



2019-2020

# Graduate Academic Catalogue

Office of Academic Affairs, Methodist University

Fayetteville, North Carolina 28311



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## Contact Information

Methodist University  
5400 Ramsey Street  
Fayetteville, North Carolina 28311  
www.methodist.edu

### General University Policy

President – Dr. Stanley T. Wearden ..... 630-7005

### Academic Information

Interim Provost – Dr. Lori Brookman ..... 630-7128

Associate Vice President for Academic Affairs – Dr. Lori Brookman ..... 630-7128

Associate Vice President for Academic Affairs – Dr. Beth Carter ..... 630-7425

### Accessibility and Disability Services

Director, Accessibility and Disability Services – Quincy Malloy ..... 630-7151

Coordinator, Accessibility and Disability Services – Charmagne Williams ..... 630-7402

### Admissions Information

Vice President for Enrollment Services – Rick Lowe ..... 630-7027

Director of Financial Aid – Bonnie Adamson ..... 630-7192

International Programs Admissions & Immigration specialist – Olga Booth ..... 630-7159

Administrative Assistant, Master of Education – Maryanne Hickson ..... 630-7057

Director of Admissions, Physician Assistant Program – Jennifer Mish ..... 630-7615

Director of Admissions, Occupational and Physical Therapy Programs – TBD ..... 480-9493

Program Coordinator, Master of Justice Administration – Dr. Eric See ..... 630-7268

Interim Director, Professional MBA Program - Dr. Josiah Baker ..... 630-7477

### Athletic Information

Vice President and Director of Athletics – Dave Eavenson ..... 630-7396

Deputy Athletic Director/Senior Woman Administrator – DeeDee Jarman ..... 630-7283

Sports Information Director – Gregg Petcoff ..... 630-7172

### Campus Ministry and Religious Life

Vice President for Religious Life and Community Engagement – Rev. Kelli Taylor ..... 630-7515

### Center for Student Success

Director – Dr. Lori Brookman ..... 630-7128

### Computer Services and Resources Information

Network Engineer – Tom Marthers ..... 630-7020

Database Administrator – Mary Hupp ..... 630-7020

Webmaster and Blackboard Administrator – Michael Molter ..... 630-7646

### Controller's Office

Vice President for Business Affairs – Dawn Ausborn ..... 630-7610

Controller – Carol Plummer ..... 630-7014

|  |          |
|--|----------|
| Assistant Controller – Gina Thorton..... | 630-7013 |
|--|----------|

## Davis Memorial Library

|  |          |
|--|----------|
| Director of Library Services – Tracey Pearson..... | 630-7587 |
|--|----------|

## MU at Night and e-Learning Information

|  |          |
|--|----------|
| Director of MU at Night and Extended Learning – Dr. Tina Miller.....                     | 630-7171 |
| Director of Veteran Services – Randy Smith.....  | 630-7174 |
| Director of MU at Fort Bragg – Billy Buckner.....  | 436-3624 |
| MU at Night and Fort Bragg Admissions and Student Services Coordinator – Mara Baker..... | 436-3624 |
| Director of institutional Technology & e-Learning – Dr. Bruce Morgan.....                | 630-7465 |

## Office of Institutional Advancement

|  |          |
|--|----------|
| Interim Director of Advancement – Kirbie Dockery.....      | 630-7176 |
| Gift Records Coordinator – Rhonda McMillan.....            | 630-7170 |
| Assistant Director of Annual Giving – Stacey Prevette..... | 630-7169 |
| Director of Advancement Services – Jessica Gebhart.....    | 630-7691 |
| Director of Development for Special Projects - TBD.....    | 480-8518 |
| Director of Development - TBD.....                         | 480-8519 |

## Office of Institutional Research and Effectiveness

|   |          |
|---|----------|
| Director for Institutional Research and Effectiveness – Michael Hadley..... | 630-7550 |
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## Planning and Administration

|   |          |
|---|----------|
| Vice President for Planning and Administration – Sheila Kinsey..... | 630-7000 |
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## Planning and Evaluation

|   |          |
|---|----------|
| Vice President for Planning and Evaluation – Dr. Donald Lassiter..... | 630-7081 |
|---|----------|

## Records and Transcripts

|  |          |
|--|----------|
| Registrar – Jasmin Brown.....              | 630-7035 |
| Assistant Registrar – Roswitha Howard..... | 630-7033 |

## Student Information and Housing

|  |          |
|--|----------|
| Vice President for Student Affairs – Dr. William Walker.....                             | 630-7155 |
| Senior Associate Dean of Students – Todd Harris.....                                     | 630-7030 |
| Director of Career Services and Associate Dean of Students – Dr. Antoinette Bellamy..... | 630-7257 |
| Director of Campus Recreation and Associate Dean of Students – Clifton Bobbitt.....      | 630-7161 |
| Director of Housing and Residence Life – Barbara Morgan.....                             | 630-7256 |
| Director of International Programs and Study Abroad – Lyle Sheppard.....                 | 630-7225 |
| Director Student Involvement Center and Associate Dean of Students – Doris Munoz.....    | 630-7022 |

## University Relations and Events

|  |          |
|--|----------|
| Director of University Relations – Kim Hasty.....                | 630-7609 |
| Graphic Designer and University Photographer – Jason Canady..... | 630-7114 |
| Graphic Designer and University Photographer – Doo Lee.....      | 630-7460 |
| Graphic Designer and Marketing Assistant – Gabrielle Isaac.....  | 630-7043 |

|   |          |
|---|----------|
| Director of Monarch Press – Mike Harrison ..... | 630-7061 |
| Monarch Press Assistant – Eric Dowden .....     | 630-7032 |
| Webmaster – Michael Molter .....                | 630-7646 |

## Program Directors, Program Coordinators and Staff

### Master of Education

|   |          |
|---|----------|
| Program Director— Dr. Gregory Stewart .....       | 482-5402 |
| Administrative Assistant – Maryanne Hickson ..... | 630-7057 |

### Master of Justice Administration

|                                     |          |
|-------------------------------------|----------|
| Program Director—Dr. Eric See ..... | 630-7459 |
|-------------------------------------|----------|

### The Professional MBA at Methodist University

|  |          |
|--|----------|
| Interim Program Director—Dr. Josiah R. Baker ..... | 630-7477 |
|--|----------|

### Health Care Administration – Graduate Certificate Program

|  |          |
|--|----------|
| Program Director – Dr. Warren McDonald ..... | 630-7116 |
|--|----------|

### Master of Medical Science in Physician Assistant Studies

|   |          |
|---|----------|
| Program Director— Dr. Christina Perry .....                                     | 630-7215 |
| Director of Didactic Studies—Dr. Deborah Morris .....                           | 630-7583 |
| Director of Clinical Studies – Dr. Susan “Greer” Fisher .....                   | 630-7426 |
| Director of PA Admissions—Jennifer Mish .....                                   | 630-7615 |
| Administrative Assistant to the Director of Academic Studies— Linda Posey ..... | 630-7628 |
| Clinical Support Coordinator—Katherine McCandless .....                         | 630-7475 |

### Doctor of Occupational Therapy

|   |          |
|---|----------|
| Program Director – Dr. Meredith Gronski .....         | 480-8549 |
| Director of OT Admissions – TBD .....                 | 480-9493 |
| Academic Fieldwork Coordinator – Dr. Amy Spence ..... | 480-5304 |
| Administrative Assistant – Suzanne Langley .....      | 480-5518 |

### Doctor of Physical Therapy

|   |          |
|---|----------|
| Interim Program Director – Dr. Lori Leineke .....                     | 630-7004 |
| Associate Program Director – Dr. Lori Leineke .....                   | 630-7004 |
| Director of PT Admissions – TBD .....                                 | 480-9493 |
| Academic Coordinator of Clinical Education – Dr. Stacia Britton ..... | 630-7476 |
| Academic Coordinator of Clinical Education – Dr. Penny Schulken ..... | 630-7213 |

## Preamble

Methodist University is related by faith to the North Carolina Annual Conference, Southeastern Jurisdiction of the United Methodist Church. It is an independent corporation rather than an agency of the Conference and is responsible for its own debts and obligations.

