



College of Health Professions

Bachelor of Science in Health Care Management

2020-2021 Student Handbook





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SECTION 1- TOWSON UNIVERSITY OVERVIEW

INTRODUCTION

Welcome to Towson University, one of the nation's leading public universities. Here you get the best of both worlds — the benefits of a major institution with the personal feel of a small school.

Towson University is a campus on the move, with robust academic programs, recognized faculty, a dynamic campus environment, and strong alumni network. TU's partnerships throughout Maryland provide unique opportunities for research, internships, and jobs. Located eight miles north of Baltimore, TU is 45 miles from Washington, D.C., and 120 miles from New York City, placing you at the center of the nation's bustling Northeast corridor.

A lot of schools *talk* opportunity. But ensuring you succeed requires much more than talk. At TU, we go above and beyond to challenge you, inspire you and prepare you for your future. Spoiler alert: Big things are ahead. Towson University has more than 150 years of experience pushing possibilities. You inspire us to create opportunities in places they've never existed.

Learning at TU is built on more than academic excellence, it's built on opportunities. At the foundation of discovery and creativity are more chances to get noticed, get motivated and get involved. It happens in and out of classrooms. Passionate leaders here are constantly creating ways for you to grow and thrive by putting your knowledge to work in internships, community engagement, study abroad and other transformative experiences.

College can help define you. We think it should also propel you.

TOWSON UNIVERSITY INFORMATION AND POLICIES

STUDENT LIFE LINE

The Division of Student Affairs offers the “Student LIFE Line” to assist with answering any question students may have about the university. By calling 410-704-LIFE (5433) or sending an email to studentaffairs@towson.edu, requests will be responded to promptly. The phone line is answered Monday–Friday, 8 a.m.–5 p.m. After these hours, a voicemail can be recorded and will be responded to the next business day.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is here for you! We hope to serve as a resource for you during your time here at Towson. Each year undergraduate students pay a fee that allows the SGA to have a broad impact on your Towson University journey. The SGA funds activities that range from the Homecoming pep rally and concert, to Campus Activities Board (CAB) events like Tigerfest, speakers and comedians, to Sports Clubs and other student organizations. The SGA also takes on a major role as the advocacy body for students by appointing student representatives to sit on University Committees, as well as regular meetings with administrators to ensure the students have a voice in the university decision making process. For further information, please visit:

<https://www.towson.edu/studentlife/activities/sga/>

TOWSON UNIVERSITY’S COMMITMENT TO DIVERSITY

Towson University values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive workplace environments, promotes excellence, and cultivates the intellectual and personal growth of the entire university community. For further information please visit:

<https://www.towson.edu/about/diversity.html>

ACADEMIC CALENDAR

The dates for the fall, winter, spring and summer terms as well as university holidays are listed on the Towson University Academic Calendar available at

<https://www.towson.edu/registrar/calendars/>

TOWSON.EDU

<https://www.towson.edu/> is the official portal of the Towson University information network and is accessible from any Internet-accessible computer, on- or off-campus.

EMAIL

In partnership with Google, the university provides TU students with Google-hosted email accounts. Email is accessible once you have activated your NetID. Visit the OTS [Webmail Powered By Google](#) page for more details.

To access your Webmail Powered by Google email account:

1. Visit webmail.towson.edu
2. Enter your NetID and password, and log in

Student emails are the only official way that students should communicate to the university in any official capacity, this includes instructors. Of course you can communicate in private email, but that may not count as an official or recognized form of communication in a grade appeal process or in other circumstances.

NETID

A "NetID" is the core computing account assigned to each student at Towson University. It consists of a username, email address, a password, and a set of [computing services](#) to which the NetID provides access including:

- email
- online file storage
- web publishing
- chat
- videoconferencing
- wireless access services

BLACKBOARD

Blackboard is TU's method of delivering Fully Online, Hybrid and Web Supported Classes. Instructors can use a few or as many of the tools available within the Blackboard environment as needed. Visit Blackboard at <https://mytumobile.towson.edu/>

CAMPUS ONECARD

The OneCard is the official Towson University ID card. It is a powerful tool in the hands of the user. The OneCard provides access to many university services: library privileges at Cook Library, use of the university's athletic facilities, free or reduced-priced tickets at Towson University cultural and athletic events, access to recreational facilities and a free e-mail account through the Office of Technology Services. With two debit spending accounts, the OneCard provides cashless access to goods and services campus wide. If linked to a valid PNC account, cash withdrawals may be made from PNC ATMs. [Click here](#) to start the online application and photo upload process.

CAMPUS MAP

Please visit the following website to view the campus map:

<https://www.towson.edu/maps/>

TOWSON UNIVERSITY POLICE

The TUPD is located in the Public Safety Building. We respond to emergencies and patrol the campus 24 hours a day, seven days a week. Our administrative hours are 8 a.m. to 5 p.m. Monday through Friday. Please visit us in person or contact us via phone or email.

Emergency Phone: 410-704-4444

Non- Emergency Phone: 410-704-2134

Administrative Phone: 410-704-2505

Fax: 410-704-2976

Email: police@towson.edu

CAMPUS ESCORT SERVICES

Campus escort programs aim to improve the safety of individuals traveling alone on campus at night. Safe Ride, Safe Walk and individual escort services are available and can be arranged by calling 410-704-SAFE (7233).

For further information please visit: <https://www.towson.edu/publicsafety/escort.html>

SAFE WALK

Safe Walk provides uniformed police aides and police officers to escort individuals of the campus community walking on campus alone 24 hours a day. Uniformed personnel equipped with radios will meet individuals at any campus location and walk them to a chosen campus destination.

SAFE RIDE

Parking and Transportation Services provides on-campus bus transportation until 2 a.m. via the gold route. From 2:30 to 7 a.m. Parking and Transportation operates Safe Ride, an on-call point-to-point service that picks up from any vehicle-accessible location on campus. University Village is included in Safe Ride service. Additional information about the Safe Ride and other transportation services is available on the Parking and Transportation Services website.

TOWSON UNIVERSITY FINANCIAL AID

Located in the Enrollment Services Offices, Room 339. Call Center open Monday through Thursday, 8:30 am-5 pm; Friday, 8:30 am-4:30 pm. Reception Desk open Monday through Thursday, 8 am-5 pm; Friday, 8 am-4:30 pm. For further information please visit:

<https://www.towson.edu/admissions/financialaid/>

Phone: 410-704-4236 | **Fax:** 410-704-2584 | **Email:** finaid@towson.edu

BURSAR'S OFFICE

The Bursar's Office provides information on tuition and costs, billing, payment plan options, rebates and more. For further information please visit:

<https://www.towson.edu/bursar/>

TUITION AND EXPENSES

Towson University is widely recognized as one of the best values in higher education by Forbes, Money, and Washington Monthly. TU is also proudly recognized as one of America's Top 100 public institutions by U.S. News and World Report.

At Towson University, we are committed to providing a solid return on your education investment. We want to be sure you and your family understand our tuition rates and other costs. You can view our detailed **current** rates by session: fall and spring terms, minimester, and summer. For further information please visit:

<https://www.towson.edu/admissions/tuition/>

SCHOLARSHIP AND AID

Many scholarships are awarded based on academic merit. You can find information about academic and merit-based scholarships from the Financial Aid Office.

The Department of Computer and Information Sciences has a number of awards and scholarships awarded each spring. Information on each is given below. An announcement is sent by email to all department majors early in the spring semester with instructions on how to apply. Applications are normally due by the middle of February. More Information

EMERGENCY FUNDS

The Student Emergency Grant Fund assists TU students who are experiencing an exceptional financial crisis that impedes their academic progress and success.

FOOD INSECURITY AND FOODSHARE PROGRAMS

The Food Insecurity and FoodShare Programs are resources for students facing food insecurity issues.

REGISTRAR'S OFFICE

The Registrar's Office provides services to students, faculty, administrators, alumni and the general public in the areas listed below:

- Curriculum & Catalog Management
- Directory Information Policy (FERPA)
- Enrollment Verification
- Graduation

- Transcripts
- Grades & Academic Policies
- Inter-Institutional Program
- Reenrollment
- Registration & Records
- Residency Classification

For more information, please visit: <https://www.towson.edu/registrar/>

ACADEMIC ADVISING CENTER

The Academic Advising Center coordinates advising and provides guidance for undergraduate students throughout their academic career. This office also manages the First-Year Experience (FYE) Advising Program.

The contact information for the College of Health Professions Professional Advisor, Lauren Zanta, is below:

Office: Linthicum Hall, Room 115A

Phone: 410-704-2320

Email: lzanta@towson.edu

ACADEMIC SUPPORT FOR TU ATHLETES

TU's Athletics Academic Support unit provides advising, counseling, leadership, supervision, monitoring, tutoring, and other services to student-athletes.

TUTORING & LEARNING CENTER

The Tutoring and Learning Center is a full-service learning center that provides free services for Towson University students to assist in identifying and achieving academic goals. We help facilitate a community of learners by coordinating high quality tutoring, supplemental instruction, peer-assisted learning sessions, academic coaching, study groups, study skills workshops and facilitating reading placement testing. For further information, please visit: <https://www.towson.edu/tutoring-learning/>

WRITING CENTER

The Writing Center provides individual writing support to all members of the Towson community, including undergraduate and graduate students as well as faculty and staff members. We work with writers at any stage of the writing process from brainstorming to polishing a final draft.

