITI) 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 Learning Management System (LMS) 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 WesternU 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 Assistant Deans of Student Affairs or the Department Chair. It is the responsibility of the student to meet periodically with their advisor. A student on probation must meet with their advisor and the Assistant Deans of Student Affairs at least once a month, or as specified by the terms of probation.

### Attendance

Per the University catalog, class attendance is mandatory. As MSHS courses may be asynchronous, attendance is calculated by students logging in to their online LMS account within the first three days of the term. 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.
- The first session of every course taken throughout the entire program (by logging into the online LMS within the first three days of the term).
- 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.
- Capstone/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 their 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, 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.

- Cell phones/ electronics must be on “silent” or “off”
- 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; and (2) Make your visit to the restroom brief and efficient.

## Zoom Policies and Procedures

As an online program, the Department of Health Sciences has set forth a policy regarding student attendance and participation for lectures via Zoom. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or LMS announcements when a change is made.

Any noncompliance with this policy may result in a referral to the SCC as an alleged violation of University or College student conduct policies.

Students will be required to use a computer to connect to their WesternU student Zoom account. Cell phones may not be normally used during class session. Students will log into the Zoom session from a stationary structure (i.e. house, apartment, condo, etc.) conducive to learning. This means that traveling in a car and using a cell phone to attend a Zoom session is not accepted nor approved behavior. Students must adhere to the following:

1. Student is required to attend class via Zoom using their WesternU account (please refer to course syllabi for attendance instructions).
2. First and last names MUST display on the student’s Zoom account. If a student prefers to be called by a different name, they must display the name as such. Ex: John “Johnny” Doe
3. Student will be muted upon entry into the Zoom session but will always be required to have their video turned on.
4. Students must be in direct view of their camera throughout the ENTIRE class session excluding scheduled class breaks. During class breaks, video can be turned off, and the student must not exit the Zoom session. If a student’s video is turned off for an extended period, the student will be removed from the session and may result in a loss of participation points or class materials.
5. Internet connectivity can sometimes be an issue. Students are to ensure that they have the speed and bandwidth necessary to participate in the curriculum without limited issues.



6. Students are encouraged to be aware of others in the same household who may be using the Internet simultaneously. In the case of an emergency such as the Internet being down, a student may use a cell phone for the Zoom session with consent of the instructor of record.
7. Students must wear appropriate school attire during the Zoom session. Not doing so is considered unprofessional. This may result in a loss of participation points in the course.
8. Private Zoom chats will be disabled by the Instructor of Record in the course.
9. If a student has a question during the lecture, they are to utilize the “raise hand” feature on Zoom (located at the bottom of the screen).
10. If selecting a virtual background, students must select a clean background that is not distracting and lecture appropriate.

### **Zoom Exam Protocol**

Students will be required to “re-create” the classroom setting required for exams. This means that students will be expected to have a secondary device, either a tablet or phone, which will remain functional for proctoring during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

#### ***Preparation – Done the Day Prior to the Exam***

1. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking space. The desk or table where they are taking the exam should be empty or draped. Students should not have any visuals directly in front of or sides of the test space.
2. Make sure they have reliable Wi-Fi connectivity in the area they will be testing in.
3. Any notes and other written documents should be removed from the computer or laptop in which the student uses for testing.
4. Test area will have the secondary device and ensure that the device can be plugged in and/or remain charged throughout the testing period.
5. The secondary device must be positioned so that the camera captures a clear view of the student’s keyboard, screen, workspace, and face during the exam via a side/lateral view.
6. The student will need a portable/erasable white board with dry erase markers and eraser. This may only be used during testing when permitted by the Instructor of Record.
7. The student must put their secondary device in Do Not Disturb mode after connecting to the Zoom session. This will allow the student to concentrate without interruptions to the student or the video feed. Any disruptions to the video feed during the exam will be deemed “suspicious activity” which could be subject to review by the Instructor of Record and/or the program chair.

#### ***Day of the Exam***

1. Students must remove any smartwatches and other electronic devices (if applicable) prior to the test.
2. Students are expected to log-on 15-30 minutes prior to the scheduled Zoom meeting using the meeting information provided by the Instructor of Record.
3. The student’s set-up should be according to instructions from the section above titled “Preparation.”
4. Students may have the erasable white board to write down notes after the start of the exam if permitted by the instructor of record.
5. Upon entering the test “environment” students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).

6. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the Zoom meeting chat box.
7. Exam password will be available via Zoom shared screen just prior to the start of the exam.
8. Students are to log-on to Examssoft within five (5) minutes of receiving the password. Any technical difficulty that may students experience, are to be sent to the proctor immediately using Zoom chat.
9. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
10. Students are to have their Zoom profile on “mute audio.”
11. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the proctor only. The chat may be saved with the video to the Chair of the Department.
12. Students are NOT to leave the test setting under any circumstances during the exam – except when there is an emergency at which point the student must check with their proctor before leaving.
13. The student’s test will need to be uploaded within five (5) minutes by the end of the testing period.
14. Once the student has submitted the exam, they will show their Green/Uploaded screen along with their cleaned white board to the Proctor for five seconds on Zoom to be excused.
15. Finally, the Zoom session may be video recorded during the exam period and any suspicious behavior will be reviewed by the instructor of record and/or the Chair of the department and result in a “0” on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SCC and result in adverse action, up to and including to dismissal from the program.

