 **HEALTH CARE MANAGEMENT PROGRAM**

**HANDBOOK**

 ***A Resource for Students***

*Revised*

*July 2014*

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**PREFACE**

The **College of Health Professions** at Towson University is the largest producer of mid-level (bachelors and masters) health professionals among Maryland’s public higher education programs. The **Department of Health Sciences** of the College provides educational opportunities for professional development in the areas of Health Care Management, Community Health Education, School Health Education, Chemical Dependency Counseling and Education, and Gerontology.

**BACKGROUND OF HEALTH CARE MANAGEMENT PROGRAM**

The Towson University undergraduate **Health Care Management** (HCMN) program is a proud member of the **Association of University Programs in Health Administration** (AUPHA). AUPHA is a global network of colleges, universities, faculty, individuals and organizations dedicated to improving health by promoting excellence in healthcare management education. AUPHA has established a rigorous peer review process modeled for those programs willing to undergo the rigors of external review in the interest of program excellence (www.aupha.org). The Board of Directors of AUPHA recently awarded Full Certified Undergraduate Membership status to Towson University for another six years, the longest term awarded, illustrating Towson’s continued commitment to excellence in our HCMN program. Further, AUPHA recommended our HCMN program internship be recognized by their membership as a “Best Practice” program component; we consider this honor reflective of our commitment to our students and to our community.

**CAREERS IN HEALTH CARE MANAGEMENT**

Students graduating with a degree in health care management find a wide range of career opportunities. Specifically, graduates have found professional positions with:

* Hospitals
* Nursing Homes
* Continuing Care Retirement Communities
* Insurance Companies
* Managed Care Organizations
* Physician Practices
* Government
* Consulting organizations
* Pharmaceutical and medical technology firms
* International health agencies
* Public Health and other settings

With important changes to the US health care system likely to continue in scope, new opportunities in medical technology, elder care, and global health management will also be emerging as new opportunities for health care managers.

**HOW TO USE THIS HANDBOOK**

The information in this Handbook is useful for planning and completing your academic degree. You should be familiar with the general academic policies outlined in the Undergraduate Catalogue received when admitted to Towson University. Specifically, you should be knowledgeable about the University Core and other university requirements necessary to complete a Bachelor’s degree, requirements of the major and academic regulations as well as the student code of conduct. ***Remember YOU are responsible for taking charge of your academic career!***

***ALL HCMN STUDENTS ARE REQUIRED TO ADHERE TO***

***THE DEPARTMENT OF INTERPROFESSIONAL HEALTH STUDIES’ EXPECTATIONS FOR CIVILITY AND PROFESSIONAL BEHAVIOR (Appendix B),***

***THE TU ACADEMIC INTEGRITY POLICY (Appendix C),***

***AND THE ACHE CODE OF ETHICS (Appendix D)***

***AT ALL TIMES DURING THEIR HCMN CURRICULUM.***

Once you have made the decision to major in Health Care Management you must:

1. **Go online and declare your major in HCMN and minor in BUAD**. Online Change of Major/Minor Forms are now available at http://onestop.towson.edu. Click on the Change of Major/Minor link on the left side. Towson Online Services login is required. Be sure you have HCMN as your Major, BUAD as your Minor. If you decide you want to do the optional Long Term Care Track (LTC), you should indicate that as well.
2. **Attend a Department Orientation**, complete forms, and develop an initial plan of study. You will be assigned to a major advisor and given contact information. You can call the Department of Interprofessional Health Studies to find out exact date and times for orientations at 410-704-4049; or email Dr. Cyrus Engineer at cengineer@towson.edu inquiring about sessions offered.
3. **Schedule a meeting with your major advisor as soon as possible.** With intentional advising, you must meet with your advisor once a semester to have holds lifted from your account so you can register. Take advantage of this requirement and be prepared with an idea of courses you would like to take, a copy of your Degree Progress Report, and any questions you have when you meet with your advisor.
4. **Pay attention to your transcript**. At least once a semester, you should print your your Academic Requirement Report (ARR) in PeopleSoft to make sure that all your coursework has been posted to your transcript. **You** are responsible for ensuring that you complete all your University Core and other university requirements. Use the link below to view a page in PeopleSoft:

<https://inside.towson.edu/psLogin/>

1. Enter valid Towson University Username and Password
2. Click “Self Service”
3. Click “Student Center”
4. Click “Academic Requirements”
5. Click “View report as PDF”

**PROGRAM OF STUDY**

***Curriculum and Course Offerings***

Graduates of the health care management major must possess the knowledge and skills necessary to enhance the management and delivery of health services and to serve as future leaders for health care organizations in a changing health care market. The curriculum for the health care management major incorporates a multi-disciplinary approach that includes public health, health services research, and finance and management, as well as sociological, political and economic orientations. Students must satisfy the University Core requirements, health care management major courses, and business minor courses, in addition to other University requirements. The program also allows students the flexibility to develop specialty knowledge areas (i.e., long-term care) in completing upper-level course requirements.

*The HCMN major program includes:*

* A sound preparation in the liberal arts:
	+ Written and oral communication (ENGL 102, 317)
	+ Computational and Information Literacy skills (MATH 111 or 115, 231; ACCT 201, 202)
	+ Critical thinking (Coursework in Social/Behavioral and Health Sciences; HLTH 305; HCMN 415 435, 441)
	+ Societal context (Coursework in Humanities, Social Behavioral Sciences, ECON 201, 202)
* A conceptual and technical competency in management:
	+ Theories (HLTH 305;MNGT 361; LEGL 225)
	+ Functional areas of management (FIN 331; MKTG 341; COSC 111; ACCT 201, 202)
	+ Managerial skills (HLTH 207, HCMN 305)
* Conceptual and technical competency in health services:
	+ Determinants and measurement of health and disease (HLTH 101, 207)
	+ Health services organization and delivery (HLTH 207; HCMN 415, 413, 417, 435)
	+ Unique characteristics of various aspects of health organization (HCMN 305, 435; HLTH 207)
* Applications to health care management:
	+ In-class case study analyses and group work
	+ Spreadsheet analysis (HCMN 435)
	+ Faculty supervised internship (HCMN 495)