All Writing Center sessions for the fall 2020 semester will be held online. These sessions are conducted much like a live session in the Writing Center, but they take place at towson.mywconline.net. Wconline offers screen-to-screen live video conversations similar to Skype, while also letting students review written documents in real time in ways similar to Google Docs.

For further information please visit: <https://www.towson.edu/cla/centers/writing/>

HEALTH CENTER

The Health Center provides health and wellness services for registered Towson University students. The Health Center is conveniently located in the Health and Counseling Centers at Ward & West Hall, near the College of Liberal Arts and the Residence Tower. Health Center Hours: Monday - Friday, 8:00 am - 5:00 pm. For further information please visit:

<https://www.towson.edu/healthcenter/>

COUNSELING SERVICES

The Counseling Center offers flexible, culturally responsive, and solution-focused care to meet every student's unique needs. The Center also offers consultative services to support and advise faculty/staff and family if a student is in distress. There is no fee for most services at the Counseling Center. For further information visit:

<https://www.towson.edu/counseling/>

OFFICE OF INCLUSION & INSTITUTIONAL EQUITY

The Office of Inclusion and Institutional Equity strives to foster a culture of integrity that values shared responsibility as a critical element of an inclusive, equitable, and diverse community. This vision, built on the belief that a diverse and inclusive campus community enhances our institution, will strengthen us all in immeasurable ways. For further information please visit: <https://www.towson.edu/inclusionequity/>

OFFICE OF ACCESSIBILITY & DISABILITY SERVICES

Accessibility & Disability Services (ADS) serves students with various disabilities and some temporary impairments that substantially limit one or more major life activities. The ADS staff is available to answer questions about accommodations and services as well as to provide information about other resources on and off campus. For further information please visit: <https://www.towson.edu/accessibility-disability-services/>

TOWSON UNIVERSITY MILITARY & VETERAN CENTER

One of the top initiatives of Towson University is to provide outstanding support and services to all student veterans and qualified dependents. The Military and Veterans Center (MVC) promotes a safe and like-minded community, personal growth and career development opportunities, and comprehensive in-school support. For further information please visit: <https://www.towson.edu/veterans/>

CENTER FOR STUDENT DIVERSITY

The Center for Student Diversity was established to aid the university in its efforts to foster inclusion, collaboration, and relationship building. We provide academic, social, and transition support for underserved students and promote exchanges and dialogue between individuals of diverse backgrounds and identities. For further information please visit:

<https://www.towson.edu/studentdiversity/>

THE TRANSFER STUDENT CENTER

The Transfer Student Center is available to all students interested in transferring to answer questions about how your credits will transfer, the best pathway to your bachelor's degree, and steps to take to transfer. Here's some resources:

- Pre-Transfer Appointments — We offer assistance for students who want to plan their transfer courses, explore degree possibilities, and learn more about transferring.
- Transfer Credit — Our philosophy is that no student should be surprised when they see their official transfer credit evaluation. You can read about our transfer credit policies and evaluation process here.
- Community College Partnerships — We partner with Maryland community colleges to create 2+2 degree completion plans to provide you with a seamless pathway to your bachelor's degree.
- Transfer Recruitment Events — Maryland community college students can meet with one of our counselors each fall and spring at their school's transfer fair. We may also be available for individual appointments on your campus.

For further information please visit:

<https://www.towson.edu/admissions/undergrad/transfer/>

TRANSFER MENTOR PROGRAM

The Transfer Mentor Program assigns a mentor to help you explore the many opportunities available at Towson University.

OFFICE OF STUDENT CONDUCT AND CIVILITY EDUCATION

Administration Building 236, 410-704-2057

The Office of Student Conduct & Civility Education administers the Code of Student Conduct (see Appendix E), the set of behavioral standards by which all students are expected to abide. When a student is alleged to have violated the Code, this office interviews and counsels students through the discipline process, provides education for students who have been found responsible for violating policy, and facilitates the student appeal process. The office also serves as a resource to faculty and administrators.

TOWSON UNIVERSITY INSTITUTE FOR WELL-BEING

The Institute for Well-Being at Towson University offers a wide spectrum of programs dedicated to promoting and enhancing health and wellness in the community. Serving as a dynamic interprofessional learning lab for Towson University students, the Institute for Well-Being weaves innovative services and educational programs across multiple centers into one organization. Our centers offer professional services from licensed and certified health care experts. Students work under the supervision of the health care staff who mentor and train them to provide the best practices in health and wellness.

We are located in the heart of downtown Towson at One Olympic Place and offer convenient, free parking and easy accessibility.

For further information please visit: <https://www.towson.edu/iwb/>

HEARING AND BALANCE CENTER; SPEECH & LANGUAGE CENTER

One Olympic Place
410-704-3095

The Hearing & Balance and Speech & Language Centers at the Institute for Well-Being offer an array of diagnostic and therapeutic services for Towson University faculty, staff, and student body as well as the surrounding community. These services are available for individuals of all ages and with all types of communication disorders and differences.

For further information please visit:

<https://www.towson.edu/iwb/centers/hearingbalance/>

<https://www.towson.edu/iwb/centers/speech/>

HUSSMAN CENTER FOR ADULTS WITH AUTISM

The Hussman Center for Adults with Autism provides cutting-edge programming, training and resources for adults on the autism spectrum, Towson University students, professionals and others in the community. We offer two primary types of programs:

- 1) Group programs for neuro-diverse individuals that are offered in the spring, summer and fall featuring inclusive Towson University student involvement.
- 2) College Autism Peer Support (CAPS) for Towson University students who are on the autism spectrum. This program provides support in planning for success as a college student.

For further information please visit:

<https://www.towson.edu/iwb/centers/hussman/>

OCCUPATIONAL THERAPY CENTER

The Occupational Therapy Center provides a variety of services for children, adults and caregivers to enhance independence and quality of life and provide support. Programs extend services beyond those found in a traditional educational or medical system and are reasonably priced.

For further information please visit:

<https://www.towson.edu/iwb/centers/occtherapy/>

CAREER CENTER

The Career Center provides one-on-one career counseling, self-assessment tests and online resources to help you discover a career path, master the art of the interview, create an impressive resume, and develop a professional image for a competitive edge.

ALBERT S. COOK LIBRARY

Centrally located on campus, the Albert S. Cook Library supports student scholarship by providing a wide array of resources, services and learning opportunities. For further information please visit: <https://libraries.towson.edu/>

Phone Circulation Services: 410-704-2456

Phone Research Help: 410-704-2462

Text Research Help: 410-774-1398

To Chat with a Librarian Online, Visit: <https://libraries.towson.edu/about/here-for-you-online>

COMPUTER LABS

A variety of computer laboratories are available to provide support for CIS programs and student coursework. Many of these facilities are designated as Teaching Labs where faculty work with students to achieve the overall goals and objectives of the department's many computer lab intensive courses. For further information and computer lab locations please visit: <https://www.towson.edu/cla/resources/labs/>

STUDENT COMPUTING SERVICES – OFFICE OF TECHNOLOGY SERVICES

Student Computing Services (SCS) in the Office of Technology Services provides valuable technology resources for students of all majors and experience levels. Some on-site services might be unavailable or require an appointment due to current safety measures. Technical support is still available during normal business hours by chat, email, phone, text, and TechHelp. Contact us at 410-704-5151 to see if appointments are available. Learn more about SCS' [Support & Self-help Resources](#).

PRINTING STATIONS

OTS Student Computing Services (SCS) supports campus-wide printing via the flexible wēpa cloud-based printing solution, as well as large-format and 3D printing in our Cook 35 location.

The wēpa cloud-based printing system allows you to send files from your computer, tablet or smart phone and print them at any of the 25 print stations conveniently positioned all over campus. It's a flexible solution that supports black and white, grayscale, and color printing on letter-sized (8.5"x11") paper—and it even prints on both sides.

For Print Station Locations, please visit:

<https://www.towson.edu/technology/studentservices/printing/print-stations.html>

CAMPUS RECREATION

Campus Recreation supports the Towson University community by providing facilities and programs that promote physical and social benefits. Whether you want to get active, challenge yourself with an outdoor adventure, or just have some fun with your friends Campus Recreation has something to offer you. For further information please visit: <https://www.towson.edu/studentlife/activities/recreation/campusrec/>

USTORE

The Towson University Store staff takes pride in satisfying the diverse needs of the campus community by offering a variety of goods and services. Distinctive merchandise, which promotes school spirit and recognition, consists of quality TU emblematic adult and children's clothing, stationery, giftware, and the official TU class ring. Since the University Store is owned and operated by TU, all profits generated from the sale of merchandise are reinvested into the university. No student fees are used to support the University Store.

Visit our [website](#) to order merchandise, request a store catalog and obtain information about course materials, graduation, location, store hours, refund policy, and any other services listed.

University Union, second floor | Phone: 410-704-BOOK (2665)

Regular Hours for Spring and Fall terms: Monday–Thursday, 8:30 a.m.–7:00 p.m. | Friday, 8:30 a.m.–5:00 p.m. | Saturday, 10 a.m.–4:00 p.m.

DINING

TU students — residents and commuters alike — can choose from 18 [dining locations](#) on campus. No matter what time of day or night, you can always find something good to eat.

PARKING

A valid TU parking permit is required Monday to Thursday from 6 a.m. - 8 p.m. and Friday from 6 a.m. - 3 p.m.

Parking is available on a first-come, first-served basis. On most weekdays during the fall and spring terms, the Towsontown, Glen and Union garages are full by 10 a.m. Ample parking in the lots near the stadium complex and free shuttle services are available. For further information please visit: <https://www.towson.edu/parking/student/>

SHUTTLE SERVICES

Towson University operates shuttle routes both on and off campus to serve the campus community.

