



Master's Student Graduate Handbook 2009-2010

Department of
Health Science
141 Burdick 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 School 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 School Catalog.

Students should be thoroughly familiar with procedures required by both the College of Graduate Studies and the Department of Health Science. 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 Science 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 Science

The Department of Health Science 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 education 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. There are 12 full-time faculty members and occasional part-time faculty.

Administration and Coordination

The Department Chairperson, Dr. Sharon Buchbinder, is the chief administrative officer for the Department. The coordination of activities within the graduate program is performed by the Program Director, Dr. Susan M. Radius, sradius@towson.edu (410-704-4216). Inquiries about the Master's of Science degree should be directed to the Program Director.

Instructional Facilities

Facilities of the Department of Health Science are located in Burdick Hall, on Towsontown Boulevard at the north central part of the campus. The building houses programs in Nursing and Health Care Management, as well as graduate programs in Administration, School Health, Community Health Education, and Gerontology.

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 Education, and Administration. Students may also declare a dual focus, blending the requirements of two existing 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 Science, 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 may write or call the College of Graduate Studies & Research, Towson University, Towson, Maryland 21252 (410-704-2501), for application forms. The applicant completes and returns the form and fees to the College of Graduate Studies & Research. The applicant also arranges for official transcripts to be sent to the College of Graduate Studies & Research. Do not send application materials to the Department as this will only delay review of your request. Application can also be made online, at the Graduate School website.

It is encouraged that the complete application be submitted at least 4-6 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 at the time of their admission to the program.

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 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 based upon the last 60 credits of undergraduate and post-baccalaureate study.
2. Also eligible for 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, candidates must: provide 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 3 years documented work experience; and maintain a minimum GPA of 3.00 (conditional admission may be granted to students whose GPA is at least 2.75). All GPA calculations for admission are based upon the last 60 credits of undergraduate and post-baccalaureate study.

Degree Requirements

The Master's program in Health Sciences requires successful completion of 36 credits. For students in School Health Education, 18 credits are identified for the student by the Department of Health Science, with the remainder derived from elective offerings; in Community Health Education, 18 credits are stipulated by the department; and for those enrolled in the Administration Concentration, 15 credits constitute mandatory enrollment. Students with a dual focus also complete 36 credits, registering for required courses in both of their declared concentrations. In addition, all students must complete a three course requirement (for Community Health Education: HLTH 639, 615 and a third course selected with advisement; for School Health Education: HLTH 601, 615 and a third course selected with advisement; for Administration: HLTH 617, 615 and a third course selected with advisement; for Dual: HLTH615 and two courses reflecting each of the student's dual concentrations) with a GPA of 3.00 in their first attempt at these courses. Students who earn one C among those three courses must register for and receive no less than a B in HLTH 691 to remain in the Health Science Master's program; this course will not be included in the 36 credits necessary to complete the program.

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 student's concentration, to be chosen with approval of 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 support or 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 Graduate Program Director (410-704-4216). By careful reading of the printed materials and discussion with the Graduate 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 admission, students receive a Program of Study that must be continually updated with the Graduate Program Director as they complete courses. At the time of admission, students are also assigned a faculty member as their personal advisor. Students are encouraged to initiate at least one meeting or telephone consultation with their faculty advisor each semester. While the Graduate 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 School 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.
3. Students conducting Projects or Theses are encouraged to obtain Guidelines for Preparing a Project/Thesis, available from the College of Graduate Studies.
4. Application for graduation is made through the College of Graduate Studies. Consult the Graduate School Catalog 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 sent to students' homes or e-mail three times 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.

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. File a signed copy of your Program of Study with the Program Director and your faculty advisor _____
5. Complete 3-course requirement _____
6. Complete course work _____
- 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 Graduate School
- 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

Dan Agle, Ph.D. (410-704-4218) dagle@towson.edu

Environmental Health
Wellness
Health Promotion

School Health
Research Design
Statistical Applications

Patricia M. Alt, Ph.D. (410-704-4221) palt@towson.edu

Services for the Aging
Organizational Behavior
Health Politics and
Policy Analysis

Health Administration
Public Health

Sharon Buchbinder, Ph.D., Department Chairperson (410-704-4219) sbuchbinder@towson.edu

Quality Assurance
Utilization Review

Health Administration

Lillian Cook Carter, Ph.D. (410-704-4220) lccarter@towson.edu

Mental Health
Nutrition
Physical Fitness

Human Sexuality
Environmental Issues

Susan Casciani, MSHA, MBA, FACHE (410-704-3866) scasciani@towson.edu

Health Care Management

Strategic Planning

Donna Cox, Ph.D. (410-704-4214) dcox@towson.edu

Aging and Health Issues
Health Care Policy

Alcohol, Tobacco and Other Drugs

Theresa Jackson, MPH (410-704-3865) tkjackson@towson.edu

Public Health

High Risk Behaviors

H. Wayne Nelson, Ph.D. (410-704-4845) wnelson@towson.edu

Long Term Care
Nursing Homes

Patient Rights
Health Administration

Susan Radius, Ph.D., CHES, Program Director (410-704-4216) sradius@towson.edu

Research Methods
Consumer Satisfaction
Beliefs/Behaviors

Quantitative Methods
Adolescents' Health
Health-Related Risk Taking

Emiko Takagi, Ph.D. (410-704-5892) etakagi@towson.edu

Intergenerational Family Relationships
Informal and Formal Care for Older Adults
Aging Issues in Eastern Asian Societies

