



# Master's Student Graduate Handbook

2018 -2019

Department of  
Health Sciences  
101 Linthicum  
Hall Towson  
University

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## INTRODUCTION

This handbook has been prepared to provide the graduate student in Health Science with an overview of programs and procedures for the orderly development of a graduate program of study. It is intended to supplement the information provided in the Towson University Graduate Catalog.

The major purpose of the Handbook is to provide helpful information to assist the graduate student in receiving a professionally and personally rewarding graduate education. No information contained in this informal guide negates any of the policies and procedures of the Graduate Catalog.

Students should be thoroughly familiar with procedures required by both the Office of Graduate Studies and the Department of Health Sciences. Many of the procedures require initiation by the student before action is taken. A personal checklist is provided to remind the student of steps to be taken in completing the various requirements. It is also recommended that the student prepare a permanent personal file of all correspondence with the University.

The Health Sciences Faculty welcomes you, and wishes you a most successful and positive learning experience.

## **ABOUT TOWSON UNIVERSITY**

### **Towson University**

Towson University is the oldest and largest of Maryland's state colleges. Towson University was granted university status as of July, 1976. Graduate studies at what was then Towson State University began in June, 1958. Towson University is accredited by the Middle States Association of Colleges and Secondary Schools, the Maryland State Board of Education and the National Council for the Accreditation of Teacher Education. The University is a member of the American Council on Education and is approved by the American Association of University Women.

### **Department of Health Sciences**

The Department of Health Sciences was created in 1969 as a separate department within the University to prepare school health education teachers at the baccalaureate level. In 1971, the undergraduate program in community health was added. The Master's of Science in Health Science program was initiated in the Fall of 1976. Current undergraduate enrollment is approximately 250 students, and graduate enrollment is approximately 200 students.

### **Administration and Coordination**

The Department Chairperson, Dr. H. Wayne Nelson, is the chief administrative officer for the Department. The coordination of activities within the graduate program is performed by the Program Director, Dr. Niya Werts, [nwerts@towson.edu](mailto:nwerts@towson.edu) (410-704-2378). Inquiries about the Master's of Science degree should be directed to the Program Director.

## **THE MASTER'S OF SCIENCE IN HEALTH SCIENCE PROGRAM**

The Master's of Science degree in Health Science is designed to meet the needs within the State of Maryland for graduate-trained professionals to work in educational, medical care, community and worksite settings. The program is intended both for people with classroom or work experience in the health sciences or related fields as well as those seeking to expand their expertise to include the field of health science. It is particularly well suited to people who have been in the work force and now wish to receive additional education to enhance their performance as well as their competitiveness on the job. There are three concentrations available within the Master's of Science in Health Science program: School Health Education, Community Health, and Administration. Students may also blend and complete the degree with two concentrations.

The distinctiveness of the Master's of Science in Health Science program is its emphasis on pragmatic applications derived from theory. The program is based on the core approach of providing a sound academic base in the principles of education and training, research, and behavioral sciences. It requires a concentration of graduate work within the Department of Health Sciences, and supporting coursework from this or other University departments. Discretionary courses are selected with faculty advisement to contribute toward the student's individual professional goals.

### **General Program Objectives**

Program objectives include the following personal and professional behaviors:

1. Assimilation of facts, theories and principles basic to health science as well as in the supporting behavioral and administrative areas to meet professional practice goals,
2. Application of the scientific method to problem solving and decision making, followed by the formulation of plans leading to the achievement of desired goals,
3. Ability to speak and write effectively,
4. Development of a sense of responsibility for one's decisions and actions, as well as the understanding of the need to assume responsibility for the action of subordinates,
5. Ability to engage in creative as well as analytical and inductive thinking with regard to health science, and
6. Development of a sense of confidence, allowing one to act independently within the realm of one's authority as a health science professional.

## ADMISSION PROCEDURES AND REQUIREMENTS

### Admission Process

To apply to the Health Science graduate program, prospective students complete the online application available to them: <http://grad.towson.edu/applyNow/default.asp>. The applicant also arranges for official transcripts to be sent to the University. Do not send general application materials to the Department as this will only delay review of your request.

It is encouraged that the complete application be submitted at least 8-10 weeks before the semester a student desires to enroll in graduate courses. A policy of "rolling admissions" is in effect, i.e., there is no final date for applications nor is there a limit to the number of students who may be admitted. ***Because of rolling admissions, the Department is unable to guarantee that students will be able to register for classes at the time of their admission to the program.*** Timely applications will increase the likelihood of being able to register while room remains in classes of interest to the applicant.

### Admission Requirements

Admission to the Master's program in Health Science may be secured in two ways.

1. The Master's program requires an undergraduate degree in a health science field (e.g., nursing, health education, psychology, etc.) OR substantial upper-division course work in those fields OR experience in those same areas (as determined by the Program Director). In addition, applicants must have earned a grade of 'B' or better in a previous statistics (or equivalent) course *and* maintain a minimum GPA of 3.00 to be admitted to the Master's program. Conditional admission may be granted to students whose GPA is at least 2.75. All GPA calculations for admission are performed by the Admissions Office and based upon the University's definition of the applicant's last 60 credits of undergraduate and post-baccalaureate study. Questions regarding that calculation should be directed to the Admissions Office.
2. Also eligible for conditional admission are individuals without the stipulated educational or experiential foundation. In such cases, the successful applicant would seek admission through the Health Orientation Track. To qualify for admission to the Health Orientation Track, candidates must send to the Health Science Program Director (NOT the Admissions Office): a personal statement (no more than 500 words) that establishes why they seek admission to the Master's program and how they see themselves using the degree; have at least three years documented full-time work experience; have earned a grade of 'B' or better in a previous statistics (or equivalent) course; and maintain a minimum GPA of at least 2.75). All GPA calculations for admission are performed by the Admissions Office and based upon

the University's definition of the applicant's last 60 credits of undergraduate and post-baccalaureate study. Questions regarding that calculation should be directed to the Admissions Office. The designation of "conditional admission" to the Health Orientation Track means that, at the time of admission, three courses are specified for the student's enrollment. The student must complete those three courses and sustain an academic average that complies with University requirements for conditional admission.

### **Degree Requirements**

The Master's program in Health Science requires successful completion of **36 credits**. For students in School Health Education, 18 credits are identified for the student by the Department of Health Sciences, with the remainder derived from elective offerings; in Community Health, 18 credits are stipulated by the Department; and for those enrolled in the Administration Concentration, 15 credits constitute mandatory enrollment. Students with two concentrations also complete 36 credits, registering for required courses in both of their declared concentrations

Students admitted through the Health Orientation Track must complete the following:

- HLTH 603 Emerging Issues and Frameworks in the Health Nation (3cr)
- HLTH 618 Introduction to Public Health (3cr)
- Third course consistent with the student's concentration, to be chosen with approval of the student's faculty advisor (3cr).

Registration in these courses is strongly encouraged before enrollment in program requirements of the student's concentration. The three courses must be completed before the student is eligible for graduation, and will be considered part of elective coursework for all program concentrations.

## ADVISEMENT AND PROGRAM PLANNING

### **Pre-Admission Advisement**

Pre-admission advisement is available as needed by phone, e-mail, or by appointment with the Program Director (nwerts@towson.edu). By careful reading of the printed materials and discussion with the Program Director, the potential student may clarify goals and begin to plan a specific program that meets the student's personal aspirations.

### **Advisement After Admission**

Advisement is available by telephone, e-mail, appointment and periodically announced meetings. At the time of admission, students are assigned a faculty member as their personal advisor. Students also receive a tentative Program of Study. Students are encouraged to initiate at least one conversation with their faculty advisor each semester. While the Program Director is available to all students, your individual faculty advisor will be able to handle your questions on a regular basis.