On-campus shuttles run only during the fall and spring term. Off-campus shuttles operate during the fall and spring term and on an abbreviated schedule over winter, spring and summer breaks. See the shuttle routes and nearby MTA bus stops on TUTigerRide.

CHILD CARE

The [University Child Care Center](#), located on campus, offers an educational program focused on nature and the arts for children ages two through five.

COMMUTERS

If you're [living off-campus](#), you'll want to check out resources designed to help you [find housing](#) and [get involved](#) with college life.

BANKING ON CAMPUS

You can bank on campus at PNC Bank in the University Union and at the SECU Credit Union in West Village Commons. ATMs are located around campus.

VOTING

All eligible students can use TurboVote to register to vote, change their registration address, request a mail-in/absentee ballot, or receive reminders about upcoming elections. Visit Voter Registration & TurboVote for more voter information, resources and opportunities to get involved.

THE INSTITUTIONAL REVIEW BOARD

The Institutional Review Board (IRB) is appointed by the Provost and is comprised of volunteers from TU's faculty and staff, and at least one member of the community. The IRB is responsible for reviewing research involving human subjects to ensure compliance with all governmental regulations with the use of human subjects. Approval of the IRB must be obtained prior to the involvement of human subjects in research, and for any modifications to the project after IRB approval which would impact the human participants.

The Office of Sponsored Programs and Research is the first point of contact regarding human subjects research at (or involving) Towson University faculty, staff or students.

For further information please visit:

<https://www.towson.edu/academics/research/sponsored/comply/irb/>

FERPA

Towson University is in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (a.k.a. Buckley Amendment). Towson University accords all the rights under the law to students who have matriculated at the university. Information may be released to parents who have established students' dependency as defined by the Internal Revenue Code of 1954, Section 152. The Office of the Registrar will review the parent's claim of dependency and contact the student prior to determining whether to release any academic information. Except as permitted under the Act, no one outside the institution will have access to any information from students' education records without their written consent. Those permitted access under the Act include personnel within the institution, officials of other institutions in which students seek to enroll, organizations providing financial aid, accrediting agencies, persons in compliance with a judicial order and persons acting in an emergency situation to protect the health or safety of others.

For further information please visit:

<https://www.towson.edu/registrar/registration/ferpa.html>

Please visit the Office of Graduate Studies' Website for further information:

<https://www.towson.edu/academics/graduate/office/>

ACADEMIC INTEGRITY POLICY

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 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.

For further information, please visit:

<https://www.towson.edu/about/administration/policies/documents/polices/03-01-00-student-academic-integrity-policy.pdf>

ATTENDANCE POLICY

Students are expected to attend all classes. Consistent attendance offers the most effective opportunity for students to understand concepts, materials and expectations of those courses in which they are enrolled. Although some courses do not use attendance as a criterion for grading, there are others where in-class participation is an integral part of the course. Examples include, but are not limited to, seminars and courses that require public speaking, laboratories, language learning, group discussions or internships. Frequent absences from these types of courses, whether excused or unexcused, may affect the final grade. Faculty who use absences as a factor in grading must explain in the course syllabus what effect even an excused absence might have on the evaluation of a student's work. For further information, please visit: <https://catalog.towson.edu/undergraduate/academic-policies/class-attendance-absence-policy/>

INCLEMENT WEATHER POLICY

In the event that weather or other emergency conditions warrant the early closing, all-day closing or delayed opening of Towson University, an announcement will be made through the following communication channels:

- Campus-wide email
- Text alerts from the Campus Emergency Notification System
- University Facebook page
- University Twitter feed

- Local radio and television stations
- Towson University [homepage](#)

Such schedule adjustments will also be available on the Towson University Information Line: 410-704-2000.

For further information please visit: <https://www.towson.edu/news/emergency.html>

WITHDRAWAL POLICY

Dropping and withdrawing from classes can both have significant impacts on your eligibility for financial aid. After the change of schedule deadlines, you can only withdraw from classes. You will receive a W grade, and must still meet withdraw deadlines.

For further information please visit:

<https://www.towson.edu/admissions/financialaid/guide/requirements/withdrawals.html>

TU IN NORTHEASTERN MARYLAND (TUNE)

Towson University in Northeastern Maryland offers transfer students the flexibility to pursue a four-year degree after they complete an associate's degree at a community college. Located on the grounds of Harford Community College, the building offers state-of-the-art classrooms, labs and educational resources. For further information please visit:

https://www.towson.edu/academics/undergraduate/tune/?utm_source=redirect&utm_content=tunemd

COMMENCEMENT CEREMONIES

Traditional Commencement ceremonies occur at the end of the spring and fall terms and degree candidates are invited to participate in the college ceremony in which their degree program falls. For further information please visit:

<https://www.towson.edu/academics/commencement/>

GRADUATE SCHOOL

Towson University's top-ranked graduate programs respond to the emerging work force needs of the region and the nation — from cybersecurity to health care. Whether you are on a solid career path or are looking to change careers, TU has a program that can meet your needs and your demanding schedule. You will be welcomed and supported throughout your education in our diverse and inclusive campus community.

Graduate courses are offered on campus, online and off campus. Both full- and part-time programs are available, led by recognized faculty who combine theory and applied, practical knowledge while encouraging collaboration in research projects and creative productions.

SOCIAL MEDIA

The Towson University Social Media Policy can be found at <https://www.towson.edu/about/administration/policies/documents/policies/10-01-06-social-media-policy.pdf>

The following are links for Towson University's Social Media Accounts:

- Twitter: <https://twitter.com/TowsonU>
- Facebook: <https://www.facebook.com/towsonuniversity>
- Instagram: <https://www.instagram.com/towsonuniversity/>
- YouTube: <https://www.youtube.com/TowsonUniversity>
- Website: <https://www.towson.edu/>

SECTION 2- COLLEGE OF HEALTH PROFESSIONS INFORMATION

INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the College of Health Professions! At no other time in history has a career in the health professions been of such great need. Today, 17.7 percent of our national spending on goods and services is spent on health care. This far exceeds any other country. Choosing to work in health, and related sports and wellness professions, will provide you with a lifetime career that will address important needs of all Americans. How each of us thinks, feels and acts affects our health and wellness. If you are interested in formal sports, recreational activities or daily exercising; if you are interested in teaching others about wellness and health related activities; or if you have a passion to care for persons and assist those with health issues, the College of Health Professions at Towson University can provide you with a meaningful, high quality education embracing real-life experiences and internships.

A career in the health-related professions will provide a career in helping others achieve higher levels of functioning for their health, their lifestyle and their quality of life. You will have the satisfaction that you have touched the lives of others. As one of our graduates you might:

- Teach physical education and health to children;
- Develop media campaigns addressing wellness;
- Provide rehabilitative services following injury or illness;
- Assist athletes of all levels in honing and refining their talents;
- Coordinate services and care for older adults;
- Manage health and sport-related services and providers;
- Analyze health systems for improving the delivery of care;
- Evaluate persons with speech and hearing difficulties;
- Care for patients in hospitals; or
- Plan and staff disaster relief efforts.
- The potential of what you can do with a career in health professions is endless. And the satisfaction in working with others is also endless!

Our college provides a wide variety of programs that offer you the education needed to meet today's busy and growing needs in the health care services, wellness and health industry. Please take some time to visit the departments and learn more about our programs, our faculty and our students. Join us for an exciting adventure in the College of Health Professions! We look forward to meeting you!

