



N O R T H W E S T E R N
S T A T E U N I V E R S I T Y

MASTER OF SCIENCE IN
ALLIED HEALTH



H A N D B O O K



NORTHWESTERN STATE
UNIVERSITY

MASTER OF SCIENCE IN
ALLIED HEALTH (MSAH)

STUDENT HANDBOOK

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Introduction

Welcome to Northwestern State University's (NSU) Master of Science in Allied Health (MSAH) Program! Our sincere hope is that you will find our program a rewarding and challenging part of your life and professional development. As part of the healthcare team, we work toward one goal: to provide the best possible care to the patients we are privileged to serve.

The School of Allied Health at Northwestern State University offers a specialized program of study that prepares students to become leaders in the allied health professions. The MSAH program offers two concentrations in the areas of clinical operations and clinical education. The program allows allied health professionals to earn a graduate degree in their discipline and to develop skills that will assist with career advancement within allied health clinical operations or clinical education. The program's mission and goals were designed to contribute to the university's strategic plan. This is achieved by offering a program with 100% of the courses offered via online learning technologies. Online courses allow working professionals to continue in their current positions while pursuing the degree requirements.

We hope this handbook will acquaint you with the NSU MSAH Program and provide you with an understanding of our policies. The information in this Handbook is subject to modification due to changing circumstances; the policies as written may be modified, superseded, or eliminated. You will be notified of such changes through regular channels.

Policy: 2025

Mission, Goals, & Objectives

Mission of the College of Nursing and the School of Allied Health

To advance the University's mission through innovative teaching, experiential service learning, and scholarship. We educate a diverse student population to become responsible healthcare providers who improve the health of our region, state, and nation.

MSAH Program Mission

To provide a learning environment for the development of knowledge, intellectual skills, and dispositions necessary for allied health professionals to function as leaders in the areas of clinical operations or clinical education and to furnish a foundation for doctoral study.

Program Goals:

- To prepare healthcare professionals who can function as leaders in allied health professions.
- To develop allied health professionals who are prepared to contribute to healthcare delivery.
- To prepare allied health professionals to become departmental leaders who are supportive of and contribute to the overall organizational mission.
- To prepare allied health professionals who are adaptable to changing legal and legislative trends regarding healthcare delivery.

Program Objectives:

Graduates of the MSAH program will be able to:

- Distinguish leadership skills in allied health clinical operations or clinical education.
- Utilize critical thinking skills to resolve issues in healthcare-related problems.
- Apply research evidence and skills in the practice setting as an administrator or educator in allied health disciplines to improve practice.
- Demonstrate effective communication skills in professional settings to maintain collegial and collaborative relationships.
- Analyze, design, conduct research studies, and disseminate findings and methods to contribute to and improve the practice of allied health operations or education.
- Implement strategies to effect change within allied health professions.
- Evaluate ethical standards in practice as an allied health clinical operations administrator or clinical educator.
- Serve as a role model to promote professionalism within the allied health disciplines.
- Contribute to the community and allied health professions through service.

Policy: 2025

MSAH Program Requirements

Entry into the program requires a bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 2.5 or 2.75 in the last 60 hours of undergraduate study. Students must hold credentials in one of the allied health disciplines. The professions include but are not limited to dental hygienists, dieticians, occupational therapy assistants, physical therapy assistants, respiratory therapists, medical lab technologists, emergency medical personnel, exercise science professionals, health information technologists, radiologic technologists and allied health educators. Students must have completed an undergraduate statistics or research course.

Completing the Master of Science in Allied Health requires 33-36 semester credits. Students must satisfactorily complete an applied research course or thesis and receive a passing score on a comprehensive examination to obtain the degree.

Policy: 2025

Administration & Graduate Faculty

President of NSU

James T. Genovese
NSU, Natchitoches, Caspari Hall
Phone: (318) 357-6441

Dean of the Graduate School

Dr. Mary Edith Stacy
NSU, Natchitoches, Caspari Hall
Phone: (318) 357-5851

Dean of the College of Nursing & School of Allied Health

Dr. Aimee Badeaux
NSU, Shreveport, LC 4th Floor
Phone: (318) 677-3073

Student Financial Aid

NSU Natchitoches, LA
Phone: (318) 357-5961

Program Address

NSU, MSAH Program
1800 Line Avenue
Shreveport, LA 71101
Phone: (318) 677-3020

Faculty

Laura Aaron, PhD, RT(R)(M)(QM)

Professor, MSAH Coordinator
Baton Rouge, LA
Phone: (318) 677-3017
Email: carwilel@nsula.edu

Larry Arant, EdD, RT(R)(CT)(MR)

Assistant Professor
1800 Line Avenue
Shreveport, LA 71101 Office LC205
Phone: (318) 677-3089
Email: arantl@nsula.edu