**HCMN MAJOR REQUIREMENTS**

*Students who are HCMN majors must successfully complete all required coursework for the major and minor within two attempt with a “C” or better in all courses.*

**Required Prerequisites (15 units)**

HLTH 101 Current Health Problems (3) **CORE 11**

COSC III Information and Tech. for Business (3)

MATH 231 Basic Statistics (3) **CORE 3**

LEGL 225 Legal Environment of Bus. (3)

GERO 101 Introduction to Gerontology (3) **CORE 6**

**Required Courses**

Business Prereqs (12 units)

ACCT 201 Principles of Financial Accounting (3)

ACCT 202 Principles of Managerial Accounting (3)

ECON 201 Microeconomic Principles (3) **CORE 6**

ECON 202 Macroeconomic Principles (3) **CORE 6**

**Business Courses (9 units)**

FIN 331 Financial Management (3)

MNGT 361 Principles of Management (3)

MKTG 341 Principles of Marketing (3)

**Interdepartmental Support Courses (6 units)**

HCMN 435 Health Information & Quality Management (3)

 **OR** ECON 339 Health Economics (3)

ENGL 317 Writing for Business & Industry (3) **CORE 9**

 **Health Care Management (30 Units)**

HLTH 207 Health Care in the U.S. (3) **CORE 11**

HCMN 305 Community Health Administrations (3)

HLTH 311 Chronic & Communicable Diseases (3)

HCMN 415 Finance and Org. of Health Care in the U.S. (3)

HCMN 413 Services & Housing for the Long-Term Care Consumer (3)

HCMN 441 Legal and Ethical Issues in Health Admin (3)

HCMN 495 Internship (12 Units) REQUIRED

**OPTIONAL LONG- TERM CARE TRACK**

HCMN 413 Services & Housing for Long-Term Care Consumer (3)

HCMN 417 Long- Term Care Ethical Problems (3)

HCMN 419 Long -Term Care Administration (3)

GERO 350 Physical Health and Aging (3)

**INTERNSHIPS**

Students have the opportunity to gain practical work experience, learn new skills and develop professional contacts through a 12 credit, full time internship (40hrs/week). To be eligible for internship placement, students must successfully complete all required coursework (coursework accepted in summer and winter), be cleared by his/her advisor (ARR review), and attend mandatory pre-internship meetings/training the semester prior to going out in the field. Students must also meet directly with the Internship Coordinator or Faculty Supervisor to discuss expectations and goals of the internship, and decide on a placement. Reviews of current internship placements are available for students to read (strongly encouraged).

\*\*\***SUMMER** internships are not offered at this time.

All TU Health Care Management graduates have successfully completed internships at one of a variety of health service organizations within and outside the Baltimore metropolitan area. For additional information, please refer to the Health Care Management Internship Handbook or go to: <http://www.towson.edu/healthcare/internship/coursedescription.asp>

**IMORTANT TIPS FOR SUCCESS IN THIS PROGRAM**

* Meet with your advisor regularly, at least once per semester.
* Attend classes; Follow directions; Meet your deadlines.
* Ask questions when unclear.
* Receive a “C” or higher in each course required for the major. This means you must maintain at least a 2.0 in coursework required for the major and minor.
* Join trade organizations and attend local meetings.
* Use university resources that are available to you such as the,
* Career Center
* Counseling Center
* Health Services
* Disability Support Services
* Tutorial and Testing Services Center
* The Writing Lab
* Be familiar with rights and responsibilities as stipulated in the student code of conduct found in your undergraduate catalogue, particularly as it relates to Academic Integrity (Appendix C).
* Join the HCMN student group, the Healthcare Leadership Academy – get involved!

**PROGRAM COMPETENCIES**

The Towson University Health Care Management Program prepares its graduates to achieve excellence in their professional careers. Our combination of rigorous academic studies and hands-on practical experience—all subject to strict measures of performance— develop the following competencies that are foundations for professional success1:

**Business Skills and Knowledge**

Know, apply and integrate the content of the major1.

* Demonstrate technological competency and information literacy skills;

**Knowledge of Health Care Environment**

Ability to discuss and apply knowledge of the healthcare system and the environment in which healthcare managers and providers function.

* Demonstrate and understanding of the interrelationships among cost, quality, access, resource allocation, accountability and community;
* Ability to incorporate a patient perspective and knowledge of patients' rights and responsibilities in evaluating a management/service provision issue;
* Ability to apply basic problem solving skills along with knowledge of healthcare funding and payment mechanisms;
* Demonstrate an understanding of the complexity associated with interacting and integrating among health care sectors to improve service efficiency and quality.

**Communication and Relationship Management**

Ability to communicate clearly and concisely, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

* Demonstrate effective written, oral and presentation skills;
* Prepare and deliver business communications including meeting agendas, presentations and business reports;
* Provide and receive constructive feedback;
* Demonstrate effective interpersonal relations.

**Professionalism**

Ability to align personal conduct with ethical and professional standards that include a service orientation and a commitment to lifelong learning.

* Be attentive, proactive and ready to learn;
* Meet commitments and complete tasks according to assigned requirements;
* Treat others with respect; show sensitivity to their views, values and customs;
* Demonstrate ethical behavior consistent with professional codes of ethics;
* Assume responsibility for one’s own career management and goal-setting;
* Demonstrate effective resume and interview skills;
* Prepare for lifelong learning and career planning.

**Leadership and Teamwork**

Ability to inspire individual and group excellence.

* Participate in and lead teams;
* Focus on goal achievement;
* Guide team toward achievement of common goals;
* Maintain group cohesion, follower satisfaction and productivity;
* Incorporate and apply management techniques and theories.

 Adapted directly from American College of Healthcare Executives <http://www.ache.org/pdf/nonsecure/careers/competencies_booklet.pdf>, unless otherwise noted.

1Towson University College of Business and Economics, Profile of a Program Graduate

<http://web.towson.edu/cbe/about/profile.html>

**ASSESSMENT PORTFOLIO**

Each student is required to submit a program portfolio that will be used for program assessment purposes. Selected assignments from courses within the program will also be collected and analyzed as outcomes measures for the Towson University’s Assessment Plan.