### **Advisement Tips**

1. Keep in your possession a copy of the Towson University Graduate Catalog for the year you entered the program. It identifies University policies and procedures which apply to your progress.
2. File a signed (by yourself and your advisor) copy of your Program of Study with the Program Director, retain a copy for your personal records, and send your advisor one copy. If changes occur in your Program of Study, remember to modify the form held by the Program Director and your advisor. Program of Study forms, as well as a projected course schedule, may be obtained from the Program Director and on-line at the program website.
3. Students conducting Projects or Theses are encouraged to obtain Guidelines for Preparing a Project/Thesis, from the Office of Graduate Studies.
4. Application for graduation is made through the Office of Graduate Studies. Consult the Graduate Catalog (<http://grad.towson.edu/graduation/apply.asp>) for the schedule applying to each semester's application due date and graduation exercises.

### **Student Advisement Activities**

Student-faculty communications and student planning are encouraged. To facilitate this process, each student is provided with the following:

1. The Health Science Graduate Newsletter, which is e-mailed to students twice per year.
2. A personal faculty advisor. It is the student's responsibility to initiate and sustain contact with the advisor.
3. Correspondence from the Program Director. Students are notified of important changes, reminders, and other information as needed.
4. Projected course schedule. While projections are subject to change, the anticipated schedule is helpful when planning future enrollment. The projected schedule is available at the program website.

### **Graduate Student Progress Checklist**

The following checklist can be used to plan major activities and requirements of the program. The checklist does not replace completion of the Program of Study nor faculty advisement.

## GRADUATE STUDENT PROGRESS CHECKLIST

### STUDENT ACTION

1. Obtain program information \_\_\_\_\_
2. Official admission received \_\_\_\_\_
3. Communicate with assigned faculty advisor \_\_\_\_\_
4. Begin and file a signed copy of your Program of Study with the Program Director and your faculty advisor \_\_\_\_\_
5. Complete 3-course requirement (if Health Orientation Track student) \_\_\_\_\_
6. Complete coursework \_\_\_\_\_
- 7A. FOR THESIS OPTION (if selected) \_\_\_\_\_
  - a. Obtain a copy of "Guidelines for Project and Thesis"
  - b. Identify Chairperson & Committee Members
  - c. Defend Thesis proposal
  - d. Complete accepted Thesis proposal
  - e. Receive approval of completed Thesis
  - f. Present oral defense of completed Thesis
  - g. File Thesis with Office of Graduate Studies
- 7B. FOR PROJECT OPTION (if selected) \_\_\_\_\_
  - a. Obtain a copy of "Guidelines for Project and Thesis"
  - b. Identify Chairperson
  - c. Complete accepted Project proposal
  - d. Receive approval of completed Project
  - e. Present oral defense
  - f. File Project with Program Director
8. File application for graduation; pay fees \_\_\_\_\_
9. Submit portfolio and signed/updated Program of Study \_\_\_\_\_
10. Graduate! \_\_\_\_\_

## Faculty and Their Interests

Andrea Brace, PhD (410-704-4218) [abrace@towson.edu](mailto:abrace@towson.edu)  
Healthy eating behaviors (College)  
Stealth Interventions  
GIS Mapping  
Worksite Health Ptomoton

Lillian Cook Carter, PhD (410-704-4220) [lccarter@towson.edu](mailto:lccarter@towson.edu)  
Mental Health  
Nutrition  
Physical Fitness  
Human Sexuality  
Environmental Issues

Patrick Herbert, PhD, CHES (410-704-2637) [pherbert@towson.edu](mailto:pherbert@towson.edu)  
Child and Adolescent Obesity  
Worksite Wellness Programs  
Effective Health Education Curricula and Teaching Strategies  
Coordinated School Health Programs

Laurencia Hutton-Rogers, DrPH, CHES (410-704-4222) [lhuttonrogers@towson.edu](mailto:lhuttonrogers@towson.edu)  
Maternal and Child Health  
Religion and Health  
Sexual and Reproductive Health  
Minority Health

Caroline McNicholas, PhD (410-704-3865) [cmcnicholas@towson.edu](mailto:cmcnicholas@towson.edu)  
Violence and Injury Prevention  
Bullying  
Mental Health Promotion  
Health Literacy  
Health disparities among people with disabilities

Mary Helen McSweeney-Feld, PhD (410-704-4219) [mcsweeneyfeld@towson.edu](mailto:mcsweeneyfeld@towson.edu)

Health Care Financial Management and Insurance Long-term Care Administration  
Cultural Competency in Healthcare Organizations

H. Wayne Nelson, PhD (410-704-4845) [wnelson@towson.edu](mailto:wnelson@towson.edu)

Department Chair

Long Term Care  
Nursing Homes

Patient Rights  
Health Administration

Deitra Wengert, PhD, MCHES (410-704-4215) [dwengert@towson.edu](mailto:dwengert@towson.edu)

Emergency Care Systems  
Stress Management  
Sex Education/Family Living and Life

First Aid Training  
School Health  
Alcohol and Drug Education

Niya Werts, PhD (410-704-2378) [nwerts@towson.edu](mailto:nwerts@towson.edu)

Health Informatics  
Health Literacy  
Sexual Health  
Minority Health

## **EXPECTATIONS FOR GRADUATE STUDENT WRITING**

To be awarded the Master's degree indicates more than the acquisition of substantive knowledge. The degree also reflects the recipient's ability to reason and to communicate at an advanced level. Students' ability to express themselves via the written word is an important marker of their communication competence. While writing is important to all graduate classes, three classes are designated for observation of students' writing abilities: HLTH615, 617, 639. The designation of these specific classes instead means that students' writing will be scrutinized with the intent of helping to identify students' writing deficiencies (where they exist) sooner rather than later in their graduate careers.

When writing for each class, remember that you are expected to produce work that is consistent with graduate level expectations. That means your written work will include appropriate sentence structure, word usage, grammar, spelling and punctuation. Content will be well-developed, displaying your ability to think clearly and creatively. When appropriate, your work will display an ability to use sources to support your argument. Citations will be correct and correctly placed in your text. Thorough proofreading of text as well as citations will also be expected. It goes without saying that plagiarism will result in serious penalty, including the possibility of an automatic 'F' for the course(s) in question.

The indicated three courses typically occur early in a student's Program of Study. As such, they provide the instructor, the Department and -- most importantly -- the student with knowledge that can help to complete the Master's degree with maximum success. When students' written work is determined to be problematic, it will be noted in the student's file and along with faculty recommendations to the student regarding how to address the concern.

## PORTFOLIO REVIEW

As of September 2006, all graduate students are required to maintain a professional portfolio as partial fulfillment of requirements for the Master's in Health Science. The portfolio consists of work samples collected throughout students' enrollment in the program, their personal feedback on those samples, as well as a self-reflection specifically designed for the portfolio. Necessary items will be collected throughout students' Master's career. Therefore it will be important to periodically review the portfolio's components to assure that necessary documents are retained. Responsibility for maintaining the portfolio is the student's. Periodic meetings with your faculty advisor are recommended, not only to consider progress toward the Master's in Health Science but also selections for inclusion in your portfolio.

Why a portfolio? The professional portfolio is intended to benefit both the student and the Department. For the student, the portfolio pulls together feedback and accomplishments secured throughout your Master's program. In so doing, the portfolio should reflect professional development consistent with a Master's in Health Science. The portfolio also offers an opportunity for self-reflection, to establish a personal sense of development and accomplishment of professional goals. Through this process, students will accumulate concrete reminders of where they excelled as well as areas for further development. The Department, in turn, uses students' professional portfolios to explore the effectiveness of our program. By reviewing students' portfolios, we obtain valuable insights into both strengths and areas in need of further improvement.

**PROCESS:** As students approach completion of their Master's program, each Master's candidate will submit a portfolio to the Program Director. The Program Director will review all portfolios and thereafter, distribute them to Health Sciences faculty members with expertise in students' program concentration(s) (i.e., School Health Education, Community Health, and Health Administration). Each portfolio will receive at least two reviews. To be cleared for graduation, each student must submit a portfolio that satisfies all portfolio requirements (identified below). Portfolios will be described as exceeding, meeting or falling below departmental expectations based upon the two (minimum) faculty reviews. Where individual faculty members differ in their assessment of a portfolio, the faculty will meet and arrive at a consensus description of the portfolio.