Kari Cook, EdD, RT(R)

Associate Professor
CENLA A220
Phone: (318) 206-1373
Email: cookk@nsula.edu

Tammy Curtis, PhD, RT (R)(CT)(CHES)

Professor,
1800 Line Avenue
Shreveport, LA 71101 Office LC241
Phone: (318) 677-3067
Email: curtist@nsula.edu

Becky Farmer, MSRS, RT (R)(M)

Associate Professor/School of Allied Health
Department Head
1800 Line Avenue
Shreveport, LA 71101 Office LC 417
Phone: 318-677-3066
Email: brittb@nsula.edu

Megan Wedgeworth, MBA, RT(R)(CT)

Assistant Professor,
1800 Line Avenue
Shreveport, LA 71101 Office LC209
Phone: (318)677-3072
Email: wedgeworthm@nsula.edu

Ben D. Wood, EdD, RT(R)

Associate Professor
1800 Line Avenue
Shreveport, LA 71101 Office: LC225
Phone: (318) 677-3080
Email: woodb@nsula.edu

MSAH Curriculum (565)

Research (9-12 hours)

RADS 5010 (3) –Research I (Spring)
RADS 5110 (3)—Research II (Fall/Spring)
RADS 5910 (3)—Applied Research (Fall/Spring/Summer)
RADS 5980 (3-6)—Thesis

Allied Health Core (12 hours)

HED 5600 (3)—Epidemiology (Fall)
RADS 5030 (3)—Legal & Regulatory Issues in Allied Health (Summer)
NURG 5110 (3)—Leadership in Healthcare (Fall/Summer)
RADS 5123 (3)—Data Collection and Analysis (Spring)
Concentrations: Clinical Education and Clinical Operations (select 12 hours)

Clinical Operations

ALHE 5310 (3) -- Operations and Resource Management in Allied Health (Fall)
ALHE 5320 (3) – Fiscal Management in Allied Health (Spring)
ALHE 5330 (3) – Information Management in Allied Health (Summer)
ALHE 5530 (3) – Evidence-Based Practice in Allied Health Administration
HS 5000 (3) -- Inter. Terrorism/ Trans-national org. crimes and covert operations (Fall/Spring)
HS 5050 (3) -- Homeland Security (Fall/Spring)

Clinical Education

ALHE 5210 (3) – Curriculum Development & Teaching Methods in Allied Health (Fall)
ALHE 5220 (3) – Assessment in Allied Health Education (Spring)
ALHE 5230 (3) – Allied Health Student Management (Summer)
ALHE 5510 (3) – Evidence-Based Practice in Allied Health Education
HS 5400 (3) -- Network Security and Cyberterrorism (Spring)
SAHE 5500 (3) -- Intro to Student Affairs in Higher Ed (Fall)
SAHE 5920 (3) -- The American College and Student (Spring)
SAHE 5930 (3) -- Org. and Admin of Student Affairs in Higher Ed (Fall)
SAHE 5950 (3) -- History of Higher Ed (Fall)
SAHE 5960 (3) -- Legal and Ethical Issues in Student Affairs in Higher Ed (Spring)
SPED 5510 (3) -- The Study of Individuals with Disabilities (Fall/Spring/Summer)
SPED 5830 (3) -- Teaching Creative Thinking in Higher Ed (Fall)
ETEC 5790 (3) -- Educational Technology, Research, Evaluation, and Assessment (Spring)
COUN 5530 (3) -- Theories of Counseling (Fall)

Courses Applicable to both concentrations

HED 5100 (3)—Current Health Issues (Fall)
HED 5300 (3)—Planning and Organizing Health Promotion Programs (Fall)
HED 5400 (3)—Implementing and Evaluating Promotion Programs (Spring)
EDAL 5000 (3) -- Foundations of Continuing Ed and Professional Dev. for Adults (Fall)
EDAL 5010 (3) -- Adult Learning and Development (Fall)
ETEC 5760 (3) -- Design and Development of Multimedia Instructional Units (Fall)
COUN 5610 (3) -- Multicultural and Diverse Populations (Spring)
COUN 5800 (3)—Alcohol and Drug Abuse Counseling (Fall)
EPSY 5460 (3)—Dynamics of Human Growth and Development (Fall)

Total 33-36 semester credit hours

Course Sequencing

Students may begin the MSAH program during the fall, spring, or summer semesters. Course sequence will depend on when the student enters the program.