Lisa Plowfield
Dean

OVERVIEW OF THE COLLEGE OF HEALTH PROFESSIONS

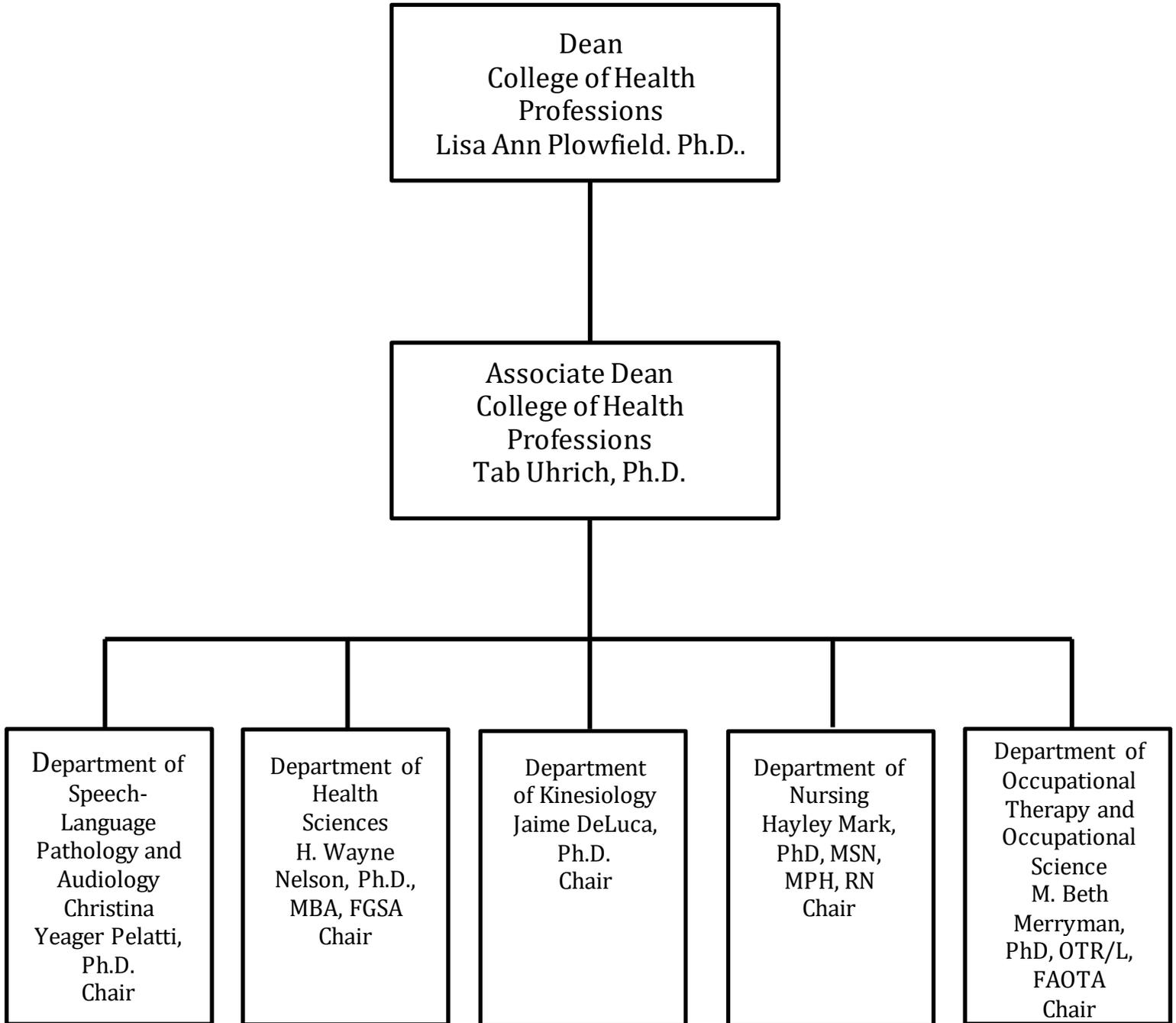
Towson University has a long history of meeting critical demand for healthcare professionals in the region. Eligible programs are fully accredited by the national professional accrediting agencies. Towson University is located at the center of a region rich in healthcare organizations, including two of the nation's leading research hospitals, Johns Hopkins Hospital and University of Maryland Medical Center. Collaborative efforts and partnerships, both on and off campus, ensure you gain broad experience in your field.

At Towson University, highly experienced faculty members in a variety of disciplines bring a theoretical and applied approach to teaching in state-of-the-art learning environments. In every program, you learn the best practices of the profession complemented by critical-thinking, team-building, communications and technology skills.

Every student in the college has the opportunity to apply their new knowledge and gain practical experience with a variety of regional organizations and agencies. Our holistic approach to educating the whole student means Towson University graduates are well prepared to enter and excel in their health-related careers and ongoing professional development.



COLLEGE OF HEALTH PROFESSIONS ORGANIZATIONAL CHART 2020-2021



RESOURCES FOR STUDENTS OF THE COLLEGE OF HEALTH PROFESSIONS

Students have access to a wide array of learning resources and supports within the College and University. University resources provide support for academic life, technology, safety and housing, and financial aid guidance. Students completing their degrees often seek career guidance from the University's Career Center.

Within the College and Departments, additional learning resources are provided for the unique needs associated with each program. These resources include:

- Alcohol, Tobacco & Other Drug (ATOD) Abuse Prevention Center
- CPR Certification Information
- IDEA Program in the Department of Nursing
- Nursing Simulation Center

Outside the classroom, students have internship opportunities at more than 300 health care and sport-related agencies in the greater Baltimore region, including Johns Hopkins Hospital, University of Maryland Hospital, Greater Baltimore Medical Center, Kennedy Krieger Institute, Towson Sports Medicine, and with the Baltimore Ravens and Baltimore Orioles.

Within the College, clinical education resources are provided at the Institute for Well-Being. These centers include:

- Hearing & Balance Center
- Hussman Center for Adults with Autism
- Occupational Therapy Center
- Speech & Language Center
- Wellness Center

COLLEGE OF HEALTH PROFESSIONS AVAILABLE SCHOLARSHIPS

Scholarships are awarded based on academic merit, financial need, or sometimes a combination of both. Awards are made possible by the generosity of donors to Towson University. Apply today for one of our various scholarship opportunities.

- Speech-Language Pathology & Audiology
- Health Sciences
- Kinesiology
- Nursing
- Occupation Therapy & Occupational Science
- General Scholarships

SECTION 3- DEPARTMENT OF HEALTH SCIENCES INFORMATION

WHAT THE DEPARTMENT OF HEALTH SCIENCES OFFERS

- one of the only two undergraduate health care management programs in the state of Maryland fully certified by the Association of University Programs in Health Administration
- a nationally recognized health science program that prepares students to become Certified Health Education Specialists (CHES)
- an allied health program that is Towson University's only fully online undergraduate major (this program is open to practicing clinicians with an associate degree in a technical field)
- internship opportunities in the areas of gerontology, health care management and health science
- honor societies for gerontology, health care management, and health science
- graduate degrees in health science (M.S.) and physician assistant studies (M.S.) and post-baccalaureate certificates (PBC) in autism studies

UNDERGRADUATE MAJORS

- Allied Health Major
- Gerontology Major
- Health Care Management Major
- Health Education and Promotion Major

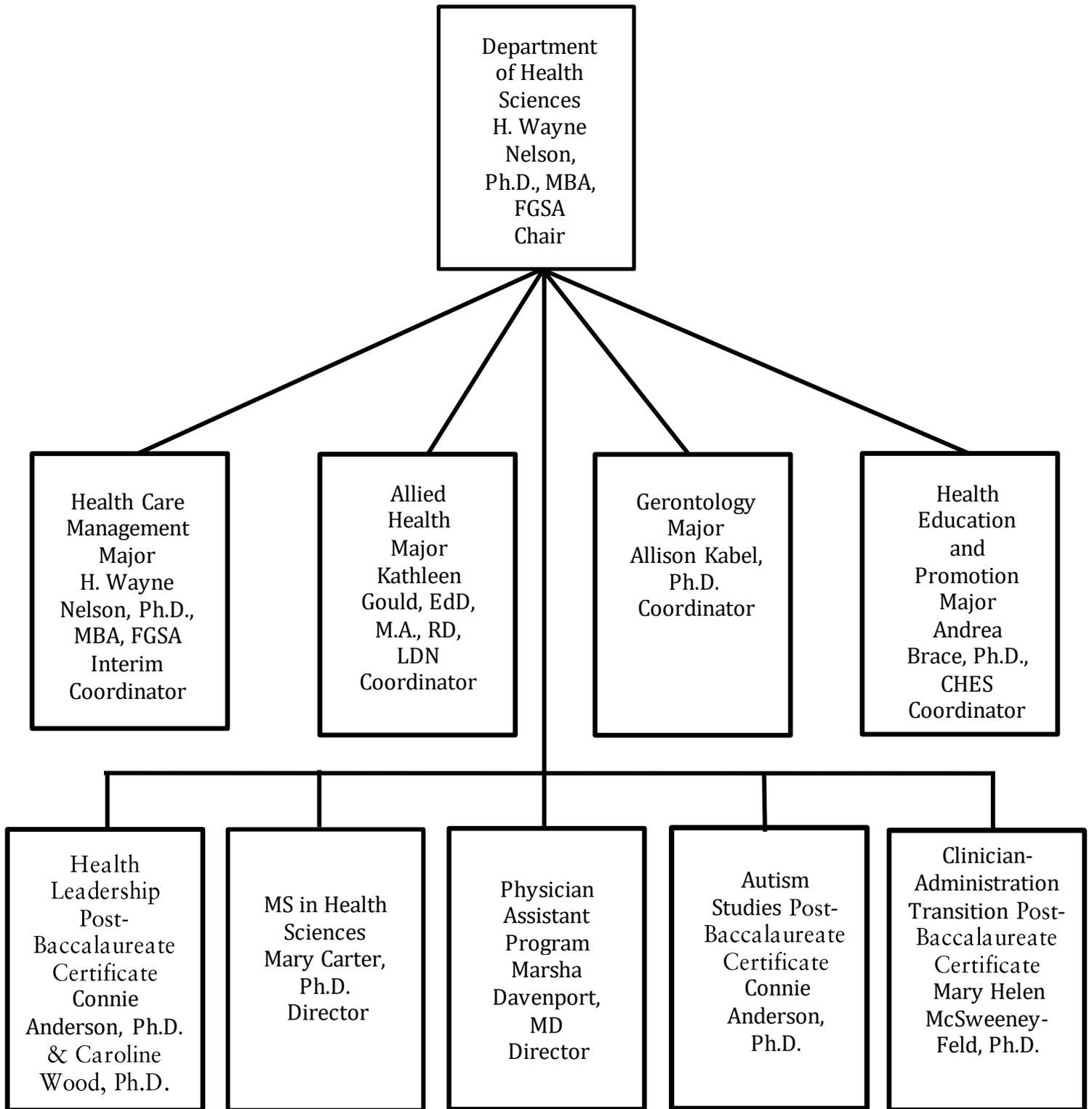
UNDERGRADUATE MINORS

- Applied Adult Disabilities Minor
- Gerontology Minor
- Health Care Management Minor
- Health Science Minor
- Public Health Minor

GRADUATE PROGRAMS

- Autism Studies Post-Baccalaureate Certificate
- Clinician-Administrator Transition (CAT) Post-Baccalaureate Certificate
- Health Science
- Physician Assistant Studies

DEPARTMENT OF HEALTH SCIENCES ORGANIZATIONAL CHART 2020-2021



Minors: Applied Adult Disabilities Studies, Public Health, Gerontology, Health Sciences, Health Care Management

DEPARTMENT OF HEALTH SCIENCES STUDENT ASSOCIATIONS

HEALTHCARE LEADERSHIP ACADEMY

The purpose of Healthcare Leadership Academy is to provide students with exposure to careers in the field of health care management, while providing opportunities to enhance the development of leadership skills and begin to build professional networks.