**SCHEDULE:** Dates to submit portfolios are determined by your registration for graduation. Those planning a May commencement must submit a complete portfolio to the Program Director no later than April 1; for August proceedings, July 1; and for those graduating in January, portfolios are due to the Program Director no later than November 1. Students will not be cleared for graduation until their mandatory portfolio is submitted. The portfolio requirement is not negotiable. Portfolios submitted after students' due date will automatically postpone graduation clearance until the next University commencement.

**STRUCTURE:** Portfolio materials must be submitted in a hard cover, three-ring binder. Each section is to be clearly labeled. A labeled tab should accompany each portion of the portfolio. All personal identifying characteristics must be removed (e.g., 'wite-out,' covered with paper, blackened, or otherwise obscured) from all work. Students will NOT redo assignments for purposes of inclusion in the portfolio. Instead, they will include exhibits that are the original (or copy of the original), with faculty comments on them. The Program Director will assign a unique student identifier to each portfolio as it is submitted. Materials will be returned to all students upon completion of the portfolio review. It is the student's responsibility to communicate with the Program Director in the event you do not have specific items required for the portfolio. Substitutions will be made only at the discretion of the Program Director.

Each section will begin with a cover page (no more than one page, double-spaced, Times New Roman, 12-point font) in which you explain why you chose that particular work as responsive to the section's stipulations; and what you learned from completion of that work in response to specific questions posed below. Cover pages should be consistent with Master's level writing, incorporating only correct grammar, punctuation, sentence structure, and so forth.

## **PORTFOLIO COMPONENTS**

All portfolios will begin with a title page. On it, type only your anticipated date of graduation (e.g., May 2005) and program concentration(s).

Tab 1: Substantive Expertise (spoken and written)

- a. one writing sample not to exceed 5 pages (e.g., term paper, article review, selection from larger paper) from a course required of your concentration(s) – other than HLTH615, 625 or 785. This paper should display your mastery of content important to your concentration; and
- b. one evaluation of an in-class presentation given by you during your Master's career

In Tab 1's cover page, please describe how these documents reflect your growth – in both written and spoken word -- as a professional. Comment also on how these selections reflect your ability to assimilate facts, theories and principles basic to health science as well as supporting disciplines.

Tab 2: Analytic Expertise

- a. two literature reviews from HLTH 625 OR HLTH785 research proposal; and
- b. draft (or final) Chapter 1: Introduction to the Problem from HLTH625 OR HLTH785 research proposal

In Tab 2's cover page, please indicate why these selections capture what you have learned about your analytic abilities. In particular, comment on how these selections demonstrate your ability to engage in creative analytical and inductive thinking with regard to health science.

### Tab 3: Quantitative Expertise

- a. one assignment from HLTH615 (can be homework or paper); and
- b. one exam from HLTH615

In Tab 3's cover page, please indicate why the two entries capture what you have learned about your quantitative abilities. In particular, comment on how these selections demonstrate your ability to apply the scientific method to problem solving and decision making in health science.

### Tab 4: Self-Reflection

In this concluding section, provide a brief reflection (no more than three pages, double-spaced, Times New Roman, 12-point font) on your personal development over the course of your Master's program. Discuss who you were -- as a health science professional -- at the beginning of your studies relative to who you are as you approach completion of your degree. If well-considered, the self-reflection provides you the opportunity to consider how you will use your program experiences in life after the Master's career; how the program contributed to a sense of responsibility for your actions as a professional; as well as how it contributed to your sense of confidence and independence as a health science professional.

## **ASSESSMENT CRITERIA FOR MASTER'S STUDENT PORTFOLIOS**

Contents of the portfolio are cross-cutting in terms of their reflecting students' satisfaction of program goals. For that reason, no one selection can be considered as a reflection of a single program or learning objective. Students' overall performance is established relative to criteria provided in the rubric below. For each criterion, faculty will indicate whether the student's performance exceeds, meets or falls below expectations of a graduating Master's student in the student's concentration(s).

### **Explanation of Assessment Criteria**

- a. ability to assimilate facts, theories and principles basic to health science and to student's concentration(s) that establish students' information literacy and technological competency

exceeds: assembles relevant, substantial and complete information; uses multiple sources for information; selections demonstrate understanding of implications of information

meets: collects ample information; material sufficient to meet assignment needs; uses multiple resources appropriate to task

below: collects insufficient information appropriate to tasks; limited resource use; information often irrelevant and incorrect

b. ability to apply the scientific method to problem solving and decision making  
exceeds: uses evidence accurately and logically; uses scientific criteria to develop supporting arguments; uses appropriate evidence to remark on value or credibility of arguments; uses other work correctly and with appropriate acknowledgement; maintains objectivity  
meets: draws valid conclusions from evidence; usually offers reasonable supporting arguments derived from correct application of scientific process; usually maintains objectivity; references others' work accurately and consistently  
below: misinterprets evidence; draws incorrect conclusions; fails to justify results or explain reasoning; offers weak justifications; maintains subjective perspective without acknowledging evidence; fails to consistently reference others' work

c. ability to speak and write effectively

exceeds: follows established standards, rules for written work and is free of spelling, syntax, formatting and punctuation errors; uses words with variety, precision and appropriateness; exercises control of sentence structure; precise and/or rich language  
meets: follows established standards of written work; vocabulary and/or syntax merit attention though do not interfere with communication; language lacks precision but is acceptable; has few spelling, punctuation, formatting, and/or syntax errors  
below: use of vocabulary and/or language inconsistent; presentation/written work difficult to understand; use of language often imprecise and/or simplistic; has unacceptable number of spelling, punctuation, formatting and/or syntax errors

d. development of a sense of responsibility and confidence for one's decisions/actions as a health science professional

exceeds: is goal-oriented, organized, and mindful of progress; is self-critical of performance and assesses personal and professional strengths and weaknesses; provides substantial evidence of self-improvement plans and/or willingness to secure feedback from others to improve quality of work  
meets: sets explicit goals for own work; develops strategies to conduct work; monitors progress; appears able to evaluate personal learning and thinking though follow-through not explicit  
below: work fails to respond to deadlines or other stipulations; selections appear poorly prepared and ill-considered; declines personal responsibility for condition of assignment

e. ability to engage in creative thinking with regard to health science

exceeds: demonstrates originality and innovation in written work/oral presentation; creates new contexts, uses or elaborations of existing information; makes original interpretations

meets: offers new interpretation of existing information; provides new interpretation to existing approaches/solutions

below: provides no original perspective on material; ideas reiterate already established perspectives; offers no indication of rethinking, reorganizing, reanalyzing to present new approach to arguments

f. ability to engage in analytic and inductive thinking with regard to health science

exceeds: demonstrates thoughtful and accurate analysis of task and its complexities; uses appropriate categories, comparisons, distinctions and/or frameworks to achieve conceptual clarity of ideas and explanations; recognizes nuances, unstated assumptions

meets: accurately identifies and interprets evidence/arguments; analyzes complex problem/idea by identifying related parts of the problem

below: does not identify key arguments; has difficulty or is unable to analyze complex problems

CRITERION	EXCEEDS	FAILS	MEETS	COMMENT
ability to assimilate facts, theories and principles basic to health science and to student's concentration that establish students' information literacy and technological competency				
ability to apply the scientific method to problem solving and decision making				
ability to speak and write effectively				
development of a sense of responsibility and confidence for one's decisions/actions as a health science professional				
ability to engage in creative thinking with regard to health science				
ability to engage in analytic and inductive thinking with regard to health science				

## DESCRIPTION OF PROGRAM CONCENTRATIONS

### Introduction

The Master's of Science in Health Science offers three concentrations: Administration, Community Health and School Health Education. Students also may complete requirements of and graduate with two concentrations. Candidates are required to select their concentration(s) when applying to the program. Changes can be made in the concentration(s) at any point before completing the degree. Only students in good academic standing within the Master's in Health Science are eligible to request a change in concentration. Change in concentration must be made through written (email) request to the Program Director and approval of the Registrar's Office.