**PROFESSIONAL TRADE ASSOCIATIONS**

Continuing education is an important aspect of lifelong learning and career advancement in health care management. Membership in professional associations provides opportunities for networking, leadership development and exposure to the current issues and advances in the health care field.

***American College of Healthcare Executives*** ([www.ache.org](http://www.ache.org) )

The **ACHE** is an international professional society of more than 30,000 healthcare executives who lead hospitals, healthcare systems and other healthcare organizations.

***Maryland Association of Health Care Executives*** ([www.mahce.ache.org](http://www.mahce.ache.org)).

This is the local chapter of the ACHE. Membership is included in the ACHE student membership. The group has 5-7 dinner meetings/presentations each year. Prices are approximately $20 for students and the events are held at the Sheraton near the BWI airport. You do not need to be a member to attend the dinner meetings.

***Medical Group Management Association*** ([www.mgma.com](http://www.mgma.com) )

MGMA is the nation's principal voice for the medical group practice profession.

***Maryland MGMA*** ([www.mgmamd.com](http://www.mgmamd.com) )

This is the local chapter of the MGMA. Student memberships are available for $25/year.

***Health Care Financial Management Association*** ([www.hfma.org](http://www.hfma.org))

HFMA is a national organization for health care financial management executives.

***Maryland HFMA*** ([www.hfmamd.org](http://www.hfmamd.org))

This is the local chapter of HFMA. Student memberships are available for FREE if you are a full time student (<http://www.hfma.org/Membership/Student-e-Membership>).

***American College of Health Care Administrators*** ([www.achca.org](http://www.achca.org))

ACHCA is the national organization for long-term care administrators. Student memberships are available for $69 a year (<http://www.achca.org/index.php/about-us/membership>)

***Upsilon Phi Delta Honorary Society***

The purpose of the Upsilon Phi Delta Society is to further the professional competence and dedication of the individual members in and for the profession of healthcare management (HCMN). The purpose is achieved by:

* recognizing students who achieve distinction in healthcare administration studies in universities and colleges;
* motivating academic excellence in students studying healthcare administration;
* recognizing, by means of granting honorary memberships, individuals who have made outstanding contributions to the profession;
* upholding and developing high professional standards and ethics for members of the profession.

Members of the Upsilon Phi Delta are selected on the basis of their academic achievements (a GPA of 3.25 or greater), or outstanding contributions to the healthcare management profession. An induction ceremony is held each spring for qualified graduating students. See Professor Nelson for specific information about joining.

**Health Care Leadership Academy**

 The purpose of this club shall be to provide students with exposure to careers in the field of Health Care Management, while enhancing the development of leadership skills and professional networks building. Active membership of this student organization shall be chosen without discrimination on the basis of race, color, religion, national origin, disability, marital status, veteran status, sexual orientation, or gender.

Students must have at least a 2.0 GPA and be a full-time, fee-paying, undergraduate student to be considered an active member. To maintain membership, members must be up to date with individual dues. Active membership of a student organization includes the right to vote, attend meetings and events, and hold office.

Membership in Towson’s Healthcare Leadership Academy may be extended to regularly enrolled college students who meet the standards of Towson University and the requirements set forth by our Constitution. Alumnae (any local HC or BA graduate) that comply with all member policies and dues are not restricted to attendance. Transfers students may affiliate with the organization according to the policies and procedures noted by the Academy.

All members and new members must review and sign the Membership Expectations and Obligations Contract. Each fall, all returning members are expected to review this policy and initial the contract. All members are expected to abide by the contract. Failure to do so may result in expulsion from the Academy. Dues, having been decided on by the Academy as $25 annually, shall be paid by members by October 1ST of each year.

**FACULTY**

 Department of Health Sciences faculty members with academic and practical expertise in the area of health care management and policy teach the health care management core courses. Health care management instructors have implemented teaching innovations in the curriculum that incorporate real-world applications (e.g., case studies, assessment instruments). The health care management faculty seeks to utilize teaching methodologies that involve student participation and teamwork as well as related methodologies.

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**APPENDIX A**

**Health Care Management Program**

**Mission Statement**

The Health Care Management Program will prepare students for entry level career and management positions in a diverse range of complex and fast changing healthcare, long-term care, and health service organizations. Graduates will have a firm foundation in ethical and legal precepts, technical and analytical skills and leadership abilities in order to actively address organizational problems to enhance access, quality and cost effectiveness of health services.

#### Faculty Vision Statement

To become distinguished leaders in the education of aspiring healthcare management professionals, who are prepared to deliver a comprehensive healthcare curriculum dedicated towards developing future health care leaders to support the health, well-being, and education for a diverse population in Maryland and the United States.

#### Values Statement

The core values of the Health Care Management Program include exceptional standards of professionalism, ethics and integrity, while collaborating with other disciplines to uphold the highest decision-making principles that reflect respect for a diverse health care population.

**APPENDIX B**

**Department of Health Sciences’ Expectations for Civility and Professional Behavior**

Towson University has published a detailed *Code of Student Conduct* with definitions, specific expectations, rights and responsibilities, penalties and appeal procedures.[*http://www.towson.edu/studentaffairs/policies/conduct.asp*](https://outlook.towson.edu/exchweb/bin/redir.asp?URL=http://www.towson.edu/studentaffairs/policies/conduct.asp)

**If you have not yet done so, please read it**. All students are expected to follow the *Code of Student Conduct* and also the *Student Academic Integrity Policy* [http://www.towson.edu/provost/resources/studentacademic.asp](https://outlook.towson.edu/exchweb/bin/redir.asp?URL=http://www.towson.edu/provost/resources/studentacademic.asp)

Faculty are fully supported by the University in taking disciplinary action against students who violate these policies.

Furthermore, we expect students to embody a right-spirit toward others and treat one another with respect, integrity, and civility. We strongly recommend that you purchase and read PM Forni’s *Choosing Civility: Twenty-Five Rules of Considerate Conduct*.