Methodist University does not discriminate on the basis of age, race, gender, national or ethnic origin, religion, sexual orientation, or disabilities for otherwise qualified persons in the administration of its admissions, educational policies, scholarships, loan programs, athletics, employment or any other university-sponsored or advertised program.

This catalogue is not an irrevocable contract. All regulations, provisions, and information herein are subject to change as conditions dictate.

# Section 1 – Introduction to the University & Accreditation

## Introduction to the University

### University Mission Statement

Methodist University, historically supported by the North Carolina Annual Conference of the United Methodist Church, owes its origin and values to the life and teachings of Jesus Christ. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's programs are based on the conviction that a liberally-educated person is sensitive to the needs and rights of others. Methodist University affirms the importance of intellectual values and ethical principles such as truth, virtue, justice, and love. The University community seeks to develop whole persons who will contribute substantially and creatively to the professions and to civic life. Therefore, Methodist University provides opportunities for spiritual, academic, and social growth, to the end that students may acquire enlightened minds and responsible spirits, as well as a continuing thirst for knowledge.

The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.

### Goals of the University

#### *Student Oriented Goals*

1. To be immersed in an environment in which they are encouraged to develop good moral values, practice ethical decision making, and to have an opportunity to enhance their spiritual development.
2. To attain an understanding of themselves and their social and physical world through a broad study of the liberal arts and an in-depth study of an academic discipline.
3. To live meaningfully in the world, as reflected in satisfaction with their career development and social relations, through the understanding they have attained of themselves and the world.
4. To acquire competence in written and oral communication and in critical thinking.
5. To acquire proficiency in common uses of personal computers.

#### *Other Goals*

1. To attract, develop, and retain a faculty that strives for excellence in teaching, scholarship, professional service to the community, and service to the University outside the classroom.
2. To provide significant services and facilities to groups within the community and state.
3. To engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that result in continuing improvement and demonstrate that the University is effectively accomplishing its mission.

## Accreditation – Graduate Programs

### Regional

Methodist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate's, Bachelor's, Master's, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033- 4097 or call (404) 679-4500 for questions about the accreditation of Methodist University.

### Program Specific/Professional

#### *Occupational Therapy*

The entry-level Occupational Therapy Doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.



ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

#### *Physician Assistant*

The Physician Assistant Program is accredited through the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

#### *Physical Therapy*

The Methodist University Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria Virginia 22314; telephone: (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. In needing to contact the program/institution directly, please call (910) 630-7004 or email [lleineke@methoidst.edu](mailto:lleineke@methoidst.edu).

#### *Reeves School of Business*

The Reeves School of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Master of Business Administration (MBA) degree, with a focus on Organizational Management and Leadership. The ACBSP is a global business accreditation organization that provides specialized accreditation for business degree programs. The accreditation applies to the business programs offered on the main campus.

#### *Masters of Education*

The Masters of Education Program is accredited by the North Carolina Department of Public Instruction (NCDPI). Main Switchboard: (919) 807-3300. Physical address, North Carolina Department of Public Instruction, Education Building, 301 N. Wilmington Street, Raleigh, NC 27601-2825 and mailing address, North Carolina Department of Public Instruction 6301 Mail Service Center, Raleigh, NC 27699-6301.

### **Associations & Other Endorsements**

The University is also a member of the North Carolina Association of Colleges and Universities and the North Carolina Association of Independent Colleges and Universities. It is approved by the Division of Certification and Standards of the North Carolina Department of Public Instruction for the preparation of public school teachers and by the University Senate of the United Methodist General Board of Education. The University is also a member of the Service Members Opportunity College (SOC) Consortium and the SOC degree network system.

### **Founding**

Methodist University was chartered in 1956 as Methodist College. The school was founded by the people of Cumberland County and the North Carolina Conference of the United Methodist Church for the purpose of Christian higher education and the extension of the influence of science, art, and Christian culture.

The school seal portrays the "Prophet of the Long Road," Francis Asbury, who was the first bishop of the Methodist Church in America, and also symbolizes his successors, the early circuit riding clergy. The school motto is *Veritas et Virtus*, "Truth and Virtue."

While the University is deeply committed to the United Methodist Church, its primary function is to provide a liberal arts education for all. In October 2006, on the eve of the 50th anniversary of the founding of Methodist College, the school's Board of Trustees voted to rename the school Methodist University to reflect Methodist's ongoing expansion into graduate education.

### **Locations & Facilities**

The University is located in Fayetteville, North Carolina, part of the Carolina Sandhills region in the heart of golfing country and two hours from the coast. Designed by Stevens and Wilkinson of Atlanta, the award-winning campus has

grown from three buildings at its opening in 1960 to its present fifty-five major and minor structures. It consists of six-hundred acres, primarily in undeveloped woodland, including Cape Fear River frontage. Part is given over to a nature trail that is visited by many school children and garden clubs each year.

Classes are held principally in the Trustees Building, Hendricks Science Complex, D. Keith Allison Hall, Richard L. Player Golf and Tennis Learning Center, Margaret and Walter Clark Hall, Medical Science Complex in the University Center, March F. Riddle Center, Reeves Auditorium/Fine Arts Building (a community center for the arts), and the William F. Bethune Center for Visual Arts, and the Thomas R. McLean Health Sciences Building (January 2016).

Other campus facilities include thirteen residence halls, Berns Student Center, Nimocks Fitness Center, Horner Administration Building, O'Hanlon Amphitheater, Joe W. Stout Hall (housing Admissions, Financial Aid, and Veterans Affairs), tennis courts, an outdoor track, a driving range, putting greens, a golf course, and baseball and soccer fields.

The Yarborough Bell Tower, located in the central mall of the campus, provides amplification for the carillon. The illuminated cross at the top of this ninety-five-foot structure is symbolic of our religious origin. Hensdale Chapel, located on the central mall, features a vaulted ceiling with an interior of red oak. A Schantz pipe organ enhances worship services and provides an excellent instrument for recitals. The Mallett-Rogers House, which dates to 1778, was donated to the campus by the Florence Rogers Foundation. Computing facilities available to students include the Computer Science, Business, Education/Communication, and Computer-Assisted Composition Laboratories.