Fall Start

First Year Fall Semester		
Core	HED 5600 Epidemiology	
Concentration Choose 1 from your appropriate concentration	<p>Education</p> <ul style="list-style-type: none"> • ALHE 5210 Curriculum Development & Teaching Methods in Allied Health • SAHE 5500 Intro to Student Affairs in Higher Education • SAHE 5930 Org. and Admin. of Student Affairs in Higher Education • SAHE 5950 History of Higher Education • SPED 5510 The Study of Individuals with Disabilities • SPED 5830 Teaching Creative Thinking in Higher Education • COUN 5530 Theories of Counseling <p>Courses Applicable to both concentrations</p> <ul style="list-style-type: none"> • HED 5100 Current Health Issues (Fall) • HED 5300 Planning and Organizing Health Promotion Programs (Fall) • EDAL 5000 Foundations of Continuing Ed and Professional Dev. for Adults (Fall) • EDAL 5010 Adult Learning and Development (Fall) • ETEC 5760 Design and Development of Multimedia Instructional Units (Fall) • COUN 5800 Alcohol and Drug Abuse Counseling (Fall) • EPSY 5460 Dynamics of Human Growth and Development (Fall) 	<p>Operations</p> <ul style="list-style-type: none"> • ALHE 5310 Operations & Resource Management in Allied Health • HS 5000 Inter. Terrorism/Transnational Org. Crime & Covert Operations • HS 5050 Homeland Security <p>Courses Applicable to both concentrations</p> <ul style="list-style-type: none"> • HED 5100 Current Health Issues (Fall) • HED 5300 Planning and Organizing Health Promotion Programs (Fall) • EDAL 5000 Foundations of Continuing Ed and Professional Dev. for Adults (Fall) • EDAL 5010 Adult Learning and Development (Fall) • ETEC 5760 Design and Development of Multimedia Instructional Units (Fall) • COUN 5800 Alcohol and Drug Abuse Counseling (Fall) • EPSY 5460 Dynamics of Human Growth and Development (Fall)
Total hours 6		

First Year Spring Semester		
Core	ALHE 5010 Research I	
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5220 Assessment in Allied Health Education • HS 5400 Network Security & Cyberterrorism • SAHE 5920 The American College & Student • SAHE 5960 Legal & Ethical Issues in Student Affairs in Higher Education • ETEC 5790 Educational Technology, Research, Evaluation, & Assessment • SPED 5510 The Study of Individuals with Disabilities (Fall/Spring/Summer) • Courses Applicable to both concentrations • HED 5400 Implementing and Evaluating Promotion Programs (Spring) • COUN 5610 Multicultural and Diverse Populations (Spring) 	Operations <ul style="list-style-type: none"> • ALHE 5320 Fiscal Management in Allied Health • HS 5000 Inter. Terrorism/Trans-national Org. Crimes & Covert Operations • HS 5050 Homeland Security • Courses Applicable to both concentrations • HED 5400 Implementing and Evaluating Promotion Programs (Spring) • COUN 5610 Multicultural and Diverse Populations (Spring)
Total hours 6		

First Year Summer Semester		
Core	ALHE 5030 Legal & Regulatory Issues in Allied Health	
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5230 Allied Health Student Management • SPED 5510 (3) -- The Study of Individuals with Disabilities (Fall/Spring/Summer) 	Operations <ul style="list-style-type: none"> • ALHE 5330 Information Management in Allied Health
Total hours 6		

Second Year Fall Semester	
Core	<ul style="list-style-type: none"> ALHE 5110 Research II <p>And</p> <ul style="list-style-type: none"> NURG 5110 Leadership in Healthcare
Total hours 6	

Second Year Spring Semester		
Core	ALHE 5123 Data Collection and Analysis	
Concentration Choose 1 from your appropriate concentration	<p>Education</p> <ul style="list-style-type: none"> ALHE 5510 Evidence-Based Practice in Allied Health Education ALHE 5220 Assessment in Allied Health Education HS 5400 Network Security & Cyberterrorism SAHE 5920 The American College & Student SAHE 5960 Legal & Ethical Issues in Student Affairs in Higher Education ETEC 5790 Educational Technology, Research, Evaluation, & Assessment SPED 5510 The Study of Individuals with Disabilities (Fall/Spring/Summer) Courses Applicable to both concentrations HED 5400 Implementing and Evaluating Promotion Programs (Spring) COUN 5610 Multicultural and Diverse Populations (Spring) <p><i>*Have option to take 5910 to start on paper.</i></p>	<p>Operations</p> <ul style="list-style-type: none"> ALHE 5530 Evidence Based Practice in Allied Health Operations ALHE 5320 Fiscal Management in Allied Health HS 5000 Inter. Terrorism/Trans-national Org. Crimes & Covert Operations HS 5050 Homeland Security Courses Applicable to both concentrations HED 5400 Implementing and Evaluating Promotion Programs (Spring) COUN 5610 Multicultural and Diverse Populations (Spring) <p><i>*Have option to take 5910 to start on paper.</i></p>
Total hours 6		