We also expect students to demonstrate mutual positive regard, graciousness, and unmitigated support toward others, including those with whom you respectfully disagree.

This expectation is a ***professional*** agreement among the students, faculty, and staff in the Department of Health Sciences. Higher education is intended to empower, elevate and ennoble the self and others. A generous spirit of kindness, pleasantness and compassion greatly enhances the teaching-learning process for all.

Our Office will enforce this policy, of civility and professional behavior. If this expectation presents a problem to you, we strongly recommend that you find another major in a different department.

Sources:

Dr. Jack D. Osman and P.M. Forni, *Choosing Civility: Twenty-Five Rules of Considerate Conduct.* St. Martin's Press; February 28, 2002.

*The Aloha Spirit Law* [L 1986,c202, §1] [http://hawaiianlanguage.com/alohaspiritlaw.html](https://outlook.towson.edu/exchweb/bin/redir.asp?URL=http://hawaiianlanguage.com/alohaspiritlaw.html)

College of Business and Economics, Towson University *Code of Conduct*, Spring 2005

Various writing of Paul of Tarsus

P.M. Forni, *The Other Side of Civility*, The Johns Hopkins Magazine. Accessed 11/14/05 at [http://www.jhu.edu/~jhumag/1105web/civility.html](https://outlook.towson.edu/exchweb/bin/redir.asp?URL=http://www.jhu.edu/~jhumag/1105web/civility.html)

Coalition of National Health Education Organizations*. Code of Ethics for the Health Education Profession*, Approved: November 8, 1999, Chicago, IL.

**APPENDIX C**

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 andsubmitting, as one’s own work any research paper or other writing assignment; submitting as one’s own, work inwhich 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, withoutpermission 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 forabsence 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 aviolation 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 notwithdraw 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 thistime period. If the time is extended, the student will be notified as soon aspossible after the five days;

(iv) send copies of the decision to the Office of the Registrar and to the office ofthe 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.

**APPENDIX D**

**AMERICAN COLLEGE OF HEALTHCARE EXECUTIVES CODE OF ETHICS\***

\* As amended by the Board of Governors on March 16, 2007.

The purpose of the Code of Ethics Healthcare Executives is to serve as a standard of conduct for affiliates. It contains standards of ethical behavior for healthcare executives in their professional relationships. These relationships include colleagues, patients or others served; members of the healthcare executives’ organization and other organizations, the community and society as a whole.

The Code of Ethics also incorporates standards of ethical behavior governing individual behavior, particularly when that conduct directly relates to the role and identity of the healthcare executive.

The fundamental objectives of the healthcare management profession are to maintain or enhance the overall quality of life, dignity, and well-being of every individual needing healthcare service and to create a more equitable, accessible, effective and efficient healthcare system.

Healthcare executives have an obligation to act in ways that will merit the trust, confidence and respect of healthcare professionals and the general public. Therefore, healthcare executives should lead lives that embody an exemplary system of values and ethics.

In fulfilling their commitments and obligations to patients or others served, healthcare executives function as moral advocates and models. Since every management decision affects the health and well-being of both individuals and communities, healthcare executives must carefully evaluate the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard and foster the rights, interests and prerogatives of patients or others served.

The role of moral advocate requires that healthcare executives take actions necessary to promote such rights, interests and prerogatives.

Being a model means that decisions and actions will reflect personal integrity and ethical leadership that others will seek to emulate.

**I.** THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TOTHE PROFESSION OF HEALTHCARE MANAGEMENT

The healthcare executive shall:

1. Uphold the Code of Ethics and mission of the American College of Healthcare Executives;
2. Conduct professional activities with honesty, integrity, respect, fairness, and good faith in a manner that will reflect well upon the profession;
3. Comply with all laws and regulations pertaining to healthcare management in the jurisdictions in which the healthcare executive is located or conducts professional activities;
4. Maintain competence and proficiency in healthcare management by implementing a personal program of assessment and continuing professional education;
5. Avoid the improper exploitation of professional relationships for personal gain;
6. Disclose financial and other conflicts of interest;
7. Use this Code to further the interests of the profession and not for selfish reasons;
8. Respect professional confidences;
9. Enhance the dignity and image of the healthcare management profession through positive public
10. information programs; and
11. Refrain from participating in any activity that demeans the credibility and dignity of the healthcare management profession.

**II.** THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO PATIENTS OR OTHERS SERVED

The healthcare executive shall, within the scope of his or her authority:

1. Work to ensure the existence of a process to evaluate the quality of care or service rendered;
2. Avoid practicing or facilitating discrimination and institute safeguards to prevent discriminatory organizational practices;
3. Work to ensure the existence of a process that will advise patients or others served of the rights, opportunities, responsibilities and risks regarding available healthcare services;
4. Work to ensure that there is a process in place to facilitate the resolution of conflicts that may arise when values of patients and their families differ from those of employees and physicians;
5. Demonstrate zero tolerance for any abuse of power that compromises patients or others served;
6. Work to provide a process that ensures the autonomy and self-determination of patients or others served; and
7. Work to ensure the existence of procedures that will safeguard the confidentiality and privacy of patients or others

**III.**THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TOTHE ORGANIZATION

The healthcare executive shall, within the scope of his or her authority:

1. Provide healthcare services consistent with available resources, and when there are limited resources, work to ensure the existence of a resource allocation process that considers ethical ramifications;
2. Conduct both competitive and cooperative activities in ways that improve community healthcare services;
3. Lead the organization in the use and improvement of standards of management and sound business practices;
4. Respect the customs and practices of patients or others served, consistent with the organization’s philosophy;
5. Be truthful in all forms of professional and organizational communication, and avoid disseminating information that is false, misleading or deceptive;
6. Report negative financial and other information promptly and accurately, and initiate appropriate action;
7. Prevent fraud and abuse and aggressive accounting practices that may result in disputable financial reports;
8. Create an organizational environment in which both clinical and management mistakes are minimized and, when they do occur, are disclosed and addressed effectively;
9. Implement an organizational code of ethics and monitor compliance; and
10. Provide ethics resources to staff to address organizational and clinical issues.