### Davis Memorial Library

Davis Memorial Library, a vital component of Methodist University, provides access to resources, knowledge, information, and ideas for the intellectual inquiry of students, faculty and staff; supports the instructional program; and promotes scholarship on campus. Fundamental to this philosophy of service is a commitment to freedom of information and equity of access to information.

The library is a 30,000 square foot facility that provides access to 78,000 books, audiovisuals and bound periodicals; over 300,000 electronic books; more than 42,000 online and print journals; and 127 databases. The majority of the library's electronic resources can be accessed both on and off campus by students. These resources include the Online Catalog and various databases for journal article searching including ProQuest Central, Project Muse, Science Direct and many others. A password is needed for 24 -hour off-campus access.

Services available include: research assistance, interlibrary loan, and information literacy classes. There are computers for student use as well as wireless service for laptops. The Special Collections Room showcases letters and other materials relating to the Marquis de Lafayette, for whom Fayetteville is named, and a four-volume facsimile set of the double elephant folio *Birds of America* by John James Audubon donated by Margaret Rose and Terry Sanford. In addition, the library houses an extensive Bible collection donated by the Reverend Mr. Allen C. Lee, memorabilia of Carolina College, and the archives of both the University and the United Methodist Women of the North Carolina Conference.

Faculty, staff, and students may register with the library by presenting a current Methodist University ID card to check out library materials and to reserve study rooms. More information is available at the library homepage at: <http://www.methodist.edu/library>.

### Academics

The academic programs are organized and housed within the following five schools: Arts & Humanities, Health Sciences, Reeves School of Business, Public Affairs, and Science & Human Development.

Excellent teaching, professional development, and research are expected of faculty. Student surveys routinely cite the unique quality of classroom, library, and e-Learning experiences as reasons for recommending Methodist University to friends and family members. Numerous faculty members have published peer-reviewed articles, presented findings at regional and national conferences, published works of poetry, or served as editorial review panelists for major publications. The Southern Writers Symposium brings to campus contemporary authors as well as scholars from across the country.

Methodist University is committed to both tradition and progress. Proud to be in the mold of the higher educational institution that originated in America during the Colonial Period and persists into the 21<sup>st</sup> century, it realizes the demands placed on graduates by today's world and aims to combine the liberal arts base and spirit with career orientation and adaptability. Recent additions to the curriculum reflect this dual vision: Reeves School of Business concentrations in Health Care Administration, Professional Golf Management, Professional Tennis Management, Sport Management, and Resort and Club Management; Physician Assistant Studies; Athletic Training; Justice Studies; Graphic Design; Professional Writing; and Physical Therapy. Many alumni enroll in graduate or professional school programs.

## Religious Life

The mission of Campus Ministry at Methodist University is to offer the love and acceptance of Jesus Christ to all persons by planting the seeds of faith and providing a nurturing spiritual environment for the seeds to grow and develop. Each person will be encouraged to reach his or her potential through participation in diverse styles of worship, Biblical study, music, community service, pursuit of justice and leadership. Every person is challenged to "pursue faith freely" with open hearts, open minds and open doors.

## Athletics

Methodist University offers 20 intercollegiate sports (10 for women and 10 for men). The University competes at the NCAA Division III level and is a member of the USA South Athletic Conference.

## Section 2 – Graduate Education

### Governance of Graduate Programs – Graduate Council

The Chair of the Graduate Council committee presides over monthly Graduate Council meetings and is responsible for chairing the Graduate Academic Standards Committee.

The Graduate Council is the governing body for all graduate programs. The Graduate Council consists of the Executive Vice President and Academic Dean, the five School Deans, Directors of current Graduate programs, Director of Library Services, the Registrar, and two at-large faculty elected representatives. The Graduate Council has the following responsibilities:

1. Make recommendations and provide advice to academic departments proposing graduate programs and graduate policies.
2. Recommend proposed graduate programs to the Curriculum Committee.
3. Serve in an advisory capacity for existing graduate programs.
4. Approve requests being sent to the Curriculum Committee
5. Approve changes to the Graduate Academic Catalogue including curricular and policy items.
6. Editing and Updating the Graduate Academic Catalogue.
7. Approving and updating changes related to graduate faculty in the Methodist University Faculty Manual.

Each individual graduate program is housed under their respective school (MBA- Reeves School of Business, PA, OTD and DPT- School of Health Sciences, M.Ed- School of Science and Human Development, MJA- School of Public Affairs).

### Purpose of Graduate Education

The purpose of graduate education at Methodist University is to provide a graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs of the University; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.

### Graduate Level Goals

1. To graduate Master's and Doctoral level students who are competent in their academic disciplines.
2. To graduate Master's and Doctoral level students who are prepared for the job market and equipped to pursue further post-graduate education

### Other Goals

1. To attract, develop, and retain a faculty that strives for excellence in teaching, scholarship, professional service to the community, and service to the University outside the classroom.
2. To provide significant services and facilities to groups within the community and state.
3. To engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that result in continuing improvement and demonstrate that our Graduate programs are accomplishing this purpose.

### Assessment of Goals

*Graduate Level Goal 1:* is assessed via the student learning outcomes as defined by the learning objectives for graduate courses, and program outcomes provided by each graduate program, including board and other certification exams.

*Graduate Level Goal 2:* is assessed via results obtained from the University's Graduate Exit Survey and Employer Survey. Also, individual graduate programs may use their own instruments in addition to these.

*Other Goal 1* is assessed via documentation and review of faculty curricula vitae, faculty credentials such as academic transcripts, other professional credentials and experience, and documentation of graduate faculty selection procedures.

*Other Goal 2:* is assessed by documentation of services provided by graduate faculty, students, and staff; plus programs/agendas and attendance of meetings of groups which use facilities of the graduate program.

*Other Goal 3:* is assessed by the development and use of an assessment system that addresses each of the above goals. Products of such assessment are annual reports of each graduate program, which include assessment sections presenting results, and decisions based upon those results, for actions to be carried out to address aspects of each program that need improvement. The assessment system not only addresses current graduate programs, but also the feasibility of additional graduate programs.

## Graduate Degrees Offered

Methodist University Graduate program offers four Master's degrees and two Doctoral degrees in six different programs. The first is the Master of Medical Science (MMS) in Physician Assistant (PA) Studies. This degree program is offered on the main campus, primarily in the Medical Science Building. The second Master's degree is a Master of Business Administration (The Professional MBA), with a focus on organizational management and leadership. MBA courses are offered online and as a hybrid on the main campus at Reeves School of Business in Clark Hall. The third Master's degree program is the Master of Justice Administration (MJA). This program is offered on the main campus in the Trustees building at Methodist University. The MJA Program is a blend of justice studies and public administration curricula, providing students with a unique program that prepares them for careers as leaders in the justice field. A fourth Master's degree, the Master of Education, offers concentrations in literacy, special education, physical education and coaching education/athletic administration. The fifth degree program is the Doctor of Physical Therapy. This degree is offered on the main campus, primarily in the Thomas R. McLean Health Sciences Building. The sixth degree program is the Doctor of Occupational Therapy, also offered on the main campus, primarily in the Thomas R. McLean Health Sciences Building.