Second Year Summer Semester	
Core	<ul style="list-style-type: none"> ALHE 5910 Applied Research <p>Or</p> <ul style="list-style-type: none"> ALHE 5980 Thesis
Total hours 3	

Spring Start

First Year Spring Semester		
Core	ALHE 5010 Research I	
Concentration Choose 1 from your appropriate concentration	<p>Education</p> <ul style="list-style-type: none"> • ALHE 5220 Assessment in Allied Health Education • HS 5400 Network Security & Cyberterrorism • SAHE 5920 The American College & Student • SAHE 5960 Legal & Ethical Issues in Student Affairs in Higher Education • ETEC 5790 Educational Technology, Research, Evaluation, & Assessment • SPED 5510 The Study of Individuals with Disabilities (Fall/Spring/Summer) <p>Courses Applicable to both concentrations</p> <ul style="list-style-type: none"> • HED 5400 Implementing and Evaluating Promotion Programs (Spring) • COUN 5610 Multicultural and Diverse Populations (Spring) 	<p>Operations</p> <ul style="list-style-type: none"> • ALHE 5320 Fiscal Management in Allied Health • HS 5000 Inter. Terrorism/Trans-national Org. Crimes & Covert Operations • HS 5050 Homeland Security <p>Courses Applicable to both concentrations</p> <ul style="list-style-type: none"> • HED 5400 Implementing and Evaluating Promotion Programs (Spring) • COUN 5610 Multicultural and Diverse Populations (Spring)
Total hours 6		

First Year Summer Semester		
Core	ALHE 5030 Legal & Regulatory Issues in Allied Health	
Concentration Choose 1 from your appropriate concentration	<p>Education</p> <ul style="list-style-type: none"> • ALHE 5230 Allied Health Student Management • SPED 5510 (3) -- The Study of Individuals with Disabilities (Fall/Spring/Summer) 	<p>Operations</p> <ul style="list-style-type: none"> • ALHE 5330 Information Management in Allied Health
Total hours 6		

First Year Fall Semester		
Core	HED 5600 Epidemiology	
Concentration Choose 1 from your appropriate concentration	<p>Education</p> <ul style="list-style-type: none"> • ALHE 5210 Curriculum Development & Teaching Methods in Allied Health • SAHE 5500 Intro to Student Affairs in Higher Education • SAHE 5930 Org. and Admin. of Student Affairs in Higher Education • SAHE 5950 History of Higher Education • SPED 5510 The Study of Individuals with Disabilities • SPED 5830 Teaching Creative Thinking in Higher Education • COUN 5530 Theories of Counseling <p>Courses Applicable to both concentrations</p> <ul style="list-style-type: none"> • HED 5100 Current Health Issues (Fall) • HED 5300 Planning and Organizing Health Promotion Programs (Fall) • EDAL 5000 Foundations of Continuing Ed and Professional Dev. for Adults (Fall) • EDAL 5010 Adult Learning and Development (Fall) • ETEC 5760 Design and Development of Multimedia Instructional Units (Fall) • COUN 5800 Alcohol and Drug Abuse Counseling (Fall) • EPSY 5460 Dynamics of Human Growth and Development (Fall) 	<p>Operations</p> <ul style="list-style-type: none"> • ALHE 5310 Operations & Resource Management in Allied Health • HS 5000 Inter. Terrorism/Trans-national Org. Crime & Covert Operations • HS 5050 Homeland Security <p>Courses Applicable to both concentrations</p> <ul style="list-style-type: none"> • HED 5100 Current Health Issues (Fall) • HED 5300 Planning and Organizing Health Promotion Programs (Fall) • EDAL 5000 Foundations of Continuing Ed and Professional Dev. for Adults (Fall) • EDAL 5010 Adult Learning and Development (Fall) • ETEC 5760 Design and Development of Multimedia Instructional Units (Fall) • COUN 5800 Alcohol and Drug Abuse Counseling (Fall) • EPSY 5460 Dynamics of Human Growth and Development (Fall)
Total hours 6		

Second Year Spring Semester	
Core	<ul style="list-style-type: none"> • ALHE 5123 Data Collection and Analysis <p>And</p> <ul style="list-style-type: none"> • Research II
Total hours 6	

Second Year Summer Semester		
Core	NURG 5110 Leadership in Healthcare	
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5510 Evidence-Based Practice in Allied Health Education • ALHE 5230 Allied Health Student Management • SPED 5510 (3) -- The Study of Individuals with Disabilities (Fall/Spring/Summer) <i>* Have option to take 5910 to start on final paper</i>	Operations <ul style="list-style-type: none"> • ALHE 5530 Evidence-Based Practice in Allied Health Operations • ALHE 5330 Information Management in Allied Health <i>* Have option to take 5910 to start on final paper</i>
Total hours 6		