**IV.** THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO EMPLOYEES

Healthcare executives have ethical and professional obligations to the employees they manage that encompass but are not limited to:

1. Creating a work environment that promotes ethical conduct by employees;
2. Providing a work environment which encourages a free expression of ethical concerns and provides mechanisms for discussing and addressing such concerns;
3. Providing a work environment that discourages harassment, sexual and other; coercion of any kind, especially to perform illegal or unethical acts; and discrimination on the basis of race, ethnicity, creed, gender, sexual orientation, age or disability;
4. Providing a work environment that promotes the proper use of employees’ knowledge and skills;
5. Providing a safe work environment; and
6. Establishing appropriate grievance and appeals mechanisms.

**V.** THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO COMMUNITYAND SOCIETY

The healthcare executive shall:

1. Work to identify and meet the healthcare needs of the community;
2. Work to support access to healthcare services for all people;
3. Encourage and participate in public dialogue on healthcare policy issues, and advocate solutions that will improve health status and promote quality healthcare;
4. Apply short-and long-term assessments to management decisions affecting both community and society; and
5. Provide prospective patients and others with adequate and accurate information, enabling them to make enlightened decisions regarding services.

**VI.**THE HEALTHCARE EXECUTIVE’S RESPONSIBILITY TO REPORTVIOLATIONS OF THE CODE

An affiliate of ACHE who has reasonable grounds to believe that another affiliate has violated this Code has a duty to communicate such facts to the Ethics Committee.

ADDITIONAL RESOURCES– Available on ache.org or by calling ACHE at (312) 424-2800.

1. ACHE Ethical Policy Statements
	1. “Considerations for Healthcare Executive-Supplier Interactions”
	2. “Creating an Ethical Environment for Employees”
	3. “Decisions Near the End of Life”
	4. “Ethical Decision Making for Healthcare Executives”
	5. “Ethical Issues Related to a Reduction in Force”
	6. “Ethical Issues Related to Staff Shortages”
	7. “Health Information Confidentiality”
	8. “Impaired Healthcare Executives”
	9. “Promise-Making, Keeping and Rescinding”
2. ACHE Grievance Procedure
3. ACHE Ethics Committee Action
4. ACHE Ethics Committee Scope and Function

**PLAN OF STUDY FOR THE HCMN B.S. DEGREE**

**(Non-transfer)**

**This document includes a Core Requirements check-off list (student initials required), a Major Requirements check-off list (student initials required), a typical sequence of required courses (Major, Core, recommended electives), and a Student Advising Responsibilities form (student signature required) in which the student acknowledges to fully understanding all responsibilities and requirements needed to graduate with a B.S. in Health care Management**

***To fulfill the required University Core Curriculum a student must take one course from each of the 14 Core categories. You may use no more than two courses from the same subject code (e.g. HCMN or ENGL). The complete list of core courses can be found at:***

[***http://inside.towson.edu/UniversityRelations/Core/CoreRequirements.cfm***](http://inside.towson.edu/UniversityRelations/Core/CoreRequirements.cfm)

***The 14 Overall Core Categories are:***

 ***Fundamentals***

 ***Core 1 Towson Seminar (3) Required***

 ***Core 2  English Composition (3)***

 ***Core 3 Mathematics (3-4 units)***

 ***Core 4     Creativity & Creative Dev. (3 units)***

***Ways of Knowing***

 ***Core 5     Arts & Humanities (3)***

 ***Core 6    Social & Behavioral Science (3 units)***

 ***Core 7  Biological & Physical Sciences (lab) (4,5)***

 ***Core 8     Biological & Physical Sciences***

 ***(lab & non-lab) 3,4 units, 5(4)units)***

***Writing in a Chosen Field***

 ***Core 9  Advanced Writing Seminar ( 3-4 units)***

 ***Perspectives***

 ***Core 10  Metropolitan Perspectives (3)***

 ***Core 11   The United States as a Nation (3)***

 ***Core 12   Global Perspectives (3)***

 ***Core 13  Diversity & Difference (3)***

 ***Core 14  Ethical Issues & Perspectives (3)***

**CORE REQUIREMENTS: Please include Semester, Grade, and Initial**

*Below is a Core Course Sign-off checklist with some recommended classes. Students must initial for each core course after delegating which semester they will be taking it. Core 3, 6, 9, 11 are fulfilled through courses of different disciplines required by the HCMN major. Remember, only one course is needed for each of the 14 core requirement.*

***Semester, Grade, Initials Core Course Name***

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_\_ Core 1*** Towson Seminar (required)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 2*** *rec*. ENGL 102

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 3*** MATH 231; required

**S:\_\_\_ G:\_\_\_ *I:\_\_\_\_* Core 4** (select from list)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 5*** select from list)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 6*** GERO 101 (or SOCI 101), ECON 201, ECON 202; required

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 7*** *rec. BIO 190 (or BIO 201)*

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 8*** (chose other discipline than core 7)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 9*** ENG 317;\_required

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 10*** (select from list)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 11*** HLTH 101 & HLTH 207;required

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 12*** *rec. OCTH 20, Complementary Medicine*

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 13*** *rec. FMST 360, Diversity & Teams*

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 14*** *rec. PHIL 36, Biomedical Ethics*

***Notes:***

**HCMN MAJOR REQUIREMENTS: Please include Semester, Grade, and Initial**

*Below is a HCMN Major Requirements Course Sign-off checklist. Students must initial for each course after delegating which semester they will be taking it. Core 3, 6, 9, 11 are fulfilled through courses of different discipline required by the HCMN major.*

**Required Prerequisites (15 units)**

S:\_\_\_ G:\_\_\_\_  ***I:\_\_\_\_*** HLTH 101 Current Health Problems (3) **CORE 11**

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** COSC III Information and Tech. for Business (3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** MATH 231 Basic Statistics (3) **CORE 3**

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** LEGL 225 Legal Environment of Bus. (3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** GERO 101 Introduction to Gerontology (3) **CORE 6**

 ***OR*** SOCI 101 Introduction to Sociology (3)

**Required Courses**

Business Prereqs (12 units)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ACCT 201 Principles of Financial Accounting (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ACCT 202 Principles of Managerial Accounting (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ECON 201 Microeconomic Principles (3) **CORE 6**