## Section 3 – Academic Regulations

### Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. Students are responsible for learning the content of the course of study for which they are enrolled. The professor in the classroom should encourage free discussion, inquiry, and expression.

### Student Responsibility for Requirements and Registration

The University provides counseling resources, and every student has a faculty advisor to assist in planning his/her program. However, each student accepts full responsibility for reading all materials and information included in this Academic Catalogue and the satisfactory completion of all graduation requirements. Students must consult with their advisors before making changes in their academic programs.

Dates for registration are published in the academic calendars for each of the graduate programs. A late registration fee is imposed for anyone registering after this date. Students are not permitted to attend any class until they have registered.

### Credit Hour Policy

Methodist University defines a credit hour according to federal guidelines, along with generally accepted practices in higher education. This definition applies equally at the undergraduate and graduate level. A credit hour is the amount of academic work represented by:

1. A traditional face-to-face class, not less than one contact hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work, including but not limited to reading, studying, conducting research, writing, performance practicing, rehearsals, and other learning activities each week for approximately 15 weeks of instruction for one semester or the equivalent amount of work over a different amount of time. The total amount of face-to-face contact required for one credit hour is 750 minutes.
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including distance education, laboratory work, directed and independent study, internships, practica, student teaching, clinical rotations, physical education, studio work, and other academic work leading to the award of credit hours.

Regardless of method of instructional delivery, faculty who teach blended or online classes have identical learning outcomes and content established for a face-to-face course and then reformat the content for online delivery and assessment of student learning. The faculty are responsible for ensuring that the expected quantity of student learning relative to credit hours is achieved

### Transfer Credit

Evaluating, awarding, and accepting of transfer credits are at the discretion of the individual graduate programs at Methodist University. The maximum number of credit hours that may be transferred toward the MJA or MBA degrees is 9 credit hours. The DPT Program also allows 9 credit hours of equitable graduate level work to be transferred as credit towards the post-baccalaureate degree in physical therapy. The OTD Program allows 6 credit hours of equitable graduate level work to be transferred as credit towards the post-baccalaureate degree in occupational therapy. The PA Program (M.M.S. degree) and the Master of Education (M.Ed.) do not accept transfer credit.

### Concurrent Enrollment

1. A student taking graduate courses while completing his or her undergraduate degree cannot exceed 6 semester hours at the graduate level in any semester. Any exceptions must be made by appropriate graduate program director.

2. Undergraduates admitted to a graduate program must be in their senior year and be able to meet all graduation requirements in that academic year.
3. No student may receive a graduate degree without first completing his/her undergraduate degree
4. Only designated undergraduate courses can be used to fulfill an MU graduate requirement.

## Grading System for the Graduate Programs

All graduate programs follow the grading policy below for course grades, unless otherwise stated within Program specific grading criteria policies:

| Letter Grade | Quality Points<br>Per semester Hour | Letter Grade | Quality Points<br>per Semester Hour |
|--------------|-------------------------------------|--------------|-------------------------------------|
| A Excellent  | 4.0                                 | B-           | 2.7                                 |
| A-           | 3.5                                 | C+           | 2.3                                 |
| B+           | 3.3                                 | C            | 2.0                                 |
| B Good       | 3.0                                 | F Failure    | 0.0                                 |

I: Incomplete. An I is awarded when extenuating circumstances warrant an extension of time for completion of the course. The course work must be completed within a reasonable period as defined by the incomplete policy.

P: Pass. Course taken on pass/fail basis. No quality points awarded.

F: Fail. Course taken on pass/fail basis. No quality points awarded.

Note: Any course grade below a C is considered failure (F) for the course.

## Incomplete Policy

An "I" grade is awarded when extenuating circumstances (i.e. illness, emergency, military service or other reasonable cause) warrant an extension of time for completion of the remaining course work. Course work must be completed within a reasonable period, as set by the instructor, **not to exceed 45 days from the date grades are due**. After this date the "I" grade automatically changes to "F" unless an extension is granted by the Provost. Approved experiential courses are exempt from this 45-day limit. For these courses, work must be completed within a reasonable period, as set by the instructor, not to exceed the end of the next academic semester, not including the summer semester.

The criteria for assigning an incomplete grade are as follows:

1. A student must be passing the course, or, for cohort programs, students must meet the minimum requirements established by the program to meet accreditation standards.
2. Approval from the student and instructor is needed before an "I" can be assigned
3. The instructor must specify all work completed to date and the grade earned for each assignment.
4. All remaining work necessary for the grade submission must be included.
5. If the instructor approves the request, the *instructor* will complete the *Request for Incomplete Grade Contract* (located on the MyMUPortal)

## Independent Study Policy

Independent Study contracts are developed only in special circumstances. In all cases, the supervising professor, the program coordinator, the School Dean and the EVPAA must approve the independent study contract prior to the beginning of the semester. The Independent Study form can be obtained from the Office of the Registrar.

## Grade Forgiveness Policy

Please refer to the individual Program guidelines in the Graduate Catalogue, or respective handbooks, for specific policies regarding grade forgiveness.



## Academic Standard Policy

Each of the graduate programs will identify a faculty and/or a committee to review the academic performance of enrolled students. This faculty or committee is responsible for identifying which students have failed to meet the academic standards established by the individual programs (refer to individual Program guidelines in the Graduate Catalogue). Performance resulting in dismissal, suspension, or probation will result in immediate notification to the student and a letter of notification to the Provost. In the case of suspension, the student will automatically be placed on academic probation if re-enrolled ("probation" will be noted on the student's transcript).

Notification of student performance that results in dismissal, suspension, or probation must occur within five (5) business days after grades are due to the registrar. This timeframe ensures adequate time for an appeals process and/or to enact remediation policies established by individual programs.

## Honor Code

In the pursuit of academic studies at Methodist University, every student has the responsibility of obeying the Honor Code, which prohibits cheating (including plagiarism), theft, and academic misrepresentation. Each student is responsible for becoming familiar with the Honor Code. All work submitted to instructors must be in compliance with the rules of the Honor Code and "pledged" as an indication of its conformity to the rules of the Honor Code. Violations of the code may be reported by any member of the Methodist University community.

Academic endeavor is undermined by cheating, plagiarism, theft, or lying for academic advantage. The faculty has the duty to promote an atmosphere of honest learning through its own example as a community of scholars but also through the establishment and support of a system by which students charged with academic wrongdoing can be fairly judged and punished. That system at Methodist University is founded on the following principles:

1. Student civil rights must be protected. Among these are the right to an orderly hearing following due process, the right to confront accusers, the right to avoid self-incrimination, and the right to present evidence and call witnesses.
2. Grading is the prerogative of the faculty member, even in cases in which cheating has occurred. In those cases, however, in which the student is dissatisfied with such a private settlement, fairness dictates that faculty members accept the recommendations of the University community resulting from a hearing process.
3. More severe penalties (suspension and expulsion) are the responsibility of the University as a whole, and decisions involving such penalties require the participation of the faculty, the students, and the administration.
4. A fair and independent appeal process is vital to protect student rights and correct abuses.
5. Although the relationship between student and teacher is essentially a private one and while academic violations can and should be kept between two parties and resolved to their satisfaction, fairness to the larger community requires that all violations be reported to the Graduate Honor Board. In cases in which matters cannot be resolved in this way, they may be appealed, by either party, to the Graduate Honor Board. Repeat violators face mandatory Graduate Honor Board hearings.
6. Consistency requires that a relatively small and fixed group hear and judge Graduate Honor Board cases.
7. The adversary system utilized in litigation is not used in Graduate Honor Board cases; rather, the procedure is more conversational in character.