Second Year Fall Semester	
Core	<ul style="list-style-type: none"> • ALHE 5910 Applied Research Or <ul style="list-style-type: none"> • ALHE 5980 Thesis
Total hours 3	

Summer Start

First Year Summer Semester		
Core	ALHE 5030 Legal & Regulatory Issues in Allied Health	
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5230 Allied Health Student Management • SPED 5510 (3) -- The Study of Individuals with Disabilities (Fall/Spring/Summer) 	Operations <ul style="list-style-type: none"> • ALHE 5330 Information Management in Allied Health
Total hours 6		

First Year Fall Semester		
Core	HED 5600 Epidemiology	
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5210 Curriculum Development & Teaching Methods in Allied Health • SAHE 5500 Intro to Student Affairs in Higher Education • SAHE 5930 Org. and Admin. of Student Affairs in Higher Education • SAHE 5950 History of Higher Education • SPED 5510 The Study of Individuals with Disabilities • SPED 5830 Teaching Creative Thinking in Higher Education • COUN 5530 Theories of Counseling Courses Applicable to both concentrations <ul style="list-style-type: none"> • HED 5100 Current Health Issues (Fall) • HED 5300 Planning and Organizing Health Promotion Programs (Fall) • EDAL 5000 Foundations of Continuing Ed and Professional Dev. for Adults (Fall) • EDAL 5010 Adult Learning and Development (Fall) • ETEC 5760 Design and Development of Multimedia Instructional Units (Fall) • COUN 5800 Alcohol and Drug Abuse Counseling (Fall) • EPSY 5460 Dynamics of Human Growth and Development (Fall) 	Operations <ul style="list-style-type: none"> • ALHE 5310 Operations & Resource Management in Allied Health • HS 5000 Inter. Terrorism/Trans-national Org. Crime & Covert Operations • HS 5050 Homeland Security Courses Applicable to both concentrations <ul style="list-style-type: none"> • HED 5100 Current Health Issues (Fall) • HED 5300 Planning and Organizing Health Promotion Programs (Fall) • EDAL 5000 Foundations of Continuing Ed and Professional Dev. for Adults (Fall) • EDAL 5010 Adult Learning and Development (Fall) • ETEC 5760 Design and Development of Multimedia Instructional Units (Fall) • COUN 5800 Alcohol and Drug Abuse Counseling (Fall) • EPSY 5460 Dynamics of Human Growth and Development (Fall)
Total hours 6		

First Year Spring Semester		
Core	ALHE 5010 Research I	
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5220 Assessment in Allied Health Education • HS 5400 Network Security & Cyberterrorism • SAHE 5920 The American College & Student • SAHE 5960 Legal & Ethical Issues in Student Affairs in Higher Education • ETEC 5790 Educational Technology, Research, Evaluation, & Assessment • SPED 5510 The Study of Individuals with Disabilities (Fall/Spring/Summer) Courses Applicable to both concentrations <ul style="list-style-type: none"> • HED 5400 Implementing and Evaluating Promotion Programs (Spring) • COUN 5610 Multicultural and Diverse Populations (Spring) 	Operations <ul style="list-style-type: none"> • ALHE 5320 Fiscal Management in Allied Health • HS 5000 Inter. Terrorism/Trans-national Org. Crimes & Covert Operations • HS 5050 Homeland Security Courses Applicable to both concentrations <ul style="list-style-type: none"> • HED 5400 Implementing and Evaluating Promotion Programs (Spring) • COUN 5610 Multicultural and Diverse Populations (Spring)
Total hours 6		

Second Year Summer Semester		
Core		
Concentration Choose 1 from your appropriate concentration	Education <ul style="list-style-type: none"> • ALHE 5510 Evidence-Based Practice in Allied Health Education • ALHE 5230 Allied Health Student Management • SPED 5510 (3) -- The Study of Individuals with Disabilities (Fall/Spring/Summer) 	Operations <ul style="list-style-type: none"> • ALHE 5530 Evidence-Based Practice in Allied Health Operations • ALHE 5330 Information Management in Allied Health
Total hours 3		

Second Year Fall Semester	
Core	<ul style="list-style-type: none"> • ALHE 5110 Research II • NURG 5110 Leadership in Healthcare
Total hours 6	

Second Year Spring Semester	
Core	<ul style="list-style-type: none"> • ALHE 5123 Data Collection and Analysis <p>And</p> <ul style="list-style-type: none"> • ALHE 5910 Applied Research <p>Or</p> <ul style="list-style-type: none"> • ALHE 5980 Thesis
Total hours 6	

Course Descriptions

RADS 5010 – Research I (3 hours)

Prerequisite: Undergraduate research course or statistics course

This course explores qualitative, quantitative, and mixed research methodologies and statistical analyses appropriate to the research process in allied health occupations.