### Special Format Course Work

Students in all concentrations may apply up to 12 credit hours of Special Format course work (e.g., Directed Readings, Independent Study, Workshop, etc.) toward their Master's degree, based on the conditions below:

1. No more than 6 credits may be taken in departments other than the Department of Health Sciences without Program Director approval. All students must meet the required course requirements for their selected concentrations.
2. Wherever credits are obtained, any accumulation in excess of 6 credits must be approved in advance of registration and in writing by the Program Director (with agreement of the student's faculty advisor). Students are encouraged to supply all correspondence regarding permission for special course work to the Program Director for inclusion in their departmental records. In doing so, the required review of courses for graduation will be facilitated.
3. Students may take the full 12 credit allowance within Health Science. Students must nonetheless receive the Program Director's permission to register for more than 6 credits in Special Format course work. To pursue any Special Format course work, students must contact a faculty member to serve as mentor for their academic work. At that time, it is the student's responsibility to present the topic of the proposed work as well as the manner in which the student will be evaluated. If the faculty member agrees to serve as mentor to the proposed experience, the faculty member will indicate that agreement to the Program Director. Only with approval of a faculty mentor and course syllabus can the special permit/seat code --necessary for registration-- be issued to the student.

## **Administration Concentration**

The Master's of Science degree in Health Science with a concentration in Administration provides the opportunity to pursue graduate studies that augment current skills and meet the needs of individuals who desire a Master's degree for personal advancement. The program has required Health Science courses to assure that the student has a strong background in behavioral sciences, quantitative analyses, and program planning appropriate to Master's level graduate training. Elective coursework should be selected through discussion with the faculty advisor.

If consistent with her/his goals, the student may complete a Thesis or Project at the end of the program to demonstrate his/her ability to independently conduct research on a professional level and according to graduate standards.

Individualized Course Selection for Career Goals. It is suggested that the student consider skills and roles to be performed in a future position, when deciding which electives to take. For a basic business background, it is recommended (but not required) that students consider coursework in Accounting/Finance, Marketing or Management.

### Suggested Course Sequence

Each student is **required** to file a signed (by student and faculty advisor) Program of Study with the Program Director. To assist students in developing their own programs of study, a proposed course sequence has been developed. This sequence should be used along with faculty advisement when preparing a Program of Study. It is not meant to be the only sequence available to the student. Course offerings may vary from semester to semester and require you to follow an alternate plan. Students are encouraged to enroll in HLTH 633, 615 and 617 as their first courses. HLTH 625 is recommended only when the student knows the area to be pursued in Graduate Seminar. HLTH 625 can be taken only after completing HLTH 615. HLTH 785 can be taken only after completing HLTH 625.

### Program of Study

Graduate students are responsible for preparing and updating their Program of Study with their faculty advisor and the Program Director. This is an important procedure to assure that each student makes long and short range plans. A completed Program of Study is also required for graduation clearance. To help in completing the Program of Study, projected course schedules are available on the program website.

PLEASE NOTE: The University allows only 9 hours of 500 level courses in the Program of Study.

TOWSON UNIVERSITY  
PROGRAM OF STUDY

ADMINISTRATION

Official Program  
Acceptance Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Yellow Copy: Student

Phone: \_\_\_\_\_

Pink Copy: Advisor

Email(s): \_\_\_\_\_

White Copy: Program Director

	PROJECTED TERM/YEAR	ACTUAL TERM/YEAR	GRADE
<hr/>			
REQUIRED COURSES - 15 cr.			
HLTH 615 Quantitative & Qualitative Elements (3 cr.)	_____	_____	_____
HLTH 617 Health Administration (3 cr.)	_____	_____	_____
HLTH 625 Research Methods (3 cr.)	_____	_____	_____
HLTH 633 Health Care Systems (3 cr.)	_____	_____	_____
HLTH 785 Graduate Seminar (3 cr.)	_____	_____	_____
<hr/>			
ELECTIVE COURSES - 21 cr.** (18 cr. if Thesis is elected)			
HLTH631 Program Planning in Health Education (3 cr.)	_____	_____	_____
HLTH637 Leadership Skills (3 cr.)	_____	_____	_____
HLTH639 Introduction to Health Behavior and Health Promotion (3cr.)	_____	_____	_____
HLTH651 Planning and Marketing Health (3 cr.)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**\*\* COURSES ARE SUGGESTIONS ONLY. STUDENTS ARE NOT LIMITED TO THESE SUGGESTION. CHECK THE SEMESTER COURSE CATALOGUE FOR THE MOST CURRENT COURSE OFFERINGS ANY POTENTIAL ELECTIVE SHOULD BE APPROVED BY THE STUDENT'S ADVISOR BEFORE STUDENTS REGISTER FOR IT. ENROLLMENT IS NOT EQUIVALENT TO ADVISOR-ACCEPTANCE OF ANY ELECTIVE.**

This Program of Study is considered to be an agreement between the student and the University insofar as it complies with the Office of Graduate Studies policies as stated in the current Graduate Catalog.

_____ STUDENT'S SIGNATURE	_____ DATE	_____ ADVISOR'S SIGNATURE	_____ DATE
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**PLEASE NOTE:** Only 9 hours of 500 level courses allowed in Program of Study.

## **Community Health Concentration**

The Master's of Science degree in Community Health is designed to prepare the student with specific skills and knowledge to understand the factors that influence health-related behavior, and to apply theory to modify health practices of individuals and communities. In this concentration, students can study areas including: the nature of social, cultural and psychological determinants of health behavior as they exist in natural environments with their foundations in epidemiology and the biological and behavioral sciences; the dynamics and methods of planned change as found in social and behavioral sciences as well as political and social action theory, community organization and development, and interpersonal techniques for influencing behavioral change; and the application of knowledge and theory in both health service settings and the community.

Courses may be selected by students to prepare them in areas including, but not limited to: Business Administration; Curriculum Development; Disability; Education: Training and Development; Evaluation; Instructional Technology and Media; Mass Communications; Gerontology; Program Planning; Measurement and Evaluation; Research; and School Administration.

A graduate of the Community Health concentration may pursue a career as a health education specialist in a variety of settings: voluntary health agencies (e.g., the American Diabetes and American Lung Associations); health care settings (e.g., health maintenance organizations and hospitals); the private sector (business/industry); or governmental agencies.

Students holding current credentials in pharmacy, nursing, dentistry, nutrition, or other health professions may wish to combine skills from prior training and redirect their careers toward community health education in a specific area. Holding a Master's of Science degree with a concentration in Community Health, students may then seek non-clinical employment in various settings, or expand their own practice with an education component.

### **Suggested Course Sequence**

Each student is **required** to file a signed (by student and faculty advisor) Program of Study with the Program Director. To assist students in developing their own programs of study, a proposed course sequence has been developed. This sequence should be used along with faculty advisement when preparing a Program of Study. It is not meant to be the only sequence available to the student. Course offerings may vary from semester to semester and require you to follow an alternate plan. Students are encouraged to enroll in HLTH 615 and **639** as their first courses. HLTH 625 is recommended only when the student knows the area to be pursued in Graduate Seminar. HLTH 625 can be taken only after completing HLTH 615. HLTH 785 can be taken only after completing HLTH 625.

### Program of Study

Graduate students are responsible for preparing and updating their Program of Study with their faculty advisor and the Program Director. This is an important procedure to assure that each student makes long and short range plans. A completed Program of Study is also required for graduation clearance. To help in completing the Program of Study, projected course schedules are available on the program's website.

PLEASE NOTE: The University allows only 9 hours of 500 level courses in the Program of Study.