## Jurisdiction

Plagiarism and cheating in academic work, theft, and academic misrepresentation (lying) are offenses that fall under the jurisdiction of the Methodist University Honor Code. Students must understand what these offenses are and how to avoid them.

## Cheating

Students must complete all tests and examinations without help from any other source. They may not look at another student's paper or at any opened textbook or notebook while taking tests. They may not use any kind of "crib" sheet,

i.e., any papers or materials that have helpful information on them. Possession of a “crib” sheet while taking a test is considered evidence of intention to cheat. Students may not ask another student for information during a test or give another student information. Students may not talk to another student while a test is being given except with the explicit permission of the professor. These rules apply to take-home examinations and to all others unless the professor says otherwise. Students who find a misplaced test question sheet should return it as soon as possible to the professor whose test it is. Students may not give or receive aid in examinations; they may not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading unless explicitly stated in the course syllabus.

Exceptions to these rules can be made only by the professor.

## Plagiarism and Intellectual Property

Any work must be the student’s own or must properly and fully indicate the source(s). Anything that students copy word for word from another source is a direct quotation. All direct quotations must be shown as such and must be properly documented. Students must also rewrite paraphrased material in a style and language that are distinctively their own; merely rearranging the words found in a scholarly source is plagiarism. Material that is paraphrased must be documented. For methods of documentation and all other aspects of manuscript form, students should follow either current practices advocated by the Modern Language Association (MLA) or other reliable manuals recommended by individual departments and/or professors.

Students may not submit as their own or copy any part of their papers from another student’s paper, a paper they have bought, or anything written by a friend or relative. Students may not use an outline written by somebody else. They may not knowingly permit another student to copy their papers. Within limits, students are allowed and even encouraged to get the help of other students on papers. They may get ideas or suggestions on source materials from other students and may have another student read the paper for clarity and correctness. However, once students start putting words on paper, they must be on their own, and every word written must be their own. Students should check with professors if they are not sure what can or cannot be done.

The taking of intellectual property belonging to another without his/her consent, with intent to deprive the owner of the property and/or to appropriate the item(s) for academic gain, constitutes theft.

## Academic Misrepresentation

Students may not lie to gain academic advantage. Cases of academic misrepresentation include, but are not limited to, presenting forged or false excuses for class absences and lying to teachers concerning class assignments.

## Graduate Honor Board

### Organization

The Graduate Honor Board hears two types of cases:

- First, a student may appeal to the Graduate Honor Board if he/ she considers a faculty member’s settlement unfair.
- Second, any member of the University community may bring a case directly to the Honor Board.

These cases are heard by a Graduate Honor Board panel with student participation and with the right to appeal to the Provost. At the end of each academic year, the files are consigned to the care of the Registrar for permanent storage.

The Graduate Honor Board is appointed by the Graduate Council. The chair of the Graduate Council serves as a non-voting moderator of the Graduate Honor Board. The Graduate Honor Board consists of two students (designated by the Graduate Studies Council and approved by the President) and three faculty members (designated by the chair of the Graduate Council). The chair of the Graduate Council keeps the files and records of the Honor Board and arranges the time, place, and personnel for the hearing panels.

### Process

A faculty member who learns of a possible violation from personal observation, physical evidence, or the complaint of a student may wish to settle the matter directly with the offending student. The maximum penalty by a faculty member is

an F in the course. The faculty member is obligated to inform the student of his/her decision and to report any infraction, the name of the student involved, and the decision on the matter to the Honor Board chairperson for the permanent record. If the faculty member considers that a more severe penalty is appropriate, he/she may bring the case directly to the Graduate Honor Board (having first given the grade of F for the course). All written communications should not be entrusted to campus mail. Students who learn of possible violations may also bring such matters to the Honor Board. Repeat violators face a mandatory Honor Board hearing.

### Appeal Procedure

1. One wishing to allege a violation or dispute an allegation or penalty contacts the chair of the Graduate Council to initiate an appeal and files the appeal in writing. A first honor code violation must be appealed before the end of the next semester, excluding the summer semester. The Graduate Council chair arranges a Graduate Honor Board Panel, the time, and the place for the hearing and notifies the parties involved.
2. The Graduate Council chair informs the accused of the right to have any person from the University community attend as an advisor and a counsel. The proceedings are tape-recorded.
3. The accuser briefly describes the alleged offense and the penalty imposed (if applicable).
4. The accused states the reason for his/her appeal.
5. The accuser, in the presence of the accused, presents the evidence for the alleged offense and the rationale for the penalty, using personal testimony, the testimony of others, and the physical evidence of tests or papers, as appropriate. The panel members ask any questions needed to clarify the issue.
6. The accused (or his/her representative) presents evidence for the accused's position in the presence of the accuser, using personal testimony, the testimony of others, and interpretation of the physical evidence, as appropriate. The panel members ask any questions needed to clarify the issue, except that the accused is not required to incriminate himself/herself.
7. The panel retires to consider its decision and reconvenes as soon as possible to announce it. Its deliberations in reaching a decision are not recorded. It decides penalties as follows: F on the assignment(s)/evaluation(s), F in the course, suspension, or expulsion. Panel decisions are by majority vote, and the complainant is obligated to accept the panel's decision.
8. If the panel finds in favor of the accuser (or adds additional penalties), the accused has the right to appeal in writing to the Office of the Provost within 24 hours or by the end of the next working day, whichever is later. No formal grounds for this appeal are necessary.
9. The moderator of the panel sends the Provost a report on the board's decision and the tape recording of its deliberations. A copy of the report is kept is also kept in the permanent file.
10. The Provost may use the tape recordings as the basis for a judgment on any appeal or may choose to speak to the parties involved and examine the physical evidence. The Provost communicate the result of any appeal in writing to the accused and to the Academic Standards chairperson for the permanent file and states the reason for any change. The accused remains in class pending resolution of the appeal.
11. A decision by the Provost may be appealed to the President of the University. Such appeals must be in writing and must be submitted by the accused within 24 hours or by the end of the next working day, whichever is later, after the receipt of the decision. No formal grounds for appeal are necessary. The President may make any decision which he/she deems fit.

### Penalties

1. Grade of F – The student is given a failing grade on the particular assignment(s) involved.
2. Grade of F in the course – The student is given a failing grade in the course. This course can be repeated. No single course can be taken more than three times (i.e., repeated twice).
3. Suspension – The student's enrollment at the University is terminated involuntarily. The student can apply for re-admission after a specified amount of time and can return if his/her application is approved by the Vice President for Enrollment Services and the Vice President for Student Development and Services. Notice of suspension is placed on the student's transcript.
4. Expulsion – The student is required to leave the University permanently and is not allowed to return. He/she forfeits all fees paid except board fees paid in advance. Notice of expulsion is placed on the student's official transcript.

