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# 2024-2025 HEALTH SCIENCE PROGRAM STUDENT HANDBOOK

SEPTEMBER 2024

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# 2024-2025 HEALTH SCIENCE PROGRAM STUDENT HANDBOOK

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## WELCOME TO THE HEALTH SCIENCE PROGRAM

Dear Health Science undergraduate students:

Congratulations and welcome! We are so glad you chose to pursue an undergraduate degree in Health Science in the College of Health Professions at Pace University. The program you are enrolled in will be stimulating, challenging, and sometimes exhausting as you navigate new terminology, insights, dilemmas, and skills. Faculty and staff are here to help you to be successful in your endeavors. As with any new role there are expectations that will help you to be successful as a student and as a graduate.

The Core Values of the College of Health Profession are: Commitment to Quality Care, Cultural Competence, Innovation, Integrity, Interprofessional Collaboration, and Scholarship. In concert with these values, our expectations of you in the student role are that you will be honest, respect others and yourself, be accountable and committed to doing your very best, give constructive feedback to us and to your peers, participate fully in the learning process, be reflective in your learning and practice, adhere to standards, and understand all of the privileges, rights, and responsibilities of being a student in the College of Health Professions and Pace University. As part of these responsibilities, you are required to be familiar with the Health Science Program Student Handbook. Our goal is to provide you with the knowledge and tools to be the best you can be ---excellent health professionals of the highest caliber!

This Handbook will guide you through the standards, policies and practices set forth by the faculty of the Health Science Program. The Student Handbook will be updated annually, so please refer to it frequently as an important source for your daily work. An electronic copy is being provided and a copy can be accessed through the Health Sciences Program Blackboard site.

Our commitment to you is to give you constructive feedback, participate fully in the teaching/learning process, be reflective in our teaching, and adhere to the standards we have established for ourselves, our students, and health professions. We welcome the opportunity to embrace all of the privileges, rights, and responsibilities of being your teachers and mentors. We wish you the very best in your studies!

**Beau J. Anderson, PhD, MA(Ed), Lac**

I Co-Dean

## Administrative Structure

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## WELCOME FROM THE HEALTH SCIENCE PROGRAM FACULTY

Dear Health Science students,

The policies in this Health Science Program Student Handbook were developed by faculty and administrators of the Health Science program to provide information to students about what is required of them as they progress in their

## INTRODUCTION TO THE COLLEGE OF HEALTH PROFESSIONS AND THE HEALTH SCIENCE PROGRAM

### Vision of CHP

The College is recognized for its innovative leadership in education, practice, scholarship, and service to improve health and the health professions.

### Mission of CHP

The College's mission is to educate and challenge diverse students for the health professions to be leaders, innovators, and lifelong learners who will positively impact local, national, and global health.

## ABOUT THE HEALTH SCIENCE PROGRAM

### Program of Study

The Bachelor of Science in Health Science program offers students a broad overview of our healthcare system. This program offers an interdisciplinary approach to learning about health sciences. Students will be exposed to basic science courses as well as foundation courses that will prepare them for multiple careers in the health care field. Students will also be prepared to apply to post-graduate programs such as physician assistant or pre-licensure nursing.

This program is 120 credits which include 45-60 credits of health science coursework. This program offers the following three tracks of study:

- Generalist

- Pre-

global health organizations. It can lead to a variety of career paths including (but not limited to) medical or dental assistant, healthcare administrator, medical billing and coder, and health educator. This degree can also serve as pre-professional preparation for a graduate degree required for advanced study in allied health professions including physician assistant, nursing, occupational therapy, physical therapy, communication science disorders, and nutrition and dietetics.

### Expected Student Learning Outcomes

Students are expected to demonstrate the following skills, characteristics, and attributes by the completion of their program:

1. Develop administrative, ethical, and professional skills to assume entry-level positions in the health-related fields
2. Able to search and retrieve searching and retrieving information founded in evidence-based practice guidelines and apply the research to address health-related issues
3. Analyze the health care delivery system.
4. Determine how to incorporate healthcare informatics and telehealth into the workplace.
5. Determine how to deliver culturally competent care to diverse populations.
6. Develop a comprehensive capstone project which demonstrates students' health science skills and knowledge acquired throughout the program.

## ACADEMIC POLICIES OF THE HEALTH SCIENCE PROGRAM

### Grade Appeal Process

The process for appealing a grade in a health science course is informed b





Normally, a student will be informed in writing by the HSC chair that they failed to satisfy the

Health Science –



Standard f

If the appeal is granted, the student will be reinstated in an appropriate HSC track and the College of Health Professions as



Students are responsible for familiarizing themselves with the University Academic Integrity Code.