### **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 WesternU email accounts twice 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, Assistant Deans of Student Affairs, 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, they 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 the LMS 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.

### **Capstone/Thesis Continuation**

In the event that a student requires additional time to complete the Capstone/Thesis coursework during either Part I or Part II, the student 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 Capstone/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.

### **Protocol for Input on Matters of Student Concern**

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 faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College 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. The Department Chair will inform the Assistant Deans of Student Affairs regarding the issue.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter. The Department Chair will inform the Assistant Deans of Student Affairs regarding the issue.

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. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

## 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 Assistant Deans of Student Affairs. 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 the student's 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 CHS-SCC, the student's status will not be altered except for reasons of the student's 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, the Assistant Deans of Student Affairs, 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 Progress Committee (SPC). The SPC may recommend the appropriate action, which may include but is not limited to 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).

### **Student Progress Committee**

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.

### **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 the student:

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

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their 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, the Assistant Deans of Student Affairs, 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 chair. 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, they 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 they have 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) the student 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.

### ***Academic Suspension***

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, he or she is also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

### ***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.

## 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 their 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

Offered completely online, the Master of Science in Health Sciences is designed to be completed in one to 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 credit hour requirements 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 Capstone/Thesis and complete the Comprehensive Examination.

Students enrolled in the MSHS program prior to Fall 2022 must complete a minimum of 34 credit hours for the MSHS degree. Students who matriculate into the MSHS program beginning Fall 2022 must complete a minimum of 42 credit hours. The course listings are below, listing both the 34 credit hour program and the 42 credit hour program separately.

### 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
		<b>34.00</b>



### ***Community Health Education (CHE) Concentration***

<b>Subject/Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
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
<b>Total Required Credit Hours:</b>		<b>34.00</b>

### ***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).

<b>Subject/Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
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
<b>Total Required Credit Hours:</b>		<b>34.00</b>

### ***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.

<b>Subject/Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
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
<b>Total Required Credit Hours:</b>		<b>34.00</b>

### **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.

#### ***Capstone/Thesis/Special Project***

Two (2) credit hours of Capstone/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 Capstone/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 Capstone/Thesis/Special Project I.

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

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

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

If a student requires additional time to complete HSCI 5998 Capstone/Thesis/Special Project I, the student will continue their work under the direction of the faculty. Should the student not complete all of Capstone/Thesis/Special Project I requirements after two (2) semesters of continuation, a grade of NCR for Capstone/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 Capstone/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 Capstone/Thesis/Special Project I.

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

Upon completion of HSCI 5998 Capstone/Thesis/Special Project I, students may register for HSCI 5999 Capstone/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 Capstone/Thesis process.

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

If a student requires additional time to complete the HSCI 5999 Capstone/Thesis/Special Project II, the student 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 Capstone/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 Capstone/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 Capstone/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 21<sup>st</sup> 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 Capstone/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 Capstone/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 is 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. 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 Capstone/Thesis/Special Project Preparation (0 credit hour, CR/NCR)**

Students establish the basis for the Capstone/Thesis by a) obtaining approval of their research topic, b) designing the research question, c) completing the Capstone/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 Capstone/Thesis/Special Project Part I. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods.



**HSCI 5998 Capstone/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 Capstone/Thesis/Special Project and assignment of Capstone/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 Capstone/Thesis/Special Project Preparation.

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

Students who achieve meaningful progress but do not complete the elements of Capstone/Thesis/Special Project I in the semester in which they enrolled may continue their work in HSCI 5998A Capstone/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 Capstone/Thesis/Special Project Preparation; a grade of "I" or "IP" in HSCI 5998 Capstone/Thesis/Special Project I.

**HSCI 5999 Capstone/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 Capstone/Thesis/Special Project Part I.

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

Students who achieve meaningful progress but do not complete the elements of HSCI 5999 Capstone/Thesis II in the semester in which they enrolled may continue their work in HSCI 5999A Capstone/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 Capstone/Thesis/Special Project I; A grade of "I" or "IP" in HSCI 5999 Capstone/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

<b>Fall 2022</b>	
August 1-5, 2022	Orientation/Welcome Week
August 6, 2022	Convocation/White Coat Ceremony (Tentative)
August 15, 2022	Fall Classes Begin
August 19, 2022	Last Day to Add Fall Classes
August 26, 2022	Last Day to Drop Fall Classes
September 5, 2022	Labor Day – No Classes
November 11, 2022	Veterans Day – No Classes
November 24-25, 2022	Thanksgiving Holiday – No Classes
December 9, 2022	Fall Classes End
<b>Spring 2023</b>	
January 3, 2023	Spring Classes Begin
January 6, 2023	Last Day to Add Spring Classes
January 13, 2023	Last Day to Drop Spring Classes
January 16, 2023	Martin Luther King Day – No Classes
February 20, 2023	President’s Day – No Classes
March 13, 2023	Spring Break Begins
March 20, 2023	Spring Classes Resume
April 29, 2023	Spring Classes End
<b>Summer 2023</b>	
May 1, 2023	Summer Classes Begin
May 5, 2023	Last Day to Add Summer Classes
May 12, 2023	Last Day to Drop Summer Classes
May 17, 2023	College of Health Sciences Commencement Ceremony
May 29, 2023	Memorial Day – No Classes
June 24, 2023	Summer Classes End