## Graduate Level Grade Appeals & Complaints

### Grade Appeals

Should a student have a grievance which is academic in nature (i.e. with a particular faculty member regarding a certain course or program dismissal for academic failure) the student should complete a Methodist University Academic Grade Appeal – Academic Grievance Form.

Before beginning the formal grade appeal or academic grievance process, the student should:

1. Meet with the Instructor to see if the situation can be resolved.
2. If at this point, the situation remains unresolved, the student may request a meeting with the instructor and department Chair or school Dean to address the concern.
3. If the situation remains unresolved, the student should fill out the information above and the first step of this form on the next page to begin the formal appeal process.

The form may be obtained from the Registrar's Office. Once the Grade Appeal – Academic Grievance form is completed by the student, it should be:

- Submitted to the faculty member involved, and the student and faculty member should discuss the issue. The student may request the presence of the Department Chair (or the School Dean if the Department Chair is the course instructor), who will serve as a mediator for the meeting.
- If no resolution of the issue can be made at this stage, the student should then discuss the issue with the individual Graduate Program Director. If resolution is not reached, then the student should discuss the issue with the Individual School Dean. If resolution is not reached, then the student should bring the appeal to the Office of the Provost.
- If the student remains unsatisfied after these meetings, The Office of the Provost will forward an unresolved appeal, forms and supporting evidence to the Chair of the Graduate Academic Standards Committee. The committee is chaired by the Graduate Council Chair. The appropriate school dean should be kept informed of the progress of the grievance/appeal.

This formal appeal process must be started / submitted no later than 60 days from the first day of the following semester/term or 60 days following date of notification sent via email and/or mail (in the case of academic dismissal) for the course or Program as outlined on the Grade Appeal / Academic Grievance Form.

The GASC shall make a reasonable effort to conduct an inquiry within two weeks of the request to appear before the committee to determine and consider relevant facts. The inquiry will be based on a consideration of the student's complaint, the instructor's response, and any interviews by the chair of the GASC with the student or instructor. The GASC shall convene a meeting with the student (should the student requests for one), and it may also initiate a meeting with the student, with the instructor, or with both. The Graduate Academic Standards Committee shall make one of these decisions:

1. that the grade was assigned correctly and shall stand as assigned.
2. that the grade may not have been assigned correctly and merits further consideration.

Note: Student concerns of an academic nature not directly involving a grade appeal will be handled by the GASC on a case by case basis.

If conclusion "2" is reached, the GASC may then arrange for the instructor or a group of two departmental colleagues (this may be the faculty members of the GASC) to re-examine all the evidence of the student's work. (If there is not enough evidence, an additional examination may be conducted or additional work assigned to help determine the students' level of mastery and achievement in the subject matter.) The GASC shall, as a result of its consideration, recommend the same grade awarded by the instructor or amend the grade as determined by the additional evidence.

The GASC shall immediately notify the Office of the Provost of its decision. The student will be notified in writing of the GASC's final decision.

Students having questions regarding the Academic Grade Appeal – Academic Grievance Procedure should also contact the Provost within 24 hours.

If the complaint cannot be resolved after exhausting Methodist University's grievance procedure, the student may file a complaint with either the UNC General Administration, which is the state agency of North Carolina governing post-secondary education, or the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which is the regional accrediting body of Methodist University.

### Graduate Academic Standards Committee (GASC) Members

- Graduate Council Chair
- Physician Assistant (PA) Program Director
- Master of Business Administration (MBA) Program Director
- Master of Justice Administration (MJA) Program Director
- Master of Education (M.Ed.) Program Director
- Doctor of Physical Therapy (DPT) Program Director
- Doctor of Occupational Therapy (OTD) Program Director
- PA principal faculty member
- MBA principal faculty member
- MJA principal faculty member
- M.Ed. principal faculty member
- DPT principal faculty member
- OTD principal faculty member
- Dean, Reeves School of Business
- Dean, School of Public Affairs
- Dean, School of Science & Human Development
- Dean, School of Health Sciences
- Dean, School of Arts & Humanities
- Representative from Undergraduate Academic Standards Committee

Consideration: If the program director or faculty member is associated with the student's complaint, they must recuse themselves from participating in the GASC inquiry, hearing, and discussion stages.

### Student Complaints

UNC General Administration

Post-Secondary Education Posts, c/o Assistant Director of Licensure and Workforce Studies, University of North Carolina General Administration, 910 Raleigh Road, Chapel Hill, NC 27515-2688 or call (919) 962-4558.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500.

## Withdrawals & Dismissals

### Probations, Suspensions, Dismissals

Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts. See specific programs for academic standing requirements.

## Withdrawal from the University

A student withdrawing from the University must follow the procedures for withdrawal. The process begins in the Office of the Registrar; and the student must be cleared by other areas, including the Business Office, the Vice President for Student Affairs, and the Academic Dean, as indicated on the withdrawal form. Failure to withdraw properly from the University may result in the student's being awarded failing grades for the semester.

## Medical Withdrawal

If a student leaves the University for Medical Reasons and wishes to return, the student must reapply to the Coordinator of the graduate program from which the student withdrew. A full report from the student's physician and a personal interview may be required before an application for readmission is considered. The graduate program will also take the student's academic record into consideration in the admissions process.

## Readmissions/Reapplications

The readmission/reapplication policy of each individual graduate program, for graduate students who have voluntarily left the program but who are otherwise in good academic standing, is determined by each graduate program director on a case-by-case basis. This must be completed before the first day of class of the semester. Please see the individual graduate program section in this catalogue and/or specific program handbooks for details.

## Academic Clemency

### Eligibility

1. This policy does not apply to DPT, OTD and PA Programs. Please refer to the individual Program guidelines in the Graduate Catalogue or respective handbooks for DPT, OTD and PA specific policies regarding dismissal policies and appeal processes.
2. The clemency policy pertains only to graduate students, other than Programs listed in item one, who have been expelled or dismissed from Methodist University for one year or more because of insufficient academic performance or for violation of the University Honor Code.
3. An individual must be a degree-seeking student.
4. A student can only be granted clemency once.

### Process

1. A student must submit a detailed explanation in writing (no email) to the Provost who will forward the appeal to Chair of the Graduate Academic Standards Committee.
2. The request must entail a detailed explanation for why the student was unsuccessful and how he or she has made changes to ensure their academic progress upon return. (No more than 1,500 words)
3. Clemency requests must be received by the following deadlines: For the Fall semester – March 1, Spring or Summer semester – October 1.
4. A subcommittee convened by the registrar and composed of an admissions counselor/officer, and additional Program specific members from the Graduate Academic Standard Committee will review the requests and make recommendation to the full Graduate Academic Standards Committee, who then will make the FINAL decision.

## Terms and Conditions

1. The notation "Academic Clemency" will be placed on the student's transcript after the completion of one semester/term at Methodist University.
2. Student's GPA cannot drop below the minimum GPA established by each Graduate program in which they are enrolled.
3. Courses that were taken after the student left the institution will not be accepted for transfer.
4. Students will forfeit all prior courses below "B" unless otherwise determined by the Program. Refer to individual Program guidelines in the Graduate Catalogue.
5. All courses will remain on the transcript but only courses with a grade of "C or higher" will be calculated into the GPA. The forgiveness date will be placed on the transcript beside the course work that is forgiven.