TOWSON UNIVERSITY  
PROGRAM OF STUDY

COMMUNITY HEALTH

Official Program  
Acceptance Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Yellow Copy: Student  
Pink Copy: Advisor  
White Copy: Program Director

Phone: \_\_\_\_\_

Email(s): \_\_\_\_\_

	PROJECTED TERM/YEAR	ACTUAL TERM/YEAR	GRADE
<b>REQUIRED COURSES - 18 cr.</b>			
HLTH 639 Introduction to Health Behavior and Health Promotion (3 cr.)	_____	_____	_____
HLTH 615 Quantitative & Qualitative Elements (3 cr.)	_____	_____	_____
HLTH 625 Research Methods (3 cr.)	_____	_____	_____
HLTH 631 Program Planning in Health Education (3 cr.)	_____	_____	_____
HLTH 649 Program Evaluation (3 cr.)	_____	_____	_____
HLTH 785 Graduate Seminar (3 cr.)	_____	_____	_____
<b>ELECTIVE COURSES – 18cr.** (15 cr. if Thesis is elected)</b>			
HLTH 502 Health and Social Welfare Health Communication	_____	_____	_____
HLTH 630 Epidemiology in Public Health Practice	_____	_____	_____
HLTH 617 Health Administration (3 cr.)	_____	_____	_____
HLTH 633 Health Care Systems (3 cr.)	_____	_____	_____
HLTH 637 Leadership Skills (3 cr.)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**\*\* COURSES ARE SUGGESTIONS ONLY. STUDENTS ARE NOT LIMITED TO THOSE LISTED. CHECK THE SEMESTER COURSE CATALOGUE FOR THE MOST CURRENT COURSE OFFERINGS. ANY POTENTIAL ELECTIVE SHOULD BE APPROVED BY THE STUDENT’S ADVISOR BEFORE STUDENTS REGISTER FOR IT. ENROLLMENT IS NOT EQUIVALENT TO ADVISOR-ACCEPTANCE OF ANY ELECTIVE.**

This Program of Study is considered to be an agreement between the student and the University insofar as it complies with the Office of Graduate Studies policies as stated in the current Graduate Catalog.

\_\_\_\_\_  
STUDENT'S SIGNATURE                      DATE                      ADVISOR'S SIGNATURE                      DATE

**PLEASE NOTE:** Only 9 hours of 500 level courses allowed in Program of Study.

## **School Health Education Concentration**

The Master's of Science degree in School Health Education is intended to provide a sound foundation for the graduate student who wishes to pursue professional studies beyond the baccalaureate level. The Master's does NOT certify students to teach health in the state of Maryland. The program is designed with a core of required Health Science courses to prepare each student to operate professionally at an advanced level regarding:

1. Identification and interpretation of research relevant to health and health education in schools and school systems;
2. Knowledge and skills required to successfully coordinate the total school health program; and
3. Baseline knowledge required for successful functioning in relationship to current critical health issues: e.g., Drug Education, Environment Education, Sex and Family Education, and Critical Issues in School Health.

### **Individualized Course Selection for Career Goals**

It is suggested that the student consider skills and roles to be performed in a future position, when deciding which electives to take. The program provides opportunities for the student to tailor the program to meet his/her personal goals beyond the required courses. The student may select discretionary courses to facilitate:

1. Continued and improved classroom health teaching by advancing the student's overall knowledge of health;
2. Preparation in supervisory or coordination positions by exposure to content and/or skills such as curriculum development, administration, program planning, business management;
3. Development as a health educational media specialist through course work in curriculum design, behavioral sciences, and instructional technology;
4. Preparation as a program evaluation specialist by exposure to data analysis, research methodology, tests and measurement, and curriculum evaluation; and
5. Continuing education and school personnel development by selection of courses to include necessary skills in group dynamics, curriculum design, personnel management, school administration and adult education.

Suggested Course Sequence. Each student is **required** to file a signed (by student and faculty advisor) Program of Study with the Program Director. To assist students in developing their own programs of study, a proposed course sequence has been developed. Please note that the following is not meant to replace faculty advisement when preparing a Program of Study, nor is it meant to be the only course sequence available to the student. The scheduled offerings of courses from semester to semester may preclude your planned Program of Study, forcing you to follow an alternate plan. Students are encouraged to enroll in HLTH 601, 615, and 639 as their first courses. HLTH 625 is recommended only when the student knows the area to be pursued in Graduate Seminar. HLTH 625 can be taken only after completing HLTH 615. HLTH 785 can be taken only after completing HLTH 625.

Program of Study. Graduate students are responsible for preparing and updating their Program of Study with their faculty advisor and the Program Director. This is an important procedure to assure that each student makes long and short range plans. A completed Program of Study is also required for graduation clearance. To help in completing the Program of Study, projected course schedules are available on the program's website.

NCATE Survey. Students in the School Health Education concentration are required to complete the NCATE Essential Dispositions Scoring Guide. The Department of Health Sciences, as an NCATE-approved program is required to collect this information from all Master's candidates. The NCATE Survey can be found on the Department of Health Science website <http://grad.towson.edu/program/master/hlth-ms/>.

PLEASE NOTE: The University allows only 9 hours of 500 level courses in the Program of Study. Also, bear in mind that the Master's in School Health Education does **not** certify one to teach health in Maryland. Nor does the degree certify one as supervisor or administrator in a school setting.

TOWSON UNIVERSITY  
PROGRAM OF STUDY

SCHOOL HEALTH EDUCATION

Official Program  
Acceptance Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_

Yellow Copy: Student  
Pink Copy: Advisor  
White Copy: Program Director

Phone: \_\_\_\_\_  
Email(s): \_\_\_\_\_

	PROJECTED TERM/YEAR	ACTUAL TERM/YEAR	GRADE
<b>REQUIRED COURSES – 18 cr.</b>			
HLTH615 Quantitative & Qualitative Elements (3 cr.)	_____	_____	_____
HLTH601 Contemporary Issues in School Health (3 cr.)	_____	_____	_____
HLTH625 Research Methods (3 cr.)	_____	_____	_____
HLTH639 Introduction to Health Behavior and Health Promotion (3 cr.)	_____	_____	_____
HLTH643 Curriculum Development and Supervision (3 cr.)	_____	_____	_____
HLTH785 Graduate Seminar (3 cr.)	_____	_____	_____
<b>ELECTIVE COURSES – 18 cr. ** (15 cr. if Thesis is elected)</b>			
HLTH501 Teaching About Drugs and Sex (3 cr.)	_____	_____	_____
HLTH505 Drugs in Our Culture (3 cr.)	_____	_____	_____
HLTH551 Ecological Aspects of Health (3 cr.)	_____	_____	_____
HLTH637 Skill Development: Leadership (3 cr.)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**\*\* COURSES ARE SUGGESTIONS ONLY. STUDENTS ARE NOT LIMITED TO THOSE LISTED. . CHECK THE SEMESTER COURSE CATALOGUE FOR THE MOST CURRENT COURSE OFFERINGS. ANY POTENTIAL ELECTIVE SHOULD BE APPROVED BY THE STUDENT’S ADVISOR BEFORE STUDENTS REGISTER FOR IT. ENROLLMENT IS NOT EQUIVALENT TO ADVISOR-ACCEPTANCE OF ANY ELECTIVE.**

This Program of Study is considered to be an agreement between the student and the University insofar as it complies with the Office of Graduate Studies policies as stated in the current Graduate Catalog.

\_\_\_\_\_  
STUDENT'S SIGNATURE                      DATE                      ADVISOR'S SIGNATURE                      DATE

**PLEASE NOTE:** The University allows only 9 hours of 500 level courses allowed in Program of Study.

## **Two Concentrations**

Students may elect to choose two concentrations among the available concentrations: Administration, Community Health, and School of Health Education. No more than two concentrations can be chosen. Students must fulfill the course requirements of each concentration comprising their two concentrations. The decision to elect two concentrations is available to students anytime during their Program of Study. However, depending on the timing of their decision, students may have to enroll in more than 36 credits to fulfill requirements for each of the two concentrations. Students' timely decision making will avoid the need to accrue more than the 36 credits mandatory for a Master's in Health Science.

## HEALTH SCIENCE COURSE WORK

Graduate classes in Health Science are offered primarily during the evening hours in fall and spring, with classes meeting one day per week. During the January minimester and summer terms, selected graduate courses may be offered. Their meeting schedule varies according to demands of the course. During periods other than the fall and spring semesters, students interested in continuing their degree efforts may want to consider the transfer option (consult the Graduate Catalog for details) or special format coursework.

Prerequisites for Department offerings are listed in the Graduate Catalog. When in doubt as to one's eligibility for enrollment, the student is advised to consult the individual faculty member responsible for the course in question. Students contemplating further graduate study are strongly encouraged to register for Graduate Project (HLTH897) or Thesis (HLTH898). Such enrollment must follow successful completion of HLTH785.

**HLTH 501 TEACHING ABOUT DRUGS AND SEX (3)** Examination of content and methods for presenting sensitive topics, including human sexuality and drugs.