Students must have at least a 2.0 overall GPA to be considered for membership. If you meet this requirement and wish to join, please print, complete and submit this application to Linthicum Hall, room 101. If you have any questions, please contact Professor Andrew Jones atjones@towson.edu

For further information please visit:

<https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/resources/academy.html>

INSTITUTE FOR HEALTHCARE IMPROVEMENT (IHI) OPEN SCHOOL, TOWSON UNIVERSITY CHAPTER

The purpose of the IHI Open School Towson University Chapter is to engage health professions students in experiential learning focused on developing knowledge and skills in improvement science. Members of the Chapter will develop essential interprofessional, resilient leadership skills through directing and managing patient safety and quality improvement initiatives. For further information please visit: <https://involved.towson.edu/organization/ihi>

AMERICAN COLLEGE OF HEALTHCARE ADMINISTRATORS (ACHCA), TOWSON UNIVERSITY CHAPTER

ACHCA is a non-profit professional membership association dedicated to administrative leadership and excellence in post-acute and aging services care across the spectrum of health care services. Our student chapter has monthly meetings, offers career development opportunities, ongoing education and networking opportunities for students interested in post-acute care and long-term care administration careers. For more information, please contact the chapter faculty advisor, Dr. Mary Helen McSweeney-Feld at mmcsweeneyfeld@towson.edu.

HEALTH EDUCATION & PROMOTION STUDENT ORGANIZATIONS

ACTIVE MINDS

Active Minds is a mental health advocacy organization, dedicated to eliminating the stigma surrounding mental illness. By promoting education and raising awareness, we hope to change the conversation about mental health.

For further information please visit:

<https://involved.towson.edu/organization/TUActiveMinds>

BODY IMAGE PEER EDUCATORS

Our peer educators receive extensive training in skills related to leadership, program development, needs assessment, and evaluation. We implement virtual outreach activities and events, as well as provide a workshop on body acceptance.

For further information please visit:

<https://involved.towson.edu/organization/bodyimage>

CHILD LIFE CLUB

The mission of the child life club at Towson University is to provide an opportunity for child life undergraduate and graduate students to come together around the common interest of child life. Members will have the opportunity to learn more about the field of child life, volunteer in area hospitals, and participate in activities to expand knowledge of medical illnesses, interventions, and other current child life topics. We hope to provide a group that fosters fellowship within the child life community at Towson University and expands awareness of child life within the community.

For further information please visit:

<https://involved.towson.edu/organization/childlifeclub>

PHYSICAL EDUCATION MAJORS CLUB

The Physical Education Majors Club's purpose is to develop dedicated professionals and student leaders in the field of physical education. Programs include trips to local and national conventions, student conferences and workshops, community events, sports clinics, campus and community service projects, guest speakers, leadership activities and faculty-student social events.

For further information please visit:

<https://involved.towson.edu/organization/physicaleducationmajorsclub>

HONOR SOCIETIES AND AWARDS

All students in the College of Health Professions are eligible for consideration for the following awards or society memberships.

- Eta Sigma Gamma the national professional honorary society in health education, has established the Beta Zeta Chapter in the Department of Health Science at Towson University. For information about eligibility see: Eligibility requirements and application (PDF).
- Upsilon Phi Delta is to further the professional competence and dedication of the individual members in and for the profession of healthcare management.
- Sigma Phi Omega the national academic honor and professional society in Gerontology, has established the Delta Rho Chapter at Towson University. The honor society recognizes excellence of those who study Gerontology and aging and the outstanding service of professionals who work with or on behalf of older adults.
- Neil E. Gallagher Endowed Scholarship is a scholarship for a student with a cumulative GPA of at least 3.0 and a declared major (undergraduate or graduate) in Health Science. Please click the following links for more information regarding the scholarship and the application.
- Healthcare Management Program Scholarship is a merit and needs-based scholarship awarded by the Health Care Management department faculty contingent on funding from AUPHA in any academic year.
- Foster G. McGaw Scholarship is a merit and needs-based scholarship awarded by the Health Care Management department faculty contingent on funding from the Towson University Foundation.

EXTERNAL RESOURCES FOR STUDENTS

- American College of Health Care Administrators (AUPHA)
- American College of Healthcare Executives - access to networking, education, and career development at the local level
- Bureau of Labor Statistics on Health Educators — job outlook, employment, etc. and other important facts regarding jobs for Health Educators
- Maryland Association of Health Care Executives (MAHCE)
- Society for Public Health Education (SOPHE) — premier health education professional membership organization. Provides networking resources, j, and hosts annual national conference.



SECTION 4- HEALTH CARE MANAGEMENT PROGRAM INFORMATION

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.

HEALTH CARE MANAGEMENT PROGRAM OVERVIEW

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.

HEALTH CARE MANAGEMENT PROGRAM

MISSION STATEMENT

The Health Care Management program prepares students for entry-level management positions in a diverse range of health service organizations. Through a broad-based curriculum and experiential learning, our graduates develop a firm foundation in the structure and dynamics of health care organizations and systems, ethical and legal precepts, analytical skills, and leadership competencies needed to ensure high-quality and equitable health care delivery.

VISION STATEMENT

To be a regional center of excellence for undergraduate health care management education.

VALUES

| | |
|-----------------------------------|--|
| Experiential learning: | The program values practical learning experiences both in the classroom and in the community. |
| Professionalism: | The program strives to prepare students to make valuable contributions to the field through competent leadership and lifelong learning. |
| Evidence-based management: | The program emphasizes making well-informed decisions by using high quality evidence from a variety of reputable sources. |
| Diversity & inclusion: | The program values culturally mindful and empathetic leadership and embraces an extensive range of backgrounds, experiences, values, and expertise among students and faculty alike. |
| Ethics & integrity: | The program is committed to developing honest and ethical health care leaders for the public good. |

GOALS

Goal #1 Educate: Prepare students with the knowledge and skills required for success in early career health care management positions and graduate programs

- **Objective 1.1:** Maintain a broad-based curriculum that provides students with the knowledge and skills vital to contemporary health care management
- **Objective 1.2:** Ensure students develop practical skills through internship placements in a variety of health care settings
- **Objective 1.3:** Provide diversity training and education in several classes via a range of learning materials and assignments
- **Objective 1.4:** Incorporate ethics training and education into coursework and internship/capstone experiences via a range of learning materials and assignments

Goal #2 Support: Provide students with the environment and experiences necessary for intellectual and personal growth

- **Objective 2.1:** Ensure student access to state-of-the-art educational facilities and learning materials, including both on-campus and virtual resources
- **Objective 2.2:** Facilitate student access to various professional organizations and professional development opportunities (e.g., webinars, networking opportunities, mentorship)
- **Objective 2.3:** Connect students with community engagement activities both on and off campus (e.g., clubs, social events, etc.)

Goal #3 Excel: Promote faculty excellence in teaching, scholarship, and service

- **Objective 3.1:** Recruit, retain, and mentor high-caliber faculty from diverse backgrounds
- **Objective 3.2:** Promote faculty research, scholarship, or clinical practice activities consistent with academic rank and title
- **Objective 3.3:** Provide and promote faculty opportunities to serve the profession, university, and community

PROGRAM COMPETENCIES

1. Students identify, analyze, and evaluate major macro influences and using technological search strategies, assess how these affect setting-specific health care organizations.
2. Students utilize problem solving skills and apply, in an ethically and socially responsible way, management theory and principles to the administration of health care organization's increasingly diverse workforce and consumer populations.
3. Students identify, describe and apply health information systems technology and decision support mechanisms and draw on relevant management theory and assumptions to solve organizational financial, material, problems with human resource implications to improve quality care.
4. Students exhibit professional behaviors in healthcare environments including the ability to read and adapt to organizational cultures by exhibiting appropriate intrapersonal and interpersonal social skills, by communicating to management, staff and clients in ways that build/maintain open, trusting and effective work relationships.
5. Students write clearly, logically and succinctly in standard business prose with well referenced developmental detail appropriately cited according to APA standards.

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
- ✦ [Military Medical Service Corps \(Health Administration\)](#)

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.

DECLARING THE HEALTH CARE MANAGEMENT MAJOR

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 Professor Andrew Jones at atjones@towson.edu to inquire 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 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)

MATH 231 Basic Statistics (3) **CORE 3**
LEGL 225 Legal Environment of Business. (3)
GERO 101 Introduction to Gerontology (3) or Introduction to Sociology (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 330 Financial Management for Non-Financial Managers (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 Health Administration (3)
AHLT 311 Human Resources Management for Allied Health Professionals (3)
AHLT 445 Research Methods in Interprofessional Health Studies (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) **CORE 14**
HCMN 495 Internship (12 Units) **REQUIRED**

OPTIONAL LONG- TERM CARE TRACK

GERO 101 Introduction to Gerontology (3)
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>

IMPORTANT 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
 - ✦ Accessibility and 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 an HCMN student group – get involved!