Gerontology
Death, Dying and Bereavement
Physical Health and Aging

Donna Wagner, Ph.D. (410-704-4643) dwagner@towson.edu

Family Caregivers
Older Workers

Work/Family Programs
Community-Based Services

Deitra Wengert, Ph.D., CHES (410-704-4215) 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, Ph.D. (410-704-2378) nwerts@towson.edu

Computer Information Systems

Nutrition

ESTABLISHING COMPETENCE OF THE HEALTH SCIENCE MASTER'S STUDENT

Three-Course Requirement

All students must demonstrate competence at the Departmental level by maintaining a minimum of a B average among three specified courses. Students may enroll in each of these three classes only one time. The course will **not** be eligible for reenrollment for purposes of grade improvement when part of the Departmental 3-course requirement. Admission requirements for conditionally admitted students will be identical to their three-course stipulations. Only students who are fully admitted to the program may choose the third course of the 3-course requirement. For students in Community Health Education, HLTH615 and HLTH639 are required components of the 3-course requirement. In School Health Education, students must take HLTH601 and HLTH615. Administration students have HLTH615 and HLTH617 as two of the 3-course requirement. With assistance of their faculty advisor, fully admitted students' third course (of the three course requirement) will be one that corresponds to their area of concentration and is approved by the advisor and Program Director. Dual concentration students register for HLTH615 and two other HLTH courses (one for each declared concentration) reflecting their particular focus. Students are encouraged to complete their 3-course requirements within their first 12 credits of enrollment. Postponement of this program requirement is discouraged, as it is possible that students will be concluding their course work only to find that they can be removed from the program for failure to successfully complete the 3-course requirement.

All students, regardless of their concentration, must enroll in HLTH 615 Community Health: Quantitative and Qualitative Elements as one of the three courses in the 3-course requirement. For conditionally admitted students, the second and third courses will be selected by the Program Director at the time of admission to the program.

Courses eligible for inclusion as fully admitted students' third course include, but *need not be limited to*:

HLTH 601 Problems in School Health
HLTH 617 Health Administration
HLTH 633 Health Care Systems
HLTH 637 Skill Development: Leadership in the Health Care Setting
HLTH 643 Health Education
HLTH 645 Health Care Policy

Only courses that are not part of the 3-course requirement will be eligible for reenrollment to improve students' earned grade.

In the event that the schedule of course offerings precludes a student's timely enrollment in the 3-course requirement, substitutions for the required discretionary enrollments may be granted only with the written consent of the Department Chairperson and Program Director. Student requests for course substitution must be made in writing to the Program Director and clearly indicate the

student's rationale for the proposed modification. A request for substitution must be made before the semester in which enrollment is to occur. The Department of Health Science is under no obligation to accept enrollment outside the above parameters and/or when the student has not received prior permission for a proposed substitution.

Students must complete all components of their 3-course experience before assessment of grade point average can be accomplished. Students who receive one 'C' as part of this 3-course experience will be required to register for a 3-credit Directed Reading with a Health Science faculty member in the area wherein the 'C' was received. This Directed Reading experience will not be included in the number of credit hours required for the completion of the Master's degree in Health Science. In short, the Directed Readings will not count toward the student's accumulation of credits for the Master's degree. A grade of 'B' or better must be received in this Directed Reading. Students unable to achieve that level of performance will be removed from the Health Science graduate program. If at least a 'B' average is not maintained among the 3-course requirement, the student will no longer be enrolled in the Department of Health Science graduate program.

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. For that reason, three classes are designated for observation of students' written abilities: HLTH601, 617, 639. None is a writing intensive class. And yes, the Department agrees that writing is important to all graduate classes. 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 reported to the Program Director along with recommendations to the student regarding how to address the concern.

PORTFOLIO REVIEW

As of September 2006, all Master's 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 students' professional 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 and areas for further development. The Department, in turn, will use students' professional portfolios to explore the effectiveness of our program. By reviewing students' portfolios, we will 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 Science faculty members with expertise in students' program concentration (i.e., School Health Education, Community Health Education, 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. Portfolios assessed to be below departmental expectations will not preclude students' ability to graduate.

SCHEDULE: Dates to submit portfolios will be 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. Exact dates for each cycle will be posted in the Department (bulletin board adjacent to the Health Science Office) and distributed via newsletter and/or email communication. 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 result in postponement of graduation clearance until the next university opportunity.

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 or the portfolio will be returned for correction prior to review. 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 comment 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 meet 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 memo (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 memos 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.

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 – other than HLTH615, 625 or 785. This paper should display your mastery of content important to your concentration.
- b. one evaluation of an in-class presentation given by you during your Master's career

In your cover memo, 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 625/785, & research proposal
- b. draft (or final) Chapter 1: Introduction to the Problem from HLTH625/785 research proposal

In your cover memo, 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)
- b. one exam from HLTH615

In your cover memo, 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 paper, 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

To facilitate their completion of the professional portfolio, students are asked to organize materials into four tabs. Contents within each tab 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.