**HLTH 502 HEALTH AND SOCIAL WELFARE PROMOTION: HEALTH COMMUNICATION (3)** Application of program planning, evaluation and communication theory to the development and evaluation of health promotion efforts.

**HLTH 505 DRUGS IN OUR CULTURE (3)** Examination of psychoactive substances from physiological, psychological and sociological perspectives.

**HLTH 507 VIOLENCE PREVENTION FOR HEALTH EDUCATORS (3)** Study of how to develop effective violence prevention programming

**HLTH 511 HEALTH AND LATER MATURITY: THE AGING PROCESS (3)**  
Examination of the interrelationship of biology, attitudes, services, and policies related to health in later maturity)

**HLTH 551 ECOLOGICAL ASPECTS OF HEALTH (3)** Examination of the interrelationship between man and the environment, with particular attention to health implications

**HLTH 570-579 HEALTH WORKSHOP (3)** Study of contemporary health concerns as they influence health of the individual and the community.

**HLTH 591 HEALTH-DIRECTED READINGS (1-3)** Independent study of health or related disciplines. Prerequisite: Permit only.

**HLTH 594 HEALTH TRAVEL AND STUDY (3)** Examination of health care delivery in other countries compared with that of the United States. Prerequisite: Permit only.

**HLTH 595 INDEPENDENT STUDY (3)** Directed study of specific problems in health and related fields. Prerequisite: Permit only.

**HLTH 601 CONTEMPORARY ISSUES IN SCHOOL HEALTH EDUCATION (3)**  
Exploration of structure, organization, scope, content and practices in school health education.

**HLTH 603 EMERGING ISSUES IN THE HEALTH OF THE NATION (3)** Study of social, political and health issues as they impact the nation's health, including strategies and programs in response to such concerns.

**HLTH 611 CURRENT LITERATURE IN HEALTH (3)** Examination of research regarding knowledge, attitudes, behavior and educational techniques as provided in health-related periodicals.

**HLTH 615 COMMUNITY HEALTH: QUALITATIVE AND QUANTITATIVE ELEMENTS (3)** Study of statistics, epidemiology, and related disciplines as applied to administration, school and community health settings. Prerequisite: Admission to the Master's in Health Science.

**HLTH 617 HEALTH ADMINISTRATION (3)** Exploration of the health industry, including concepts of management and administration.

**HLTH 618 INTRODUCTION TO PUBLIC HEALTH (3)** Study of disease prevention and health promotion with a focus on community efforts to improve the public's health.

**HLTH 619 ORGANIZING SYSTEMS OF CARE FOR CHRONICALLY ILL AND PHYSICALLY DEPENDENT POPULATIONS (3)** Examination of the long-term care industry, including relevant political and regulatory structures, issues of access, availability and other managerial challenges of working with special needs populations.

**HLTH 625 RESEARCH METHODS IN HEALTH (3)** Study of research and statistical designs in health science and allied health disciplines. Prerequisite: HLTH615.

**HLTH 627 HEALTH AND WORKER PERFORMANCE (3)** Analysis of health issues affecting worker performance from the employee perspective, with particular attention to worksite problems.

**HLTH 630: EPIDEMIOLOGY IN PUBLIC HEALTH PRACTICE** (3) Examines how the basic epidemiological concepts such as disease transmission, measurement, study design, data analysis, screening and risk assessment are used in public health practice. Will also examine how data sources and data management systems can be used to improve population health.

**HLTH 631 PROGRAM PLANNING IN HEALTH EDUCATION** (3) Exploration of planning models with application to program planning and proposal writing for health information and promotion.

**HLTH 633 HEALTH CARE SYSTEMS** (3) Study of the American health care system's development, including trends in organization, administration, financing and regulation.

**HLTH 635 EDUCATIONAL STRATEGIES FOR HEALTH** (3) Analysis of education and social science theories as applied to health promotion and health education.

**HLTH 636 INTERMEDIATE STATISTICS FOR HEALTH SCIENCES** (3) Study of statistical methodologies and research designs in public health.

**HLTH 637 SKILL DEVELOPMENT: LEADERSHIP IN THE HEALTH CARE SETTING** (3) Examination of effective leadership skills, with in-class experiential activities for skill development.

**HLTH 639 INTRODUCTION TO HEALTH BEHAVIOR AND HEALTH PROMOTION** (3) Analysis of health promotion and health behavior incorporating organization, marketing, implementation and evaluation of health promotion programs.

**HLTH 643 HEALTH EDUCATION: CURRICULUM DEVELOPMENT AND SUPERVISION** (3) Study of methods and techniques for designing and implementing school health education.

**HLTH 645 HEALTH CARE POLICY** (3) Examination of public and private health care policy making and implementation.

**HLTH 647 HEALTH CARE FINANCIAL MANAGEMENT** (3) Examination of the financial aspects of health care, with attention to health services' production, distribution and organization from financial and economic perspectives. Also listed as IDHP 647

**HLTH 649 PROGRAM EVALUATION** (3) Study of the purpose, applications, and role of evaluation in health promotion programs.

**HLTH 651 PLANNING AND MARKETING HEALTH IN BUSINESS AND INDUSTRY** (3) Study of strategic planning of health promotion and delivery in the profit and not-for-profit sectors, with application to various health care settings. Also listed as IDHP 651.

**HLTH 653 RESPONSIBLE CONDUCT OF RESEARCH (3)** Interdisciplinary exploration of the ethical conduct of research including diverse impacts, values, and evaluation regarding research integrity.

**HLTH 655 MANAGING CONFLICT, VIOLENCE AND ABUSE IN HEALTH SERVICE SETTINGS (3)** Examination of knowledge and skills necessary to effective resolution of conflict, violence and abuse in diverse health service settings.

**HLTH 656 MANAGING VOLUNTEERS IN HEALTH SERVICE SETTINGS (3)** Analysis of knowledge, skills and influences related to effective recruitment, management and leadership of volunteers in diverse health service programs.

**HLTH 657 HEALTH ADVOCACY ACROSS SERVICE SETTINGS (3)** Study of skills and knowledge to advocate for vulnerable populations, including experience in the investigation of complaints and relevant interview processes.

**HLTH 670-679 SPECIAL TOPICS (3)** Study of contemporary health aspects as they influence health of the individual and the community.

**HLTH 689 FIELD EXPERIENCE (3-9)** On-site experience in and study of community health settings. Prerequisite: Permit only.

**HLTH 691 DIRECTED READINGS IN HEALTH (3)** Independent study of health or related disciplines. Prerequisite: Permit only.

**HLTH 695 INDEPENDENT STUDY (3)** Directed study of specific problems in health and related fields. Prerequisite: Permit only.

**HLTH 785 GRADUATE SEMINAR IN HEALTH (3)** Analysis of research design, methods, professional literature and related issues in the health sciences. Prerequisite: HLTH625.

**HLTH 880 GRADUATE PROJECT IN HEALTH SCIENCE (3)** Individual study and preparation of a project which is oriented toward the application of specific techniques in health science. Prerequisite: HLTH 785. Permit only

**HLTH 885 PROJECT CONTINUATION (1)** Continuation of graduate project. Prerequisite: Previous registration for project work.

**HLTH 897 MASTER'S THESIS IN HEALTH (6)** Original investigation of a health science problem using acceptable research method and design, under the direction of one or more faculty members. Prerequisite: HLTH785. Permit only.