### Academic Integrity Code Procedure

Pace University's [Academic Integrity Code \(PDF\)](#) outlines the Direct Resolution and Academic Conduct Committee hearing procedures by which the University determines whether a student violated the Academic Integrity Code. If the violation is addressed through Direct Resolution, sanctions that may be imposed include, but are not limited to a reduction in the grade or a failing grade for the paper, report, examination, data compilation, presentation or other assignment; and/or a failing grade for the course in which the violation occurred, and/or requiring the student to complete a learning intervention designed to increase the student's awareness of the significance and consequences of the violation. If the matter is referred to the Academic Conduct Committee and it is determined that the violation occurred by a preponderance of the evidence, depending on the severity of the violation, sanctions that may be imposed include, but are not limited to file notation, reprimand, academic disciplinary probation, suspension or expulsion from a program and/or the University. The Academic Integrity Code requires that all violations of the Academic Integrity Code be documented and reported to the chair of the program in which the student is enrolled and the chair of the University's Academic Conduct Committee. Without limiting the University's discretion to impose a severe sanction for any single Code violation, students found to have committed multiple violations of the Academic Integrity Code will generally be subject to more severe sanctions.

If a student is not satisfied with the resolution of an academic integrity violation, the student may follow the appeal process as outlined in the University's Academic Integrity Code.

### ACADEMIC ADVISOR

Every HSC student is assigned an academic advisor for the duration of the student's enrollment in the Health Science program.

It is the student's responsibility to ensure they satisfy the



Senior level student status; on track to graduation.

### Learning Objectives

Fieldwork provides students opportunities to apply knowledge and skills through experiences in health care settings, community-based organizations, and other health-related facilities. As a result of health science fieldwork, students will be able to:

Transition from student to entry-level professional career or post-baccalaureate education.

Integrate knowledge acquired during the program to the fieldwork experience.

Discuss the impact of the fieldwork experience on future career goals.

Begin to develop a network of professionals to assist with future professional opportunities and mentorship.

Explore potential career paths.

Work towards meeting clinical requirements for graduate program admission.

There are three ways to fulfill this requirement:

1. Option A: Internship
2. Option B: Volunteer work
3. Option C: Faculty mentored research

### Evaluations

Mid-semester and final evaluations of student performance will be sent to supervisors. Students must ensure that evaluations are completed and submitted to the fieldwork coordinator.

### Fieldwork Final Report

A final report must be written by each student upon completion of fieldwork. The final report must be submitted to the Fieldwork Classes course



prescribe medications) and consulting physicians.

UHC is located at:

New York City  
161 William Street, 2nd Floor  
(212) 346-1600

Pleasantville  
Paton House, Ground Floor  
(914) 773-3760

Additional information may be found at the [University Health Care](#) website.



## Student Accounts

The Student Accounts office assists with billing, payments, outside scholarships, immunization compliance, and Veterans Education Benefits.

Student Accounts can be contacted by telephone at (877) 672-1830, email to [studentaccounts@pace.edu](mailto:studentaccounts@pace.edu), or via the [Help Desk](#).

## PACE POLICIES PROHIBITING SEX AND NON-SEX BASED MISCONDUCT AND DISCRIMINATION

### Sex-Based Misconduct Policy and Procedures

As part of its commitment to providing a safe environment for every member of the University community and to ensuring that no student, faculty, or staff member is excluded from participating in or denied the benefits of any University program or activity on the basis of sex.

Pace University prohibits sex-based misconduct. Sex-Based Misconduct includes sexual harassment, sexual assault, gender-based harassment, sexual exploitation, domestic violence, dating violence, and stalking. The University also prohibits retaliation against anyone who reports an incident of sex-based misconduct or participates in an investigation or proceeding related to any such report.

For additional information, view the [University's Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who have questions about the sex-based misconduct policy and procedures or accessing available resources should contact the executive director for Institutional Equity/ Title IX Coordinator at (212) 346-1310.

### Discrimination, Non-sex-based Harassment, and Retaliation

Pace University is strongly committed to maintaining a working and learning environment that is free from unlawful Discrimination, Harassment, or Retaliation. The University is an equal opportunity employer and an academic institution which strongly believes that all employment and academic decisions must be made without regard to whether an employee or student possesses characteristics protected by federal, state, or local law.

All University officers, administrators, supervisors, staff, faculty members, students, visitors, and applicants, as well as vendors, consultants and contractors with whom the University does business are prohibited from engaging in discrimination, harassment, or retaliation.

For additional information, view the [University's Discrimination, Non Sex-Based Harassment and Retaliation Policy and Procedure \(PDF\)](#).

Members of the University community who have concerns about discrimination or harassment should contact the Executive Director Institutional Equity/Title IX Coordinator at (212) 346-1310.

### Reasonable Accommodations for Students with Disabilities