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ECON 202 Macroeconomic Principles (3) **CORE 6**

Business Courses (9 units)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** FIN 331 Financial Management (3)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** MNGT 361 Principles of Management (3)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** MKTG 341 Principles of Marketing (3)

Interdepartmental Support Courses (6 units)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** HCMN 435 Health Information & Qt. Management (3)

 ***OR*** ECON 339 Health Economics (3)

S:\_\_\_G:\_\_\_***I:\_\_\_\_*** ENGL 317 Writing for Business & Industry (3) **CORE 9**

Health Care Management (30 Units)

S:\_\_\_ G:\_\_\_***\_\_I:\_\_\_\_***  HLTH 207 Health Care in the U.S. (3) **CORE 11**

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HCMN 305 Community Health Administration (3)

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HLTH 311 Chronic & Communicable Disease (3)

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HCMN 415 Finance & Org. of Health Care in U.S. (3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** HCMN 413 Services & Housing for LTC Consumer(3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** HCMN 441 Legal & Ethical Issues in Health Admin (3)

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HCMN 495 Internship (12 Units) REQUIRED

 **OPTIONAL LONG- TERM CARE TRACK**

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** HCMN 413 Services & Housing for LTC Consumer(3)

S:\_\_\_ G: \_\_\_ ***I:\_\_\_\_*** HCMN 417 Long- Term Care Ethical Problems (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** HCMN 419 Long -Term Care Administration (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** HLTH 411 Health & Later Maturity- Aging Process (3) ***OR***GERO 350 Physical Health & Aging (3)

***PLAN of STUDY FOR THE HCMN B.S. DEGREE***

***(non-transfer students)***

***YEAR 1 (Courses in bold with an asterisk “\*” are required by the HCMN Major)***

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| Core 1: Towson Seminar - 3 creditsCore 4: Creativity and Creative Development - 3 creditsCore 2: ENG 102 Writing for a Liberal Education -3 creditsCore 5: Arts & Humanities -3 credits**\*HLTH 101 Wellness for a Diverse Society** **-3 credits** | Core 7: Biological & Physical Sciences (recommend BIO 190 Introductory Biology Health Professions)- 4 credits  \***GERO 101 (Core 6) Introduction to Gerontology (or SOCI 101)** **-3 credits**  **\*COSC 111 Information & Technology for Business -3 credits**MATH 109 or higher (pre-requisite for MATH 231, Basic Statistics) -3 credits**\*HLTH 207 (Core 11) Health Care in the U.S.** **- 3 credits** |
| **Credits 15** | **Credits 16** |

***YEAR 2***

|  |  |
| --- | --- |
| **Semester 3** | **Semester 4** |
| Core 8: Biology and Physical Sciences *(must be from different discipline or a sequential course of core 7)* -3 to 5 creditsCore 12: Global Perspectives -3 credits**\*ECON 201 (Core 6) Microeconomic Principles** **-3 credits****\*MATH 231 (Core 3) Basic Statistics (or ECON 305)** **-3 credits****\*ACCT 201 Accounting Principles** **-3 credits** | Core 14: Ethical Issues & Perspectives -3 credits**\*LEGL 225 Legal Environment of Business** **- 3 credits****\*ACCT 202 Accounting Principles II***Pre req: ACCT 201 OR ACCT 211 with C or better* **-3 credits****\*ECON 202 (Core 6) Macroeconomic Principles -3 credits****\*HCMN 305 Community Health Administration** *Pre req: HLTH 207* **-3 credits** |
| **Credits 15-17** | **Credits 15** |

*Note: Classes can be taken over minimester or summer to alleviate course load or advance graduation.*

***YEAR 3***

|  |  |
| --- | --- |
| **Semester 5** | **Semester 6** |
| **\* HLTH 311 Chronic and Communicable Diseases. *Pre req: HLTH 101 & biology course*****- 3 credits****\*MNGT 361 Principles of Management** *Junior standing; cannot transfer in***-3 credits****\*ENGL 317 (Core 9) Writing for Business and Industry** *Pre req: ENGL 102***-3 credits****\*HCMN 435 Health Information and Quality Management***Pre req: HLTH 207, HCMN 305***-3 credits**ELECTIVE Recommended(suggest HCMN 417 Long-Term Care Ethical Problems [Part of the Long-Term Care Track, that could show on your transcript if completed]). **- 3 credits (Fall)** ORELECTIVE Recommended (suggest HLTH 435 Epidemiological Basis of Disease and Environmental Health)**-3 credits**  | Core 13: Diversity & Differences-3 creditsCore 10: Metropolitan Perspective -3 credits**\*HCMN 415 Finance & Organization of Healthcare in the US** *Pre req: HLTH 207, ACCT 202* **- 3 credits** **\*FIN 331 Financial Management***Pre req: ECON/ACCT 201, 202; MATH 231; junior standing***-3 credits**ELECTIVE Recommended(suggest HCMN 419 Long-Term Care Administration [Part of the Long-Term Care Track, that could show on your transcript if completed]). **- 3 credits (Spring)** |
| **Credits 15 with one Elective** | **Credits 15 with one Elective** |

***YEAR 4***

|  |  |
| --- | --- |
| **Semester 7** | **Semester 8** |
| **\*HCMN 413 Services and Housing for the Long-Term Care Consumer***Pre req: HLTH 207 or instructor consent***-3 credits****\*HCMN 441 Legal & Ethical Issues in Health Administration** *Pre req: HLTH 207***- 3 credits****\*MKTG 341 Principles of Marketing***Junior standing; cannot transfer in***-3 credits**ELECTIVE Recommended(suggest GERO 350 Physical Health and Aging) [Part of the Long-Term Care Track, that could show on your transcript if completed]).**-3 credits** ELECTIVE Recommended(suggest AHLT 311 Human Resource Management for the Allied Health Professional)**-3 credits**  | **\*HCMN 495 Internship***Pre req: All coursework must be successfully completed* **-12 credits** This is a full-time, semester long (40 hours a week) capstone experience where students segue from student to professional roles. Internship portfolio is required and must include: cover letter, resume, reflective paper, case study (one they have written), and one or more projects for which they have had major responsibility. |
| **Credits 15 with 2 Electives** | **Credits 12 (no other coursework this Semester)** |