Explanation of Assessment Criteria

- a. ability to assimilate facts, theories and principles basic to health science and to student's concentration

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				
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 education and school health education. A dual concentration, bridging two existing concentrations, is also available. Students are required to select a concentration when applying to the program. Changes can be made in the concentration at any point before completing the degree. Alteration of concentration must be made through written request to the Program Director and approval of the College of Graduate Studies. Students who are conditionally admitted should expect specification of a new 3-course requirement in the event they change their declared concentration.

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 Science.
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 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. Supporting 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** by the College of Graduate Studies and Research to file a 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 successfully (grade of 'B' or better) completing HLTH 615. Remediation of HLTH 615, if needed, must be completed before registration in HLTH 625. 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 in the Health Science Program Director's office

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

Community Health Education Concentration

The Master's of Science degree in Community Health Education is a professional program 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 Education concentration may pursue a career as a health education specialist in a variety of settings: voluntary health agencies, such as the American Diabetes and American Lung Associations; health care settings, such as 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 Education, 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** by the College of Graduate Studies and Research to file a 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 successfully (grade of 'B' or better) completing HLTH 615. Remediation of HLTH 615 must be completed before registration in HLTH 625. 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 in the Health Science Program Director's office

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

School Health Education Concentration

The Master's of Science degree in School Health Education is intended to provide a sound professional education program for the graduate student who wishes to pursue professional studies beyond the baccalaureate level. 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 by the College of Graduate Studies and Research to file a 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 successfully (grade of 'B' or better) completing HLTH 615. Remediation of HLTH 615 must be completed before registration in HLTH 625. 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 in the Health Science Program Director's office.

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.

Dual Concentration (e.g., School/Community Health Education)

Students may elect to choose a dual concentration among the available concentrations: Health Administration, Community Health Education, and School of Health Education. Only two concentrations can be chosen. Students must fulfill the course requirements of each concentration comprising the “dual” emphasis. The decision to elect a dual concentration 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 component of their dual concentration. Students’ timely decision making will avoid the need to accrue more than the 36 credits mandatory for a Master’s in Health Science. For students who are conditionally admitted, courses identified at the time of admission (i.e., for fulfilling that ‘conditional status’) will be modified to reflect the student's newly declared dual concentration.

In order to declare the dual concentration, students need to send an email to the Program Director, Dr. Susan Radius (sradius@towson.edu), indicating this intent and the two concentrations intended for the dual focus.

HEALTH SCIENCE COURSE WORK

Towson University offers an array of courses during both the fall and spring academic terms. 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, occasional graduate-level offerings may exist. Their meeting schedule varies according to demands of the course. Likewise, the summer may provide selected formal course offerings with, again, diverse meeting schedules. During periods other than the fall and spring semesters, students interested in continuing their degree efforts may want to consider use of the transfer option (consult the Graduate Catalog for details) or special format course as a means to achieve that end.

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.

HEALTH SCIENCE (HLTH)

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: Permit only.

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. Permit only.

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 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: CUR- RICULUM 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. Permit only.

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 7 years to complete their Master's degree. Only under special circumstance will the Dean of the Graduate School allow an extension to the 7-year limit. Students' "clock" begins with the date of the first course used toward their degree.
3. Transfer -Credit - Before enrolling in a course intended to transfer to Towson, the student must obtain permission from the Program Director. 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 make application for graduation to the Graduate School and pay the appropriate graduation fee, by the published date in the Academic Calendar, as printed in the current Graduate Catalog. Students submitting the diploma card late must delay graduation one semester. Should the student not graduate at the indicated time, the diploma card must again be submitted during the semester in which graduation is desired. A graduation fee will be required with the first submission of the diploma card, but not with subsequent submissions.
5. Limit on 500 Level Courses - Students may have only 9 hours of 500 level graduate credit courses in their Program of Study. Please plan carefully.
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 Requirements - International students for whom visa requirements exist must remember the need to satisfy 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. 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.

9. Substitute Courses - Students may substitute courses for any of those listed in the discretionary portion of their Program of Study. Substitutions are recognized by written consent of only the Program Director (with approval of the student's faculty advisor).
10. Change of Concentration - Students may change their concentration at any time after admission. To do so, students must request a transfer of program from the Program Director. Only changes so approved – and in writing – constitute legitimate and true changes in concentration. Change in concentration can necessitate change in a student's 3-course requirements.
11. Permits/Seat Codes- Only the Program Director should be contacted when registering for any HLTH "Permit Only" coursework.
12. "C" Grades-Graduate students may earn no more than two C's to qualify for the Master's degree (with no more than one among a student's 3-course requirement).
13. Student portfolios are mandatory. Students who do not provide completed portfolios by their stipulated due date will **not** be cleared for graduation.
14. The University requires all students to file a completed and signed (by their faculty advisor) Program of Study form with the Program Director. Students without the mandatory form will **not** be cleared for graduation.

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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