## Quality Points

To graduate, a student must complete all required components of the Graduate Program in which they are enrolled. Refer to individual Program guidelines in the Graduate Catalogue.

## Cancellation of Courses

The University reserves the right to cancel any scheduled course at any time through the first meeting of the class. All published class schedules are tentative and are not contractual in nature. The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other reasons. In order to assure quality education, the University reserves the right to limit further registrations when the maximum number set by the department has been reached. The University reserves the right to make changes in schedules and/or faculty when necessary.

## Right to Change Requirements

The faculty reserves the right to change academic curricula and requirements. When the catalogue changes, the student has two options: to be governed by the catalogue under which they enrolled or to be governed by a more recent catalogue. Requirements from the two catalogues cannot be mixed. A student wishing to switch to a more recent catalogue must notify the Registrar in writing. No student can graduate under the terms of any catalogue dated more than six years prior to the graduation date. (Students must follow the requirements of the current Graduate Catalogue in which they are re-admitted).

## Institutional Effectiveness

Methodist University strives to maintain excellence in its academic programs and services. As part of the University's Institutional Effectiveness program, students are asked to respond to various surveys such as the Entering Student Survey, Student Evaluation of Instruction, the Noelle-Levitz Student Satisfaction Inventory, the National Survey of Student Engagement (NSSE), and the Graduating Senior Survey. These surveys help us to assess the quality of the University's programs and services. The University will use a sample of students whenever possible to try to mitigate the number of surveys students have to complete.

## Computing Resources Policy/Computer Use Policy

Please refer to the Methodist University Website (<http://www.methodist.edu/computers>) for the most up-to-date information. The University reserves the right to modify and/or expand this policy at any time.

### Purpose and Summary

1. This document provides guidelines for appropriate use of the wide variety of computing and network resources at Methodist University. It is not an all-inclusive document. It offers principles to help guide authorized users in the appropriate use of Methodist University's technology and network resources while serving as a reference point.
2. Individuals using computer or network resources belonging to the Methodist University must act in a responsible manner, in compliance with law and University policies, and with respect for the rights of others using a shared resource in an ethical, moral, and legal manner. The right of free expression and academic inquiry is tempered by the rights of others to privacy, freedom from intimidation, harassment, cyberbullying, sexual harassment, protection of intellectual property, ownership of data, security of information.
3. The University reserves the right to modify and/or expand this policy at any time. Use of the Methodist University's computer and/or network resources by any person shall be implicit acceptance of the current policy, and all authorized users are held responsible for using Methodist University's computing and network resources in an ethical, moral, and legal manner and in a manner otherwise consistent with this policy.

### Scope

This policy applies to all faculty, staff, students, contractors, guests, and anyone else using Methodist University's technology and network resources. This includes use both on campus and from a remote location off campus. It is every faculty, staff and student's responsibility to know and follow these policies.



## Rights & Responsibilities

All users shall follow appropriate standards of civility and conduct and respect the feelings of others when engaged in communication. This means that all users will identify themselves and restrain from any behavior or communication that might be considered harassing, discriminatory, or in any way calculated to cause discomfort, cyberbullying, or embarrassment to readers or users of the communication. Users must also refrain from sending, receiving, or accessing pornographic materials.

## Copyrights and License

1. All users shall abide by copyright laws in accordance with the Digital Millennium Copyright Act of 1998, as it currently exists or as it may be amended, modified and/or supplemented from time to time. Users may not engage in the unauthorized copying, distributing, altering or translating of copyrighted materials, software, music or other media without the express permissions of the copyright holder. This means that copying or use of programs or files that are not licensed to the user is forbidden. If you don't own a copy of a program, you cannot load it on any Methodist University computers/laptops. You cannot load multiple copies of programs for which you don't own multiple licenses. If any computer software is loaded on a Methodist University computer/laptop and no license can be produced for the software, the Computer Services staff will remove the software from the computer until such time as the user provides proof of a license. This will also be reported to the President, or user's Vice-President, as appropriate.
2. When the University is informed of copyright violations by the copyright holders or their representatives, we will comply with their requests to identify the individuals responsible and stop the illegal activity.
3. Federal law provides severe civil and criminal penalties for the unauthorized reproduction, distribution, or exhibition of copyrighted materials. Criminal copyright infringement is investigated by the FBI. The civil penalties for copyright infringement not registered with the Library of Congress include actual losses sustained by the copyright owner as the result of the infringement. When it comes to a registered copyright filed with the Library of Congress, the copyright owner can also obtain triple damages above and beyond actual damages, together with attorney fees in a copyright infringement case. The possible criminal penalty for copyright infringement is up to five years in prison and up to a \$250,000 monetary fine. Additional details can be found at DMCA

## Methodist University Property

The Internet and electronic communication systems, software and hardware are the property of Methodist University. All documents composed, messages and attachments sent, received, or stored on the Internet and communications storage systems are and remain the property of Methodist University. Users may not remove from the premises any hardware, software, sensitive files, or data without prior authorization by the President or appropriate Vice President.

## Network Security/Unauthorized Computer Equipment

It is against University policy for anyone to connect any device to the campus network that will allow additional equipment to be connected. Such devices include, but are not limited to; Wireless Access Points, bridges, routers, switches, hardware and software servers, transceivers, converters, hubs, printers, concentrators, etc.. Users are not authorized to attach anything to the Methodist University Network that isn't approved by the Computing Services Department. Any Unauthorized attempts to access campus resources or any disruptive behavior on the campus network or systems will be considered a violation of University policy.

## Shared Resources

1. Faculty, staff, and students shall use Methodist University computing resources for Academic and University-related work consistent with the stated mission of the University. While incidental and occasional personal use that does not interfere with work performance or compromise the university network is allowed, Methodist University retains sole and absolute discretion to determine when any use interferes with the University's educational and related missions and/or otherwise violates this policy and to take appropriate action. No one shall use University resources for personal financial gain or any activity that would jeopardize the tax-exempt status of the University. The University will not be responsible for unauthorized debts or obligations incurred by users.

2. Although there is no set bandwidth or other limits applicable to all users, Methodist University requires users of these resources to limit or refrain from specific uses in accordance with the principles stated elsewhere in this policy. The University makes internet resources available to students, faculty and staff to further the University's educational, research, medical, service and University-related activities and missions. Recognizing that the Internet is also an integral part of socialization and leisure among students living on campus, the network is available to students for purposes of non-academic communications and entertainment to the extent that such use does not compromise the network or the amount of bandwidth available for academic-related uses.

## Data Security

1. All users who are authorized to use the Methodist University Student Information System (SIS) (Jenzabar) or any other secured non-public resources are required to exercise diligence and discretion to ensure that confidential information contained within the Methodist University systems are protected against unauthorized disclosure. This means safeguarding passwords, as well as informing the Computer Services Staff immediately when a user suspects that security has been compromised.
2. Each user is required to have a unique account login and password that is not, for any reason, to be shared with another individual regardless of his or her stature at the University. Users are also required to lock or log off of any computer when they are not physically present and in front of the keyboard of the computer/laptop. Each user must confine the use of the information contained in the Methodist University SIS or other secured resources to official needs. Individual users must not allow unauthorized parties to load software on their systems, and not download information onto removable media of any kind without proper authorization.