**NOTE: *The Long Term Care Track is Optional but will be noted on your transcript if completed. Courses included in the track are:***

**HCMN 413** Long Term Care Services and Housing (required in the HCMN major)

**HCMN 417** LTC Ethical Problems—elective, but required for LTC Track (offered Fall)

**HCMN 419** LTC Administration—elective, but required for the LTC Track (offered Spring)

**HLTH 411** Health & Later Maturity- Aging Process (3) ***OR***

**GERO** Physical Health and Aging—Elective, but required for the LTC Track

\*Students pursuing the Long Term Care Track should seek an internship experience (HCMN 495) in a LTC setting

***\*You must have at least 120 hours total to graduate.\* Following this Plan of Study is highly recommended. Substantial deviation without discussion/ consent from your advisor is ill-advised and may jeopardize successful and timely completion of the degree and/or any special consideration that you may request should course scheduling problems arise just prior to your internship.***

**CREDITS: 106 less electives**

**With Recommended Electives: 118**

 **ALL CORE MET**

**ALL MAJOR REQUIREMENTS MET**

**PLAN OF STUDY FOR THE HCMN B.S. DEGREE**

**(Transfer)**

***(Nov. 2013)***

**This document includes a Core Requirements check-off list (student initials required), a Major Requirements check-off list (student initials required), a typical sequence of required courses (Major, Core, recommended electives), and a Student Advising Responsibilities form (student signature required) in which the student acknowledges to fully understanding all responsibilities and requirements needed to graduate with a B.S. in Health care Management**

***To fulfill the required University Core Curriculum a student must take one course from each of the 14 Core categories. You may use no more than two courses from the same subject code (e.g. HCMN or ENGL). The complete list of core courses can be found at:***

***<http://inside.towson.edu/UniversityRelations/Core/CoreRequirements.cfm>***

***The 14 Overall Core Categories are:***

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 ***Core 1 Towson Seminar (3) Required***

 ***Core 2  English Composition (3)***

 ***Core 3 Mathematics (3-4 units)***

 ***Core 4     Creativity & Creative Dev. (3 units)***

***Ways of Knowing***

 ***Core 5     Arts & Humanities (3)***

 ***Core 6    Social & Behavioral Science (3 units)***

 ***Core 7  Biological & Physical Sciences (lab) (4,5)***

 ***Core 8     Biological & Physical Sciences***

 ***(lab & non-lab) 3,4 units, 5(4)units)***

***Writing in a Chosen Field***

 ***Core 9  Advanced Writing Seminar ( 3-4 units)***

 ***Perspectives***

 ***Core 10    Metropolitan Perspectives (3)***

 ***Core 11   The United States as a Nation (3)***

 ***Core 12   Global Perspectives (3)***

 ***Core 13  Diversity & Difference (3)***

 ***Core 14  Ethical Issues & Perspectives (3)***

**CORE REQUIREMENTS: Please include Semester, Grade, and Initial**

*Below is a Core Course Sign-off checklist with some recommended classes. Students must initial for each core course after delegating which semester they will be taking it. Core 3, 6, 9, 11 are fulfilled through courses of different disciplines required by the HCMN major. Remember, only one course is needed for each of the 14 core requirement.*

***Semester, Grade, Initials Core Course Name***

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_\_ Core 1*** Towson Seminar (required of all students)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 2*** *rec*. ENGL 102

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 3*** MATH 231; required

**S:\_\_\_ G:\_\_\_ *I:\_\_\_\_* Core 4** (select from list)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 5*** (select from list)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 6*** GERO 101 (or SOCI 101), ECON 201, ECON 202; required

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 7*** *rec. BIO 190 (or BIO 201)*

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 8*** (chose other discipline than core 7)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 9*** ENG 317;\_required

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 10*** (select from list)

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 11*** HLTH 101 & HLTH 207;required

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 12*** *rec. OCTH 20, Complementary Medicine*

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 13*** *rec. FMST 360, Diversity & Teams*

***S:\_\_\_ G:\_\_\_ I:\_\_\_\_ Core 14*** *rec. PHIL 36, Biomedical Ethics*

***Notes:***

**HCMN MAJOR REQUIREMENTS: Please include Semester, Grade, and Initial**

*Below is a HCMN Major Requirements Course Sign-off checklist. Students must initial for each course after delegating which semester they will be taking it. Core 3, 6, 9, 11 are fulfilled through courses of different discipline required by the HCMN major.*

**Required Prerequisites (15 units)**

S:\_\_\_ G:\_\_\_\_  ***I:\_\_\_\_*** HLTH 101 Current Health Problems (3) **CORE 11**

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** COSC III Information and Tech. for Business (3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** MATH 231 Basic Statistics (3) **CORE 3**

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** LEGL 225 Legal Environment of Bus. (3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** GERO 101 Introduction to Gerontology (3) **CORE 6**

 ***OR*** SOCI 101 Introduction to Sociology (3)

**Required Courses**

Business Prereqs (12 units)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ACCT 201 Principles of Financial Accounting (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ACCT 202 Principles of Managerial Accounting (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ECON 201 Microeconomic Principles (3) **CORE 6**

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** ECON 202 Macroeconomic Principles (3) **CORE 6**

Business Courses (9 units)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** FIN 331 Financial Management (3)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** MNGT 361 Principles of Management (3)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** MKTG 341 Principles of Marketing (3)

Interdepartmental Support Courses (6 units)

S:\_\_\_G:\_\_\_ ***I:\_\_\_\_*** HCMN 435 Health Information & Qt. Management (3)

 ***OR*** ECON 339 Health Economics (3)

S:\_\_\_G:\_\_\_***I:\_\_\_\_*** ENGL 317 Writing for Business & Industry (3) **CORE 9**

Health Care Management (30 Units)

S:\_\_\_ G:\_\_\_***\_\_I:\_\_\_\_***  HLTH 207 Health Care in the U.S. (3) **CORE 11**