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)

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

AMERICAN COLLEGE OF HEALTH CARE ADMINISTRATORS (www.achca.org)

The ACHCA is a non-profit professional membership association dedicated to administrative leadership and excellence in post-acute and aging services care across the spectrum of health care services. There is a Towson University student chapter of ACHCA.

MARYLAND ASSOCIATION OF HEALTH CARE EXECUTIVES

(<https://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)

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

MARYLAND MGMA (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)

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

MARYLAND HFMA (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>).

UPSILON PHI DELTA HONORARY SOCIETY

The purpose of the Upsilon Phi Delta Honor Society is to further the professional competence and dedication of the individual members in and for the profession of healthcare management.

This 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

The official colors of Upsilon Phi Delta are crimson red and cobalt blue. The official flower is the rose.

Members are selected on the basis of academic achievements, service to the community and/or contributions to the healthcare management profession. Members must have a GPA of 3.25 or greater and have completed 18 credits within the HCMN majors. If interested in becoming a member please contact Dr. Nelson at wnelson@towson.edu.

If you believe that you meet the membership qualifications, please complete the form below.

- [Upsilon Phi Delta Membership Application \(DOCX\)](#)

A membership fee of \$25 payable to "AUPHA Upsilon Phi Delta" must be attached to the application and brought to Linthicum Hall, Room 101. Students can turn application and cash/check in to Heather Wheat in the front office of the health sciences department from 8 a.m. until 5 p.m. Monday through Friday. Members have the option of being officially inducted into the honor society during the Department of Health Sciences' awards and honor society event held each spring or may simply pick up their cords, pin and certificate in LI 101 upon membership approval.

For further information, please visit:

https://www.aupha.org/main/resourcecenter/currentstudents/honor_society

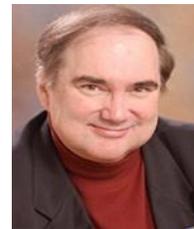


FACULTY

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. For further information, please visit: <https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/faculty-staff.html>

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APPENDIX A

TOWSON UNIVERSITY DEPARTMENT OF HEALTH SCIENCES PROFESSIONAL BEHAVIOR POLICY

Introduction and Rationale

The Department of Health Sciences has a responsibility to ensure that our students are well prepared and highly qualified to join the health professions. Health Sciences requires strong academic preparation for and mastery of professional competencies. These professions also require non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The goal of this Professional Behavior Policy is to help students demonstrate professional behaviors in class and in internship placements. This document, which is adapted from the Towson University Education Program Professional Behavior Policy, sets forth those essential professional behaviors for the Department of Health Sciences.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing information to those considering health careers to help students in their career decision-making; (b) serving as one of the key areas for advising and feedback to students as part of their professional development; and (c) serving as a basis for the final assessment of attainment of graduation requirements and recommendation for certification.

All students in the Department of Health Sciences are expected to demonstrate they are prepared to work as professionals. These professional behaviors are outlined below.

Department Expectations of Behavior

The Department of Health Sciences' Expectations of Professional Behavior are grouped into three categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, and Personal and Professional Behavior.

Students enrolled in the Department of Health Sciences must:

Communication/Interpersonal Skills

- **express themselves effectively in standard written and oral English in order to communicate with students, faculty, staff, and professionals.**
 - write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written Standard English to establish their grasp of content presented in the program and to adequately complete all written assignments, including email communications*, as specified by faculty and field placements.
 - communicate appropriately with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
 - demonstrate sufficient skills in spoken Standard English to establish their grasp of content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty and as required by the placement.
 - **See E-Mail Etiquette Do's and Don'ts Addendum to this document.*
- **demonstrate communication skills that are responsive to a variety of perspectives represented in diverse professional environments**
 - appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others.
 - demonstrate their awareness of appropriate social boundaries and their readiness as well as ability to observe those boundaries.
- **demonstrate necessary interpersonal competencies to function effectively with instructors, peers, students, faculty, staff, and professionals and to function collaboratively as part of a professional team**
 - demonstrate appropriate social skills in professional and social interactions with instructors, students, peers, faculty, staff, and professionals.
 - demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, students, faculty, staff, and professionals.

Emotional and Physical Abilities

- **be able to work appropriately with time constraints and deadlines and to concentrate in distracting situations.**
 - demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with variations in workload and stress levels.
 - demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
 - possess the ability to make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.

- maintain composure and continue to function well in situations entailing diverse workloads, stress levels and interpersonal demands.
- **have the physical stamina to work a contractual day and perform extended and additional duties expected of a working professional, such as conferences, events, and other assigned duties**
 - exhibit motor and sensory abilities to attend and participate fully as required in class and field placement placements.
 - tolerate physical demands consistent with class and field placement placements.

Personal and Professional Behavior

- **prepared as appropriate and arrive on time for professional commitments, including classes and field placement placements**
 - meet deadlines for course assignments, program requirements, and field placement responsibilities.
 - plan for obstacles (e.g., traffic, security, parking) that might make it more difficult to arrive on time to class or field placement placements
- **seek assistance, follow supervision, and respond appropriately to constructive reviews of their work from peers, faculty and supervisors.**
 - reflect on their practice and accept constructive feedback in a professional manner.
 - Demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
 - are flexible, open to new ideas and willing to modify their beliefs and practices to best serve their field placement.
- **demonstrate attitudes of integrity, responsibility, and tolerance**
 - demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
 - interact courteously, fairly, and professionally with all people, including those from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences.
 - must not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their clients, patients, residents, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
 - demonstrate the ability to understand the perspectives of others and the ability to separate personal and professional issues.

- protect the confidentiality of information unless disclosure serves professional purposes or is required by law.
- **show respect for self and others**
 - exhibit respect for all Towson University instructors, peers, students, faculty, staff, and professionals and community members.
 - No cell phone use and texting is prohibited during meetings, class and field placements.
 - No use of iPods, radios, and ear buds is prohibited during class and field placements.
 - are free of the influence of illegal drugs and alcoholic beverages on university premises and field placements.
 - Are expected to abide by the Towson University Code of Student Behavior at all times both on campus and in field placements.
 - demonstrate the ability to deal with personal and professional stressors through the use of appropriate coping mechanisms.
 - use sound judgment.
 - Seek and effectively use help for medical and emotional problems that may interfere with scholastic and/or professional performance.
 - realize their representations on the internet will be considered within the scope of their professional demeanor. They avoid photographs, comments and other online representations of self that reflect poorly on them as individuals and on Towson University as a whole.
- **project an image of professionalism.**
 - demonstrate appropriate personal hygiene. **
 - dress appropriately for their professional contexts. **
 - possess maturity, self-discipline, and appropriate professional judgment.
 - demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.
 - ***See Professional Appearance Do's and Don'ts Addendum to this Document.*

Social media policy

The same principles and guidelines that apply to students' activities in general also apply to their activities online. This includes all forms of online publishing and discussion, including blogs, user-generated video and audio, social networks and other social media applications. The Internet is neither anonymous nor forgetful, and there is no clear line between one's professional life and personal life on a social media site. Students need to weigh every posting for how it affects their effectiveness as professionals.

Implementation and Review Procedures

Students will receive a copy of the *Department of Health Sciences' Professional Behavior Policy* and sign a *Professional Behavior Policy Acknowledgement Form* at pre-advising sessions in the Department of Health Sciences and renew this commitment at the time of entry to the field placements. At various points (e.g., in class and in field experiences) students will be notified of *Professional Behavior* inadequacies that may prevent them from progressing through their program. Students who experience deficiencies in any areas of professional behavior will be referred to appropriate resources and encouraged to seek appropriate professional help from Towson University or other sources. Failure to address or to remediate the problem may jeopardize continuation in professional programs, graduation, or recommendation for certification may be denied.

Assistance for Individuals with Disabilities

Professional behavior may be met with or without accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, Towson University will endeavor to make reasonable accommodations with respect to its behavior standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

For all requests for accommodations, students should contact Towson University's Disability Support Services (410-704-2638) and follow established university policy and procedures. Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, program administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a student's academic records.

Signature **Please sign here**

Date Click or tap to enter a date.

APPENDIX B

HCMN 495 Health Care Management Internship Assessment Portfolio

I understand that if I am changing my major, my time to graduation may be impacted as the Programs of Study will be different from my original plan please sign (Student's Signature)

The Department of Health Sciences assesses the competencies of majors who complete the academic programs in health care management, community health education and school health, Towson University¹ requires its academic programs to assess their effectiveness in order to improve the student's experience and the quality of the student's education, Your participation in this process will help to assure that the Department of Health Sciences continues to improve the courses and total experiences provided for you and that you can be increasingly proud of the degree which you earn,

The Department of Health Sciences, as part of this process, analyzes portfolios from students during the fieldwork experience. Completion of the internship course requires that you submit an assessment portfolio. This portfolio should be submitted to the Health Care Management Program Coordinator, at the final internship meeting at the end of the semester,

To meet the requirements for developing the assessment portfolio, you are required to submit the following documents as a part of the HCMN 495 Internship course your final semester, all of the following requirements will be explained in detail in the syllabus of this course:

1. Resume
2. Internship Project Report
3. Interview Reflections
4. Reflective Paper
5. Career Development Plan
6. Recommendation Letter to future Interns

When submitting your Assessment Portfolio, include a cover page with your name but remove all other identifying items (names, student ID, etc.)

Student's Signature: please sign here

IMPORTANT

A requirement for fieldwork in this major cannot be waived. ONLY experiences in health-related settings are appropriate.

ALL COURSEWORK MUST BE COMPLETED PRIOR TO INTERNSHIP PLACEMENT.