RADS 5030 – Legal & Regulatory Issues in Allied Health (3 hours)

This course presents legal and regulatory issues related to Allied Health clinical education and clinical operations. Topics may include HIPAA, FERPA, ADA, institutional and accreditation requirements, state and federal regulatory guidelines, copyright, and plagiarism.

RADS 5110 – Research II (3 hours)

Prerequisite: 5010

This course provides opportunities to develop skills in information literacy including critical analyses of published research. Students will synthesize information from multiple resources to produce a literature review related to allied health occupations.

RADS 5123 – Data Collection and Analysis (3 hours)

This course provides an overview of methods for data collection related to research questions, methods for analyzing the data collected, and methods for presenting and communicating results and findings.

ALHE 5210 – Curriculum Development & Teaching Methods in Allied Health Education (3 hours)

Explore the nature of higher education, allied health education and the faculty role. This course will discuss curriculum design, its dimensions, objectives, and dynamics; the instructional process, including the learner, theories of learning and their application to allied health professions education, concept formation, and teaching-learning activities.

ALHE 5220 – Assessment in Allied Health Education (3 hours)

This course will provide assessment techniques for both didactic and clinical settings in allied health education. Topics may include: test construction, rubric construction, instrument design, clinical evaluation, and formative and summative evaluation techniques.

ALHE 5230 – Allied Health Student Management (3 hours)

This course will provide a discussion of issues in allied health education settings. Topics may include: advisement, counseling, records management, affiliation agreements, and disciplinary procedures.

ALHE 5310 – Operations and Resource Management in Healthcare (3 hours)

This course will examine the administrative role within health care settings. Students will explore personnel management, risk management, evaluation methods, policies and procedures, and hiring practices.

ALHE 5320 – Fiscal Management in Healthcare Operations (3 hours)

This course will explore financial management within healthcare. Students will analyze and evaluate fiscal information to develop effective strategies for managing financial resources in healthcare.

ALHE 5330 – Information Management in Healthcare (3 hours)

This course will investigate techniques to manage and process information in the health care setting to support clinical practice and administration within healthcare settings.

ALHE 5510 – Evidence Based Practice in Allied Health Education (3 hours)

This course allows the students to demonstrate the knowledge and skills obtained throughout the graduate program for evidence-based practice and projects applicable to allied health education.

ALHE 5530 - Evidence Based Practice in Allied Health Administration (3 hours)

This course allows the students to demonstrate the knowledge and skills obtained throughout the graduate program for evidence-based practice and projects applicable to allied health administration.

RADS 5910 – Applied Research (3 hours)

Prerequisite: 5110

Students will apply principles from Research I and Research II to develop a graduate-level research paper. Students must register for this course each semester until the research paper is satisfactorily completed.

RADS 5980 – Thesis (3 to 6 hours)

Prerequisite: 5110

Students will apply principles from Research I and Research II to develop a graduate-level thesis. Students must register for this course each semester until the thesis is satisfactorily completed and approved.

NURG 5110 – Leadership in Healthcare (3 hours)

Administration concepts, principles and theories which relate to communication, decision- making, power, change, and leadership.

HED 5600 – Epidemiology

The study of the determinants, distribution, and control of health problems. Students will become familiar with epidemiological investigation and various methods to describe the health of human populations.

Admissions

Graduate students are responsible for reading and following the regulations and requirements of the NSU Graduate School. The requirements for eligibility for admission to the Graduate School and to the Master of Science in Allied Health program are found in the current *University Catalog*. A student may be admitted by the Graduate School for graduate study; however, **admission to graduate study does not imply admission to any specific degree program**. Students may take up to 9 hours as a non-degree-seeking student and may be granted provisional admission status for the first semester only. All Graduate School requirements must be met and verification received by the Graduate School to be eligible to enroll in the second semester of graduate study.

Regular Admission

Regular admission to the MSAH degree program includes the following requirements:

- Bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 2.5 or 2.75 in the last 60 hours of undergraduate study.
- Hold credentials in one of the Allied Health disciplines such as: dental hygienists, dieticians, occupational therapy assistants, physical therapy assistants, respiratory therapists, medical lab technologists, emergency medical personnel, exercise science professionals, health information technologists, medical imaging technologists such as Radiography, Nuclear Medicine Technology, Radiation Therapy, Magnetic Resonance Imaging, or Sonography.
- Successfully complete an undergraduate statistics or research course.
- Two letters of recommendation for graduate studies
- Official transcripts from ALL colleges/universities attended
- Immunization records or waiver

To fulfill the requirements for a degree, a student must maintain:

- a grade-point average of not less than B on all coursework pursued,
- no grade lower than C and not more than six hours of credit with a grade of C

Provisional Admission

Students who have not completed all admission requirements and have not been granted regular admission status by the Graduate School may enroll in **one semester only** under provisional admission. Students will not be allowed to enroll in **any** subsequent semester until all requirements for admission have been met and verification has been received by the Graduate School.