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HCMN 305 Community Health Administration (3)

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HLTH 311 Chronic & Communicable Disease (3)

S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HCMN 415 Finance & Org. of Health Care in U.S. (3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** HCMN 413 Services & Housing for LTC Consumer(3)

S:\_\_\_ G:\_\_\_\_ ***I:\_\_\_\_*** HCMN 441 Legal & Ethical Issues in Health Admin (3) S:\_\_\_ G:\_\_\_\_\_***I:\_\_\_\_*** HCMN 495 Internship (12 Units) REQUIRED

 **OPTIONAL LONG- TERM CARE TRACK**

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** HCMN 413 Services & Housing for LTC Consumer(3)

S:\_\_\_ G: \_\_\_ ***I:\_\_\_\_*** HCMN 417 Long- Term Care Ethical Problems (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** HCMN 419 Long -Term Care Administration (3)

S:\_\_\_ G:\_\_\_ ***I:\_\_\_\_*** HLTH 411 Health & Later Maturity- Aging Process (3)

 ***OR***GERO 350 Physical Health & Aging (3)

***PLAN of STUDY FOR THE HCMN B.S. DEGREE***

***(Transfer students)***

***YEAR 1 (Courses in bold with an asterisk “\*” are required by the HCMN Major)***

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| **\*ENGL 317 (Core 9) Writing for Business and Industry** *Pre req: ENGL 102***-3 credits****\*HLTH 207 (Core 11) Health Care in the U.S.** **- 3 credits**\***HLTH 101** OR Core 10: Metropolitan Perspective**-3 credits****\*MNGT 361 Principles of Management** *Junior standing; cannot transfer in***-3 credits****\*COSC 111 Information & Technology for Business** **-3 credits** | **\*LEGL 225 Legal Environment of Business** **- 3 credits****\*HCMN 415 Finance & Organization of Healthcare in the US** *Pre req: HLTH 207, HCMN 305* **- 3 credits** **\*FIN 331 Financial Management***Pre req: ACCT 201, 202; MATH 231; junior standing***-3 credits****\*HCMN 305 Community Health Administration** *Pre req: HLTH 207***-3 credits****\* HLTH 311 Chronic and Communicable Diseases.** *Pre req:**HLTH 101 & biology course***- 3 credits** |
| **Credits 15** | **Credits 15** |

***YEAR 2***

|  |  |
| --- | --- |
| **Semester 3** | **Semester 4** |
| **\*HCMN 413 Services and Housing for the Long-Term Care Consumer***Pre req: HLTH 207 or instructor consent***-3 credits****\*HCMN 441 Legal & Ethical Issues in Health Administration** *Pre req: HLTH 207***- 3 credits****\*MKTG 341 Principles of Marketing***Junior standing; cannot transfer in***-3 credits****\*HCMN 435 Health Information and Quality Management***Pre req: HLTH 207, HCMN 305***-3 credits**Core 14: Ethical Issues & Perspectives -3 credits | **\*HCMN 495 Internship***Pre req: All coursework must be successfully completed* **-12 credits** This is a full-time, semester long (40 hours a week) capstone experience where students segue from student to professional roles. Internship portfolio is required and must include: cover letter, resume, reflective paper, case study (one they have written), and one or more projects for which they have had major responsibility. |
| **Credits 15**  | **Credits 12 (no other coursework this Semester)** |

**NOTE: *The Long Term Care Track is Optional but will be noted on your transcript if completed. Courses included in the track are:***

**HCMN 413** Long Term Care Services and Housing (required in the HCMN major)

**HCMN 417** LTC Ethical Problems—elective, but required for LTC Track (offered Fall)

**HCMN 419** LTC Administration—elective, but required for the LTC Track (offered Spring)

**HLTH 411** Health & Later Maturity- Aging Process (3) ***OR***

**GERO 350** Physical Health and Aging—elective, but required for the LTC Track

\*Students pursuing the Long Term Care Track should seek an internship experience (HCMN 495) in a LTC setting.

**\*CREDITS: 57**

**\*CREDITS TRANSFERRED: \_\_\_\_\_**

**(Core 9, 10, 14 typically do NOT transfer in)**

**\*CORE REQUIRMENTS MAY or MAY NOT BE FULLFILLED**

**,**

**\*MAJOR REQUIREMENTS MAY or MAY NOT BE FULLFILLED DEPENDING ON THE CREDITS TRANSFERRED IN**

**\*(ACCT 201/202, ECON 201/202, MATH 231, GERO 101/SOC 101, HLTH 101 not included)**

***You must have at least 120 hours total to graduate. Following this Plan of Study is highly recommended. Substantial deviation without discussion/ consent from your advisor is ill-advised and may jeopardize successful and timely completion of the degree and/or any special consideration that you may request should course scheduling problems arise just prior to your internship.***

**STUDENT ADVISING RESPONSIBILITIES FORM**

TU ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declared Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand that:

I will complete a minimum of ***120 credit hours*** in order to graduate, and will complete all necessary core and major requirements to obtain a bachelor’s degree from the Health Care Management Program.

I am personally and individually responsible for and will be held accountable for carefully planning my academic career at Towson University. This includes short-term planning for each semester as well as long-term planning relative to ***completing all course work before my internship*** (40 hrs/week) in the final semester.

I must take charge of my academic career and do everything necessary to ensure that I am well informed and have meticulously ***maintained and updated written records of my academic progress****.* I will make every effort to find necessary information from public sources prior to contacting my advisor.

My assigned ***advisor will monitor and respond to the planning and written documentation*** I present to them at scheduled advising meetings.

I must ***attend mandatory advising meetings that are warranted by my academic program or advisor*** to complete my individual planning so that I can complete on-line registration before deadlines.

I must be especially vigilant to make ***certain that all courses were registered and that the correct number of credits is chosen*** for variable credit courses.

I can ***amend my plan of study*** at any time after it has been approved, and ***re-submit my new plan*** ***of study*** for approval.

***Please sign below and bring this to your advising session. Signing indicates you understand your responsibilities.***

Print Name Clearly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_