Learning to work effectively in teams is an important aspect of the HCMN experience. Therefore, although you will continue to work in teams to develop case analyses, you

should submit the internship case analysis with your contribution to the work noted specifically but anonymously (no name identifiers).

"I understand that some internship sites might require me to present identification which verifies my authorization for employment in the United States."

Student's Signature: please sign here

The Towson University Catalog 2020-2021 states: "Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing and interpreting evidence to determine how well student performance matches those expectations and using the resulting information to understand and improve student learning throughout Towson University, Because assessment is an integral part of the teaching-learning process, Towson students participate in a variety of assessments as part of their education experience," \Retrieved from <http://catatog.towson.edu/undergraduate/unlversity/assessment/>

APPENDIX D

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. 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:
- i. 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.
 - ii. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
 - iii. 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 and Executive Vice President for Academic and Student Affairs

Responsible Office: Office of the Registrar

- 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:

4. The nature and seriousness of the offense;
5. The injury or damage resulting from the misconduct;
6. The student's prior disciplinary record;
7. 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.

APPENDIX E

AMERICAN COLLEGE OF HEALTHCARE EXECUTIVES CODE OF ETHICS*

* As amended by the Board of Governors on November 13, 2017.

Preamble

The purpose of the *Code of Ethics* of the American College of Healthcare Executives is to serve as a standard of conduct for members. 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 executive's 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 an equitable, accessible, effective, safe, 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 to the Profession of Healthcare Management

The healthcare executive shall:

- A. Uphold the *Code of Ethics* and mission of the American College of Healthcare Executives;
- B. Conduct professional activities with honesty, integrity, respect, fairness and good faith in a manner that will reflect well upon the profession;

- C. Comply with all laws and regulations pertaining to healthcare management in the jurisdictions in which the healthcare executive is located or conducts professional activities;
- D. Maintain competence and proficiency in healthcare management by implementing a personal program of assessment and continuing professional education;
- E. Avoid the improper exploitation of professional relationships for personal gain;
- F. Disclose—and when appropriate, avoid—financial and other conflicts of interest;
- G. Use this Code to further the interests of the profession and not for selfish reasons;
- H. Respect professional confidences;
- I. Enhance the dignity and image of the healthcare management profession through positive public information programs; and
- J. 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:

- A. Work to ensure the existence of a process to evaluate the quality of care or service rendered;
- B. Avoid practicing or facilitating discrimination and institute safeguards to prevent discriminatory organizational practices;
- C. 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;
- D. Work to ensure that there is a process in place to facilitate the resolution of conflicts that may arise when the values of patients and their families differ from those of employees and physicians;
- E. Demonstrate zero tolerance for any abuse of power that compromises patients or others served;
- F. Work to provide a process that ensures the autonomy and self-determination of patients or others served;
- G. Work to ensure the existence of procedures that will safeguard the confidentiality and privacy of patients or others served; and
- H. Work to ensure the existence of an ongoing process and procedures to review, develop and consistently implement evidence-based clinical practices throughout the organization.

III. The Healthcare Executive’s Responsibilities to the Organization

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

- A. Lead the organization in prioritizing patient care above other considerations;

- B. 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;
- C. Conduct both competitive and cooperative activities in ways that improve community healthcare services;
- D. Lead the organization in the use and improvement of standards of management and sound business practices;
- E. Respect the customs, beliefs and practices of patients or others served, consistent with the organization's philosophy;
- F. Be truthful in all forms of professional and organizational communication, and avoid disseminating information that is false, misleading or deceptive;
- G. Report negative financial and other information promptly and accurately, and initiate appropriate action;
- H. Prevent fraud and abuse and aggressive accounting practices that may result in disputable financial reports;
- I. Create an organizational environment in which both clinical and management mistakes are minimized and, when they do occur, are disclosed and addressed effectively;
- J. Implement an organizational code of ethics and monitor compliance; and
- K. Provide ethics resources and mechanisms for staff to address organizational and clinical ethics 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:

- A. Creating a work environment that promotes ethical conduct;
- B. Providing a work environment that encourages a free expression of ethical concerns and provides mechanisms for discussing and addressing such concerns;
- C. Promoting a healthy work environment, which includes freedom from harassment, sexual and other, and coercion of any kind, especially to perform illegal or unethical acts;
- D. Promoting a culture of inclusivity that seeks to prevent discrimination on the basis of race, ethnicity, religion, gender, sexual orientation, age or disability;
- E. Providing a work environment that promotes the proper use of employees' knowledge and skills; and F. Providing a safe and healthy work environment.

V. The Healthcare Executive's Responsibilities to Community And Society

The healthcare executive shall:

- A. Work to identify and meet the healthcare needs of the community;
- B. Work to identify and seek opportunities to foster health promotion in the community;
- C. Work to support access to healthcare services for all people;

- D. Encourage and participate in public dialogue on healthcare policy issues, and advocate solutions that will improve health status and promote quality healthcare;
- E. Apply short- and long-term assessments to management decisions affecting both community and society; and
- F. 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 Report Violations of the Code

A member of ACHE who has reasonable grounds to believe that another member 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*

“Considerations for Healthcare Executive-Supplier Interactions”

“Creating an Ethical Culture Within the Healthcare Organization”

“Decisions Near the End of Life”

“Ethical Decision Making for Healthcare Executives”

“Ethical Issues Related to a Reduction in Force”

“Ethical Issues Related to Staff Shortages”

“Health Information Confidentiality”

“Impaired Healthcare Executives”

“Promise Making, Keeping and Rescinding”

2. ACHE Grievance Procedure
3. ACHE Ethics Committee Action
4. ACHE Ethics Committee Scope and Function

APPENDIX F

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 coursework 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: _____

PLAN OF STUDY FOR THE HCMN B.S. DEGREE (Non-transfer)

This document includes a Core Requirements check-offlist (student initials required), a Major Requirements check-offlist (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:

Fundamentals

- Core 1 Towson Seminar (3) Required
- Core 2 English Composition (3) - ENG 102
- Core 3 Mathematics (3-4 units) - Math 231
- Core 4 Creativity & Creative Dev. (3 units)

Ways of Knowing

- Core 5 Arts & Humanities (3)
- Core 6 Social & Behavioral Science (3 units) - GERO 101, ECON 201, ECON202
- 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 - ENGL 317
- Core 10 Metropolitan Perspectives (3)
- Core 11 The United States as a Nation (3) - HLTH 207
- Core 12 Global Perspectives (3)
- Core 13 Diversity & Difference (3)
- Core 14 Ethical Issues & Perspectives (3) - HCMN 441

-

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: initials **Core 1** Towson Seminar (required)
S: G: I: initials **Core 2** rec. ENGL 102
S: G: I: initials **Core 3** MATH 231; required
S: G: I: initials **Core 4** (select from course catalog)
S: G: I: initials **Core 5** (select from course catalog)
S: G: I: initials **Core 6** GERO 101, ECON 201, ECON 202; required
S: G: I: initials **Core 7** rec. BIO 120
S: G: I: initials **Core 8** (chose other discipline than core 7)
S: G: I: initials **Core 9** ENG 317; required
S: G: I: initials **Core 10** (select from course catalog)
S: G: I: initials **Core 11** HLTH 207; required
S: G: I: initials **Core 12** (select from course catalog)
S: G: I: initials **Core 13** (select from course catalog)
S: G: I: initials **Core 14** HCMN 441 Legal & Ethical Issues in Health Admin (3)

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: initials COSC III Information and Tech. for Business (3)
S: G: I: initials MATH 231 Basic Statistics (3) **CORE 3**
S: G: I: initials LEGL 225 Legal Environment of Bus. (3)
S: G: I: initials GERO 101 Introduction to Gerontology (3) **CORE 6**

Required Courses

Business Prereqs (12 units)

- S: G: I: initials ACCT 201 Principles of Financial Accounting (3)
S: G: I: initials ACCT 202 Principles of Managerial Accounting (3)
S: G: I: initials ECON 201 Microeconomic Principles (3) **CORE 6**
S: G: I: initials ECON 202 Macroeconomic Principles (3) **CORE 6**

Business Courses (9 units)

S: *G:* *I:initials* FIN 330 Financial Management (3)

S: *G:* *I:initials* MNGT 361 Principles of Management (3)

S: *G:* *I:initials* MKTG 341 Principles of Marketing (3)

Interdepartmental Support Courses (6 units)

S: *G:* *I:initials* HCMN 435 Health Information & Qt. Management (3)

OR ECON 339 Health Economics (3)

S: *G:* *I:initials* ENGL 317 Writing for Business & Industry (3) **CORE 9**

Health Care Management (30 Units)

S: *G:* *I:initials* HLTH 207 Health Care in the U.S. (3) **CORE 11**

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

S: *G:* *I:initials* AHLT 311 Human Resource Management for Allied Health

Professionals (3)

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

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

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

S: *G:* *I:initials* AH LT 445 Research Methods in Interprofessional Health Studies (3)

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

OPTIONAL LONG- TERM CARE TRACK

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

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

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

S: *G:* *I:initials* 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 credits Core 4: Creativity and Creative Development - 3 credits Core 2: ENG 102 Writing for a Liberal Education -3 credits Core 5: Arts & Humanities -3 credits | Core 7: Biological & Physical Sciences + Lab (recommend BIO 120) - 4 credits *GERO 101 (Core 6) Introduction to Gerontology -3 credits *COSC 111 Information & Technology for Business -3 credits MATH 231: Basic Statistics -3 credits *HLTH 207 (Core 11) Health Care in the U.S. - 3 credits |
| Semester 1 | Credits 16 |