Students who have not met the criteria for regular admission may enroll in graduate courses in their first semester; however, no more than 9 graduate semester hours taken may be applied towards the degree. Any hours earned above 9 graduate semester hours while in non-degree status will not apply and must be repeated once regular admission is granted.

Policy: 2025

Advising and Registration

The MSAH Coordinator serves as the academic advisor to all MSAH students. The primary purpose of the academic advisor is to advise and counsel students regarding the academic courses and progression through the MSAH program. Students are expected to make an appointment with an advisor prior to the beginning of each semester to discuss their curriculum and registration options. The student is responsible for obtaining and following the information in the *University Catalog* and arranging meetings with the advisor.

Policy: 2025

Progression

Policies governing progression in the MSAH Program are:

- All general requirements of Northwestern State University for progression toward the master's degree are met. Advancement from provisional to regular admission is required for progression beyond nine (9) hours of graduate coursework.
- All coursework credits being transferred to NSU must show a grade of "B" or better.
- If a student makes a "D" in a required course, that course must be repeated at NSU. Such courses may not be taken and transferred from another university.
- If a student makes an "F" in a required course, the student is dismissed from the graduate program of current enrollment. This action is subject to the appeal process.

Policy: 2025

Transfer Credit

Semester hours earned at a regionally accredited institution will be accepted at NSU with the following exceptions:

- Transfer credit will not be accepted as credit for a course in which a failing grade was received at NSU.
- All transfer credits must be reviewed by the major professor and the college dean and approved by the Dean of the Graduate School within the first term of enrollment.
- The Graduate office will not accept transfer courses for graduate credit if those courses were taken at a college or university that does not grant graduate degrees.
- A grade of B or better is earned and the course was completed within the 6 years immediately preceding the completion of the graduate program.

Policy: 2025

MSAH Program Orientation

Upon entry to the MSAH program, students will be added to the MSAH Resources Course shell in Moodle. This course shell serves as an orientation to the program and has information and resources that MSAH graduate students can refer to throughout the program. The orientation is divided into 3 sections that must be completed. Students will receive four total electronic badges one upon successful completion of each section (3) and a final orientation completion badge (1). Students must complete the orientation by mid-term of their first semester. Students not completing the orientation will have a registration hold placed on their account for upcoming semesters until the orientation is completed.

Policy: 2025

Graduation

All work applied toward the MSAH degree must have been earned in the six years immediately preceding the completion of the program. To obtain the MSAH degree, students are required to:

- Meet requirements established by the NSU Graduate School.
- Successfully complete all required courses.
- Pass the final comprehensive examination.
- Satisfactorily complete applied research (RADS 5910) or a thesis (RADS 5980).
- File an application for graduation at the beginning of the semester in which degree requirements will be completed.

Policy: 2025

Attendance

The MSAH program is offered online, and students are expected to log in and participate in courses regularly. Students are expected to interact with faculty and fellow students in the online learning environment. Faculty monitor activity within the online learning environment to ensure that students participate adequately. Students are expected to communicate with faculty if they cannot participate for any period of time.

Policy: 2025

Grading Scale

The grading scale for the MSAH program is as follows:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

Policy: 2025

Final Comprehensive Examination

A comprehensive examination is required of all graduate students. Students are eligible to sit for the final comprehensive examination after completing all required core and concentration coursework. The objective of the examination is to evaluate the student's ability to analyze and synthesize what has been learned by applying this knowledge to specific MSAH content and to the area of concentration. The examination consists of three essay-type questions. There will be multiple questions from the core and concentration courses to choose from. Students will select two questions from core courses and one question from concentration courses.

The written responses must be original content completed by the student without any assistance or collaboration. Students must not use artificial intelligence or any other type of assistance when completing their answers. Students will be expected to include an academic honesty statement signed by the student at the end of the exam, confirming that their submission is original work that has been completed by the student without any outside assistance.

All facets of your chosen questions should be addressed and be organized, logical, coherent, following proper grammar and syntax, and correctly spelled. All references should be cited appropriately and included on a reference page for each question.

Students will have two weeks to complete the exam. Except in exceptional circumstances, no extensions will be granted for submitting the comprehensive exam. In those cases, the student must submit the request in writing, including the reason and rationale for the extension.