**HLTH 898 THESIS (3)** HLTH897 taken over two consecutive terms.

## HLTH 899 THESIS CONTINUUM (1) Continuation of HLTH897.

### ADDITIONAL REMINDERS

1. Course Load - A student who registers for 9 graduate credit hours is considered full-time. One who takes fewer hours is designated a part-time student. The maximum load for full-time students is specified in the Graduate Catalog.
2. Seven-Year Limit - The University gives students seven years to complete their Master's degree. Only under special circumstance will the Office of Graduate Studies allow an extension to the seven-year limit. Students' "clock" begins with the date of the first course used toward their degree.
3. Transfer-Credit - Before enrolling in a course at another institution, students must file for permission to apply a transfer course to their Program of Study. The request form is available at the University website. No more than 9 credits may be earned at another institution and applied toward the Master's degree. For more information, see the Graduate Catalog.
4. Application for Graduation - Each student must apply for graduation and pay the University-established appropriate graduation fee, by the published date in the Academic Calendar, and as printed in the current Graduate Catalog.
5. 500 Level Courses – The University allows students no more than 9 hours of 500 level graduate credit courses in their Program of Study.
6. Thesis Continuum (HLTH 899) (1 credit) - Students who do not complete their Thesis (HLTH 898) within the allotted semester must enroll in Thesis Continuum (HLTH899) until the Thesis has been accepted.
7. Visa/Loan Requirements - International students for whom visa requirements exist must satisfy their visa registration needs in conjunction with Department stipulations. At times, such students may find it necessary to register for credits in excess of their Departmental requirements. Similar circumstances may exist for students having various financial loan arrangements. Courses needed to fulfill visa or loan stipulations are **not guaranteed** to be applicable toward the Master's degree.
8. Independent Study/Directed Reading - Enrollment in Independent Study/Directed

Readings requires agreement from a supervising faculty member as well as a student's faculty advisor. This agreement must be secured in advance of registration. Students are expected to approach faculty only after they have a proposal including anticipated course content, readings, and evaluation. Permits/seat codes are distributed by the Program Director only after receiving both authorization by the faculty mentor and a copy of the student's approved syllabus.

10. Change of Concentration(s) – Only students in good academic standing may change their concentration(s). To do so, students must request a transfer of concentration from the Program Director. Only changes approved in writing by the Registrar's Office constitute legitimate and true changes in concentration(s).
11. Permits/Seat Codes - Only the Program Director should be contacted when registering for any HLTH "Permit Only" coursework.
12. "C" Grades – The University allows graduate students no more than two C's to qualify for the Master's degree.
13. Portfolio - Student portfolios are mandatory. Students who do not provide completed portfolios by their stipulated due date will **not** be cleared for graduation.
14. Program of Study - All students need to file a completed and signed (by themselves and their faculty advisor) Program of Study form with the Program Director. Students without the mandatory form **will not** be cleared for graduation.

## **HONORS**

### **Professional Development Award**

Description- An award given annually, or when deemed appropriate, to a graduating M.S. student for outstanding growth as a health professional.

#### Selection Criteria

1. Displays growth in understanding of the professional role appropriate to graduate level standards;
2. Exerts personal leadership within the Department in classes and graduate student activities;
3. Exemplifies the ideals of a public health professional oriented to the public health philosophy; and
4. Adheres to ethical principles in the practice of the profession.

## University Policies and Procedures

### 03-01.00 – STUDENT ACADEMIC INTEGRITY POLICY

- I. Policy Statement:** The acquisition, sharing, communication, and evaluation of knowledge are at the core of a university’s mission. To realize this part of its mission, a university must be a community of trust. Because integrity is essential to the purpose of an academic community, the responsibility for maintaining standards of integrity is shared by all members of that academic community.

As instructors, faculty members are ultimately responsible for maintaining the academic standards of integrity on which trust is founded because they set academic standards, award academic credit, and confer degrees when standards are met. To carry out these responsibilities, faculty members will reasonably assess that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, academic evaluation includes a judgment that the student’s work is free from academic dishonesty of any type.

Through example in their own academic pursuits and through the learning environment that they create for their students, faculty members preserve and transmit the values of the academic community. They are expected to instill in their students respect for integrity and a desire to behave honestly. They must also take measures to discourage student academic dishonesty. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or university administration. Students should familiarize themselves with the university’s policies, procedures, and definitions of types of violations.

Commitment to maintaining and encouraging high standards of academic integrity is

demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards. The provisions of Towson University's Student Academic Integrity Policy follow.

**II. Reason for Policy:** To maintain and encourage high standards of academic integrity, and to comply with University System of Maryland Policy III-1.00 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity.

**III. Definitions:**

The following definitions and examples are not meant to be exhaustive. The university reserves the right to determine, in a given instance, what action constitutes a violation of academic integrity.

- A. Student - includes all persons taking courses at the university, both full-time and part-time, pursuing undergraduate, graduate, professional, and certificate or continuing studies.
  
- B. Plagiarism - presenting work, products, ideas, words, or data of another as one's own is plagiarism. Indebtedness must be acknowledged whenever:
  - 1. one quotes another person's actual words or replicates all or part of another's product. This includes all information gleaned from any source, including the Internet.
  - 2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
  - 3. one borrows facts, statistics, or other illustrative materials.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

Some examples: Submitting as one's own the work of a "ghost writer" or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own work any research paper or other writing assignment; submitting as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and or acknowledgement, internet websites, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

Verbatim statements must be enclosed by quotation marks, or set off from regular text as indented extracts, with full citation.

- C. Fabrication and Falsification - making unauthorized alterations to information, or inventing any information or citation in an academic exercise. Fabrication is a matter of inventing or counterfeiting information or citation, while falsification is a matter of altering information.

Some Examples: Fabrication--inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences.

Falsification--altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record, or reporting false information about, practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking re-grading.

- D. Cheating - Using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information during an exercise.

Some Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

- E. Complicity in Academic Dishonesty - helping or attempting to help another commit an act of academic dishonesty.

Some Examples: Allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested without authorization before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about acceptable collaborations clear to students. Students should seek clarification when in doubt).

- F. Abuse of Academic Materials - destroying, stealing, or making inaccessible library or other resource materials.

Some Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor. (Note: The offense of abuse of academic materials shall be dealt with under this policy only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded).

- G. Multiple Submissions - submitting substantial portions of the same academic work (including oral reports) for credit more than once without authorization of the instructor(s). What constitutes a "substantial portion" of the same work is determined solely by the university.

Some Examples: Submitting the same or substantially the same work for credit in more than one course without prior permission of the instructor. Building upon or reworking prior work is acceptable with permission of the instructor.

- H. Course Related – an alleged violation that occurs in a course being taken for academic credit.
- I. Non Course Related – an alleged violation that relates to any aspect of a student's program of studies that is not part of a course being taken for academic credit.

### **III. Responsible Executive and Office:**

Responsible Executive: Provost

Responsible Office: Registrar's Office

**IV. Entities Affected by this Policy:** This policy applies to all enrolled students, undergraduate and graduate, regardless of teaching site (e. g., off-campus), or teaching mode (e. g., distance learning).

**V. Procedures:**

A. Procedures for handling cases.

This Policy will cover two types of academic integrity violations: course related and non course related.

1. Course related violations.

- a. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member meets with the student to present the evidence of a violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, in writing, of the academic penalty and of the student's rights of appeal. The faculty member sends a copy of the letter, together with any additional information, to the department chairperson and to the Office of the Registrar. The letter should include:

- (i) nature of the charge/evidence against the student;
- (ii) brief summary of the meeting with the student;
- (iii) faculty member's decision;
- (iv) right of appeal to the department chair.

- b. If the student is subsequently found not responsible for the charge, the student may either:

- (i) remain in the course without penalty, or
- (ii) withdraw from the course regardless of any published deadlines.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course. Any

student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken. If the student is found responsible for violating the Student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

2. Non course related violations.

- a. A department chair, or other academic authority, may acquire evidence, either directly or through information supplied by others that a violation of academic integrity may have occurred in a departmental or comprehensive exam, or other departmental activity. After collecting the evidence available, the chair, or academic authority, meets with the student to present the evidence of a violation and request an explanation.

If the chair, or other academic authority, accepts the student's explanation, no further action is taken. If the chair, or other academic authority, determines that a violation has occurred, the chair, or other academic authority, informs the student, in writing, of the academic penalty and of the student's rights of appeal. The chair, or other academic authority, sends a copy of the letter, together with any additional information, to the college dean and to the Office of the Registrar. The letter should include:

- (i.) nature of the charge/evidence against the student;
- (ii) brief summary of the meeting with the student;
- (iii) chair or designee's decision;
- (iv) right of appeal to the college dean.

B. Procedures for group projects.

When academic dishonesty occurs in a group project, faculty should make a concerted effort to determine who was responsible for the violation of the academic integrity by examining each student's part of the project, and by meeting with each student individually and then collectively.