YEAR 2

| Semester 3 | Semester 4 |
|---|---|
| <p>Core 8: Biology and Physical Sciences (must be from different discipline or a sequential course of core 7) -3- 5 credits</p> <p>Core 12: Global Perspectives -3 credits</p> <p>*ECON 201 (Core 6) Microeconomic Principles -3 credits</p> <p>*MATH 231 (Core 3) Basic Statistics (or ECON 305) -3 credits</p> <p>*ACCT 201 Accounting Principles -3 credits</p> | <p>*LEGL 225 Legal Environment of Business - 3 credits</p> <p>*ACCT 202 Accounting Principles II Pre req: ACCT 201 OR ACCT 211 with C or better -3 credits</p> <p>*ECON 202 (Core 6) Macroeconomic Principles -3 credits</p> <p>*HCMN 305 Community Health Administration Pre req: HLTH 207 -3 credits</p> <p>Elective (Selected from Course Catalogue) -3 Credits</p> |
| Credits 17-18 | Credits 15 |

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

YEAR 3

| Semester 5 | Semester 6 |
|---|---|
| <p>* AHLT 311 Human Resource Management for Allied Health Professionals - 3 credits</p> <p>*MNGT 361 Principles of Management Junior standing; cannot transfer in -3 credits</p> <p>*ENGL 317 (Core 9) Writing for Business and Industry Pre req: ENGL 102 -3 credits</p> <p><u>ELECTIVE Recommended</u> (suggest <u>HCMN 417 Long-Term Care Ethical Problems</u> [Part of the Long-Term Care Track, that could show on your transcript if completed]). - 3 credits (Fall)</p> | <p>Core 13: Diversity & Differences -3 credits</p> <p>Core 10: Metropolitan Perspective -3 credits</p> <p>HCMN 415 Finance & Organization of Healthcare in the US * Pre req: HLTH 207, ACCT 202 - 3 credits</p> <p>*FIN 330 Financial Management Pre req: ECON/ACCT 201, 202; MATH 231; junior standing -3 credits</p> <p><u>ELECTIVE Recommended</u> (suggest <u>HCMN 419 Long-Term Care Administration</u> [Part of the Long-Term Care Track, that could show on your transcript if completed]). - 3 credits (Spring)</p> |
| <p>Credits 15 with one Elective</p> | <p>Credits 15 with one Elective</p> |

YEAR 4

| Semester 7 | Semester 8 |
|---|---|
| <p>*HCMN 413 Services and Housing for the Long-Term Care Consumer Pre req: HLTH 207 or instructor consent -3 credits</p> <p>*HCMN 441 (Core 14) Legal & Ethical Issues in Health Administration Pre req: HLTH 207 - 3 credits</p> <p>*AHLT 445 Research Methods in Interprofessional Health Studies -3 Credits</p> <p>*MKTG 341 Principles of Marketing Junior standing; cannot transfer in -3 credits</p> <p>*HCMN 435 Health Information and Quality Management Pre req: HLTH 207, HCMN 305 -3 credits</p> <p><u>ELECTIVE Recommended</u> (suggest <u>GERO 350 Physical Health and Aging</u>) [Part of the Long-Term Care Track, that could show on your transcript if completed]). -3 credits</p> | <p>*HCMN 495 Internship Pre req: All coursework must be successfully completed -12 credits</p> <p>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.</p> |
| <p>Credits 15 with 1 Electives</p> | <p>Credits 12 (no other coursework this Semester)</p> |

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)
 - 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

PLAN OF STUDY FOR THE HCMN B.S. DEGREE (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>

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, Initial Core Course Name

- S: G: I: initials **Core 1** Towson Seminar (required of all students)
- S: G: I: initials **Core 2** rec. ENGL 102
- S: G: I: initials **Core 3** MATH 231 or ECON 205
- S: G: I: initials **Core 4** (select from catalogue)
- S: G: I: initials **Core 5** (select from catalogue)
- S: G: I: initials **Core 6** rec. GERO 101, ECON 201, ECON 202; required
- S: G: I: initials **Core 7** rec. BIO 120 (or BIO 201)
- S: G: I: initials **Core 8** (chose other discipline than core 7) + Lab
- S: G: I: initials **Core 9** ENG 317; required
- S: G: I: initials **Core 10** (select from catalogue)
- S: G: I: initials **Core 11** HLTH 207; required
- S: G: I: initials **Core 12** (select from catalogue)
- S: G: I: initials **Core 13** (select from catalogue)
- S: G: I: initials **Core 14** HCMN 441; Required

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 (12 units)

- S: G: I: initials COSC III Information and Tech. for Business (3)
- S: G: I: initials **MATH 231 Basic Statistics (3) CORE 3**
- S: G: I: initials LEGL 225 Legal Environment of Bus. (3)
- S: G: I: initials **GERO 101 Introduction to Gerontology (3) CORE 6**

Required Courses

Business Prereqs (12 units)

- S: G: I: initials ACCT 201 Principles of Financial Accounting (3)
- S: G: I: initials ACCT 202 Principles of Managerial Accounting (3)
- S: G: I: initials **ECON 201 Microeconomic Principles (3) CORE 6**
- S: G: I: initials **ECON 202 Macroeconomic Principles (3) CORE 6**

Business Courses (9 units)

- S:* *G:* *I:initials* FIN 330 Financial Management (3)
S: *G:* *I:initials* MNGT 361 Principles of Management (3)
S: *G:* *I:initials* MKTG 341 Principles of Marketing (3)

Interdepartmental Support Courses (6 units)

- S:* *G:* *I:initials* HCMN 435 Health Information & Qt. Management (3)
OR ECON 339 Health Economics (3)
S: *G:* *I:initials* ENGL 317 Writing for Business & Industry (3) **CORE 9**

Health Care Management (30 Units)

- S:* *G:* *I:initials* HLTH 207 Health Care in the U.S. (3) **CORE 11**
S: *G:* *I:initials* HCMN 305 Community Health Administration (3)
S: *G:* *I:initials* AHLT 311 Human Resource Management for Allied Health Professionals (3)
S: *G:* *I:initials* HCMN 415 Finance & Org. of Health Care in U.S. (3)
S: *G:* *I:initials* HCMN 413 Services & Housing for LTC Consumer(3)
S: *G:* *I:initials* HCMN 441 Legal & Ethical Issues in Health Admin (3) **CORE 14**
S: *G:* *I:initials* AHLT 445 Research Methods in Interprofessional Health Studies (3)
S: *G:* *I:initials* HCMN 495 Internship (12 Units) REQUIRED

OPTIONAL LONG- TERM CARE TRACK

- S:* *G:* *I:initials* HCMN 413 Services & Housing for LTC Consumer(3)
S: *G:* *I:initials* HCMN 417 Long- Term Care Ethical Problems (3)
S: *G:* *I:initials* HCMN 419 Long -Term Care Administration (3)
S: *G:* *I:initials* 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 |
|--|---|
| <p>*ENGL 317 (Core 9) Writing for Business and Industry <i>Pre req: ENGL 102</i> -3 credits</p> <p>*HLTH 207 (Core 11) Health Care in the U.S. - 3 credits</p> <p>*AHLT 311 Human Resource Management for Allied Health Professionals - 3 credits</p> <p>*MNGT 361 Principles of Management <i>Junior standing; cannot transfer in</i> -3 credits</p> <p><u>CORE (if needed) or ELECTIVE Recommended</u> (suggest <u>HCMN 417 Long-Term Care Ethical Problems</u> [Part of the Long-Term Care Track, that could show on your transcript if completed]). - 3 credits (Fall)</p> | <p>*FIN 330 Financial Management <i>Pre req: ACCT 201, 202; MATH 231; junior standing</i> -3 credits</p> <p>*HCMN 305 Community Health Administration <i>Pre req: HLTH 207</i> -3 credits</p> <p>*HCMN 413 Services and Housing for the Long-Term Care Consumer <i>Pre req: HLTH 207 or instructor consent</i> -3 credits</p> <p>MKTG 341 Principles of Marketing <i>Junior standing; cannot transfer in</i> -3 credits</p> <p>CORE (if needed) <u>ELECTIVE Recommended</u> (suggest <u>HCMN 419 Long-Term Care Administration</u> [Part of the Long-Term Care Track, that could show on your transcript if completed]). - 3 credits (Spring)</p> |
| Credits 15 | Credits 15 |

YEAR 2

| Semester 3 | Semester 4 |
|---|--|
| <p>*HCMN 441 (CORE 14) Legal & Ethical Issues in Health Administration <i>Pre req: HLTH207</i> - 3 credits</p> <p>*HCMN 415 Finance & Organization of Healthcare in the US <i>Pre req: HLTH207, HCMN 305</i> - 3 credits</p> <p>*AHLT 445 Research Methods in Interprofessional Health Studies -3 Credits</p> <p>*HCMN 435 Health Information and Quality Management <i>Pre req: HLTH207, HCMN 305</i> -3 credits</p> <p>CORE (if needed) <u>ELECTIVE</u> <u>Recommended</u> (suggest <u>GERO 350 Physical Health and Aging</u>) [Part of the Long-Term Care Track, that could show on your transcript if completed]). -3 credits</p> | <p>*HCMN 495 Internship <i>Pre req: All coursework must be successfully completed</i> -12 credits</p> <p>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.</p> |
| <p>Credits 15</p> | <p>Credits 12 (<u>no</u> other coursework this Semester)</p> |

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)
 - 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.