The results of the exam are reported as passed or not passed. If the student does not pass the examination, the student is allowed to retake the exam in the following semester. Students may retake the exam two times before remediation is required. The exam is evaluated based on factors such as:

- Knowledge of concepts
- Integration of concepts, theories, and ideas
- Analysis of concepts

- Writing including organization, APA format, spelling, and grammar

Policy: 2025

Applied Research and Thesis Requirements

Students must elect to complete applied research (RADS 5910) or a thesis (RADS 5980). Each student is encouraged to meet with their advisor to determine the most appropriate research option to meet individual needs. After initial enrollment in the selected research option, the student must be continuously enrolled each semester in the respective research course until completion of the research requirement has been met.

Though not required, students are encouraged to work with their faculty chairperson/ committee to produce a publishable paper related to their research. Each student is expected to follow the most current APA Manual, MSAH program guidelines, and guidelines published by the NSU Graduate School when preparing their thesis or research paper.

Policy: 2025

Academic Honor Code

If knowledge is to be properly evaluated, it must be pursued under conditions free from deceit and misrepresentation, which are incompatible with the fundamental activity of this academic institution. Northwestern State University expects students to fulfill academic requirements independently and with integrity. Academic integrity is founded on values of honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating or deception in any form, plagiarism (including duplicity), misrepresentation of knowledge, misuse of resources, falsification, and facilitating another student's academic dishonesty. Acts of academic dishonesty violate the ethical principles of the University community and compromise work completed by others.

For violations of academic honesty, a student may receive a grade of zero on the assignment and/or a grade of F in the class and will be referred to the Office of Accountability & Student Conduct to create a disciplinary record and/or for additional sanctions. For a comprehensive description of Academic Infractions, refer to Article 4 Section 1 of the Student Handbook.

Policy: 2025

Classroom Civility

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings, regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing. All members of the NSU community have the right to a safe environment free of disturbances and civil in all

aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student CODE OF CONDUCT nsula.edu - 107 - 2024-2025 Student Handbook Code of Conduct (Articles IV Infractions and VIII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions begin on page 113, and sanctions begin on page 125 of this handbook and are available on the NSU website at nsula.edu/student handbook.

Policy: 2025

Social Media

Every Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in classrooms and on social media. Students should be aware of their association with and responsibilities to NSU while using social media, whether on official NSU sites or in personal communication. Students must also keep in mind that once digital content is created, they have very little control over how that content is shared or how permanent it becomes, so the impact of statements and the online persona must be considered, especially regarding potential classmates and employers. Students should exercise their freedom of speech to communicate online with respect, which includes adhering to the Student Code of Conduct and reading and responding carefully to others to understand their point-of-view. Students must take responsibility for their words, and criticism should be constructive, respect diversity, and show tolerance of differences. Students should make it clear that they are stating an opinion and not acting as an official representative of NSU when using social media for personal communication. When that may seem unclear, it may be useful to use a disclaimer such as, "views and opinions expressed are my own and do not reflect those of NSU."

Policy: 2025

Netiquette

All electronic communication should follow basic netiquette principles. Netiquette is the etiquette guidelines that are used when communicating by email or other electronic means. Here are a few areas to keep in mind:

- Professional and respectful tone and civility are used in communicating with fellow learners and the instructor, whether the communication is by electronic means, by telephone, or face-to-face.

- Written communication, both formal and informal, uses Standard English rather than popular online abbreviations and regional colloquialisms.
- Video interactions reflect a respectful tone in verbal communications and body language.
- Spelling and grammar are correct.
- When emailing an instructor, **include the course in the subject line of the email**. Remember, most instructors teach multiple courses; it helps identify the course when you email a question or concern.
- Do not type in all caps or lowercase. All caps indicate that you are screaming.
- Do not leave the subject field blank.
- Do not forward emails without permission from the sender.
- Do not send spam.
- Consider the tone of your email before sending it.
- Proofread your emails before sending them.
- When responding, include the original message to help the receiver remember the original topic.

Overall, the idea is to be courteous and considerate in all your communication. For additional information regarding expectations, refer to the Classroom Civility section in the syllabus under the University Policies section.

Policy: 2025

Disability Statement

In accordance with Section 35.106 of the Americans with Disabilities Act (ADA), all participants, applicants, organizations, and interested individuals are advised and notified that the ADA Coordinator for Northwestern State University for facilities is the Executive Director for University Affairs, Jennifer Kelly (318-357-4300), located in New Fine Arts, 104 Central Avenue, Ste. 102 or email andersonje@nsula.edu. For student academic services, contact the Director of Accessibility and Disability Support, (318-357-5460) located in Room 111 Watson Memorial Library or email oads@nsula.edu. For faculty/staff accommodations and services, contact Executive Director for Institutional Effectiveness and Human Resources, Veronica M. Biscoe (318-357-6359), Room 111 Caspari Hall or email ramirezv@nsula.edu.

Policy: 2025