If the preponderance of evidence identifies the violator(s), that student (or students), not the group, may be charged with a violation of the academic integrity policy and the student(s) be informed of the penalty to be assessed.

In cases where the identity of the violator(s) is not easily determined with reasonable certainty, or when the violator(s) are not forthcoming, the faculty

member may then hold the entire group responsible for a violation of the academic integrity policy, and assess a penalty to each member of the project team.

### C. Penalties.

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur, or by an academic department or college. Other violations will be referred to the Office of Judicial Affairs for sanctions listed in the Code of Student Conduct.

The penalties that may be assessed by a faculty member for a course-related violation may include the following:

1. revision of the work in question and/or completion of alternative work, with or without a grade reduction;
2. reduced grade (including “F” or zero) for the assignment;
3. reduced grade (including “F”) for the entire course.

The penalties that may be assessed by a department, college, or other academic authority for a non course-related violation may include the following:

1. failure of a comprehensive exam;
2. dismissal from an academic program;
3. dismissal from a Graduate program;
4. referral to the Office of Judicial Affairs.

Note: If a department or college has its own code of professional standards, any academic integrity violation, whether course related or non course related, may be sanctioned under the process described in those professional standards, in addition to those penalties outlined above.

Whatever the penalty, the letter describing the incident and recording the decision will be kept for seven years in the Office of the Registrar. The purpose of this record keeping is to ensure that students who violate the university’s Student Academic Integrity Policy a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses. The first-offense file is an internal record, not part of the student’s disciplinary record or of the academic transcript.

A second violation will normally result in formal judicial charges being brought

against the student. In addition to the sanctions listed above, sanctions for a second or subsequent violation may include:

1. suspension from the university for a designated period of time;
2. expulsion from the university;
3. any sanctions listed in the Code of Student Conduct or Graduate School Catalog.

In the determination of penalties, the following factors may be considered:

1. the nature and seriousness of the offense;
2. the injury or damage resulting from the misconduct;
3. the student's prior disciplinary record;
4. frequency of academic integrity violations.

D. Appeal procedures.

- a. If the student chooses to appeal a course-related sanction, upon receipt of the faculty member's decision, the student must submit within five working days a letter of appeal to the department chairperson. If a department chairperson is also the instructor bringing the charge of academic dishonesty, any appeal will be sent to the dean of the college. After receiving the student's appeal letter, the chairperson will:

- (i) arrange a meeting with the student within five working days, unless there is a compelling reason to extend this time period. If the time is extended, the meeting will be held as soon as possible after the five days;
- (ii) arrange, if appropriate, a meeting with the faculty member, either separately or with the student in attendance;
- (iii) notify the student in writing of his/her decision within five working days following their meeting, unless there is a compelling reason to extend this time period. If the time is extended, the student will be notified as soon as possible after the five days;
- (iv) send copies of the decision to the Office of the Registrar and to the office of the dean of the college.

- b. If the student is dissatisfied with the chairperson's decision, in the case of either a course-related violation or a non course-related violation, the student may appeal to the dean of the college. The student must submit a letter to the dean within five working days following the receipt of the chair's letter.

- c. Finally, if the student is dissatisfied with the decision of the college dean, he or she may appeal to the Student Appeals Committee. The student must submit a letter of appeal to the Committee, in care of the Office of Judicial Affairs, within five working days of the dean's decision, unless there is a compelling reason to extend this time period. If the time is extended, the letter of appeal will be due as soon as possible after the five days. Once the Committee has received the appeal, it will set up a meeting where both student and faculty or departmental representative will be invited to give testimony to the Committee. The Committee may let the original decision stand or may modify it. The decision of the committee is final.

**Related Policies:** USM III-1.00 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity.

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## **Additional Department of Health Science Policies on Lateness, Children in the Classroom, Civility/Civil Communication, and Technology in the Classroom**

**Lateness:** HLTH faculty recognize that traffic, employment or unexpected dilemmas may interfere with students' ability to always be punctual. Students nonetheless are expected to make every effort to be present in the classroom when their classes begin. If students know that obligations (e.g., employment) prior to OR immediately after a class will consistently impede their timely attendance, students should NOT register for courses that pose such risk. On the *rare* occasion that students are late, faculty expect them to arrive no later than 10 minutes after the class's scheduled start. At faculty members' discretion, arrivals >10 minutes after a class's start time can be considered unexcused absences. Likewise departure from the classroom for >10 minutes while the class is in progress will not be accepted; they can be counted as an unexcused absence at faculty discretion. Students who depart their class early must talk with the faculty member – prior to their departure – to confirm that the departure will not result in an unexcused absence. At faculty members' discretion, departures >10 minutes before the end of a class can constitute an unexcused absence. It is particularly important that students arrive promptly in classes that meet only one day per week. However, students may not be penalized for lateness that is part of an accommodation approved by the Office of Disability Support Services or by the Title IX Coordinator.

**Children in the Classroom:** To the extent possible, HLTH faculty will work with students who find it necessary, *on occasion*, to bring their child(ren) to class with them. To ensure the child(ren)'s safety, children will not be allowed to sit by themselves in the hall nor unsupervised in a faculty member's office or student lounge. The student agrees to assume all responsibility for the child(ren)'s safety if seated in the classroom. Any injury sustained by the child(ren) will be the responsibility of the student, and not of the faculty member, the Department or the University. Students are urged to explore campus resources to identify a safe setting for the child(ren) during class time. If all options are explored and determined to be unresponsive to the student's needs, the child(ren) may sit in the classroom – for only a limited number of occasions - as long as they are not disruptive. The Department supports faculty decisions to limit children's attendance in class. Classes are to be attended only by those enrolled in the class. If other students *or* the faculty member find the child(ren)'s presence to be disruptive or distracting, the child(ren) will not be allowed to sit in the class. HLTH faculty will work with students to make reasonable accommodations. Students should not assume, however, that children can attend all or a majority of the scheduled classes. Rather the accommodation is *only* on an as needed and infrequent basis. The HLTH department supports all faculty in their decision not to permit children in the classroom because of class content, activities, etc.

**Civility:** All members of the Department – students, staff and faculty – are expected to treat each other with respect. Respect is to be displayed not only in face-to-face interactions, but also on the telephone and in electronic communications (including but not limited to email, texting,

Blackboard, other social media resources, etc.). Students' inappropriate use of profanity in any form of communication with faculty or staff also will require referral of the student to the Office of Student Conduct and Civility Education for remediation. Students who engage in uncivil behavior may be denied the opportunity to pursue a student teaching and/or internship placement until such time as they successfully complete remediation to be determined by the Office of Student Conduct and Civility Education. If remediation is not successfully completed on the first attempt, the student will be given written (email) notice from the Department Chair and an opportunity to respond to the problems noted. The student's petition will be made in writing (email is acceptable) to the Department's Undergraduate or Graduate Appeals Committee (depending upon the student's enrollment status) (the "Committee") within 30 days (excluding weekends) after receiving the written notice. In that response, the student will explain why the remediation was not successfully completed and why s/he should remain in the major. Within 30 days (excluding weekends) of receiving the student's written petition, the Committee will determine whether a second and final opportunity to complete the remediation is warranted. Only after the student's petition is reviewed will any decision (which may include being denied the opportunity to enroll in student teaching and/or internship) be made regarding the student's situation. Students will have the right to petition for review of the Committee's decision following the applicable curricular appeals process.

**Technology in the Classroom:** If helpful to them *and allowed by the instructor*, students are encouraged to use technology as support for in-class work. Laptops are not, however, to be used for purposes other than course work. At faculty discretion, students found using their computers for non-class related reasons may be asked to close their computers or, if deemed appropriate by the instructor, to leave the class for that day. Students also are advised to keep their phones off (or in 'quiet' mode) for the duration of class. At faculty discretion, students who use their phones during class time for reasons unrelated to class performance will be asked to put away their phones or, if deemed appropriate by the instructor, to leave the class for that day (earning an 'unexcused absence'). Faculty also may invoke other penalties (e.g., deduction of points) when students exceed any limits to phone use imposed by a course instructor.