## Right to Monitor, Privacy, and Network Monitoring

1. Methodist University owns the rights to all data and files on any computer, network server, network system, or other information system used at the university. The University also reserves the right to monitor any and all aspects of its computer and network resources including, but not limited to, sites, instant messaging systems, chat groups, or news groups visited by users, material downloaded or uploaded by users, and e-mail sent or received by users.
2. Notwithstanding anything else herein to the contrary, no user should have any expectation of privacy in any message, file, image, or data sent, retrieved, or received while using Methodist University's computer technology. Users must be aware that the electronic mail messages sent and received using university equipment, provided Internet access, including web-based messaging systems used with such systems or access, are not private and are subject to viewing, downloading, inspection, release, and archiving at all times. Monitoring may occur at any time, without notice, and without the user's permission.
3. The University, in its sole and absolute discretion, may determine that certain broad concerns outweigh the value of a user's alleged expectation of privacy and warrant University access to relevant systems without the prior notification of the user. No user may access another employee's computer, computer files, or electronic mail messages without prior authorization from either the employee, University President, or Vice-President(s) of that individual's department.
4. Although a respect for privacy is fundamental to the University's policies, it is important to understand that almost any information can, in principle, be read or copied; that some user information is maintained in system logs as a part of responsible computer system maintenance; that the University must reserve the right to examine computer files; and that, in rare circumstances, the University may be compelled by law or policy to examine even personal and confidential information maintained on University computing facilities.
5. Any authorized user who abuses the University provided access to e-mail, the Internet, or other electronic communications or networks, including social media, may be denied future access, and, if appropriate, be subject to disciplinary action up to and including termination, within the limitations of any applicable federal, state or local laws

## Mobile Devices

1. In the case of privately-owned mobile devices including laptops, smartphones and tablets, users must remove any personal or institutional data before disposal or recycling. Authorized users of the university who utilize a laptop or mobile device (e.g. portable hard drive, USB flash drive, smartphone, tablet) are responsible for the

security of university data stored, process or transmitted to or from that mobile device. This includes physical theft, loss, and electronic invasion whether it is unintentional or intentional. It is the responsibility of the user to protect that data.

2. The use of unprotected Mobile Devices to access or store University information of any kind is prohibited regardless of whether the equipment is owned or managed by the university. At a minimum, both the device and any sensitive data should be password protected. Never leave a University or personally-owned mobile device unattended. If a university-owned mobile device is lost or stolen, immediately contact the Police and Public Safety Office at (910) 630-7149/4577, and the Computer Services Department at (910) 630-7020.

## Prohibited Activities

Certain activities are prohibited when using the Internet or electronic communications. These include but are not limited to:

- Downloading or transmitting fraudulent, threatening, obscene, intimidating, defamatory, harassing, cyberbullying, discriminatory, or otherwise unlawful messages or images;
- Installing or downloading computer software, programs, or executable files contrary to policy;
- Uploading or downloading copyrighted materials or proprietary firm information contrary to policy;
- Uploading or downloading access-restricted university information contrary to policy;
- Sending e-mail using another's identity, an assumed name, or anonymously;
- Uploading or downloading applications such as peer-to-peer file-swapping tools and unauthorized enhancements and plug-ins.

## Pornography & Sexually Explicit Content

1. Unless such use is for a scholarly or medical purpose or pursuant to a formal University investigation, users may not utilize Methodist University technology resources or privately-owned devices that are attached to the University's network to store, display, or disseminate pornographic or other sexually explicit content.
2. Child pornography is illegal. The use of Methodist University technology resources or privately-owned devices that are attached to the University's network to store, display, or disseminate pornographic or other sexually explicit content is strictly prohibited. Any such use must be and will be reported immediately to the Methodist University Police and Public Safety, local authorities, and Computer Services Department.

## Violations & Enforcement Procedures

1. All users shall abide by all applicable state and federal law pertaining to communications. Computer Services is authorized by the University to investigate policy violations and apply temporary reduction or elimination of access privileges while the matter is under review.
2. All violations of the above policies will be investigated by University authorities and/or law enforcement agencies as needed. At such time that a violation is discovered, the Computer Services Staff will take the appropriate action to immediately curtail the activity. This includes, but is not limited to, the immediate revocation of all rights on computer systems at Methodist University. In carrying out an investigation pertaining to the violation of any of the above policies, or the violation of any University policy, it may become necessary for University authorities to examine files, accounting information, printouts, tapes, or any other materials. For reasons of potential liability, the University reserves the right to monitor all communications whether it be email, files on servers, or computer/laptops hard drives. Users should be aware of this fact and the fact that any computer correspondence can be used against them in disciplinary actions within the University disciplinary system, as well as used as evidence in a court of law.

Depending on the role of the individual, authorization by the appropriate University Office will be sought before any access to electronic data occurs. In the case of students, the Vice President for Student Affairs and Dean of Students would be consulted. For faculty, permission would be obtained from the Executive VP and Academic Dean and for staff, the appropriate University Vice President would be notified.

Unless prohibited by law, a University user accused of a violation will be notified of the charge and will have an opportunity to respond to the University disciplinary body appropriate to the violator's status, before a final

determination of any penalty. In addition to discipline by Methodist University, users may be subject to criminal prosecution, civil liability, or both, for unlawful use of any University systems.

Penalties for the violations of the above provisions may include, but are not limited to, expulsion, suspension, and discharge from employment, and possible prosecution by state and federal authorities. Use of the Methodist University computer system(s) signifies acceptance of the Methodist University Computer Use Policy.

## Mandatory Student E-Mail Policy

An email account (ending in @student.methodist.edu) will be created for all Methodist University students by the Computer Services Staff. Students will receive their email account information in a letter from the Admissions Office. If you do not receive your email account, you will need to contact the Computer Assisted Composition (CAC) Lab attendant in one of the following three ways; physically go the CAC Lab in the Trustees Classroom building, room 264, call the CAC Lab attendant at extension (910) 630-7300, or email [help@methodist.edu](mailto:help@methodist.edu) for assistance. All students are responsible for checking their email daily for messages from the University. All official University information (e.g., grades, academic notices, campus calendars, attendance policy updates, registration and financial information, etc.) will be sent electronically only. No University information will be sent to any other email address.

## Online Access for Graduate Program Courses

Many of the graduate courses offered by the University are in a blended format – i.e., these courses contain both traditional classroom and online instruction. For the online portions of such courses, students need to attend to the following information:

### Obtaining a Username & Password to Access Methodist University's Blackboard Site

The username and password for logging into Methodist University's Blackboard site are the same as those used for logging into your Methodist University email account. This information is provided to students through their office of admissions (day or evening). This information includes your default password. If you have changed your password in the past, you should use the password that you previously set. If you have a technical question and need assistance logging into Blackboard, please contact the webmaster at [webmaster@methodist.edu](mailto:webmaster@methodist.edu) and for technical support with MU Email, contact the Help Desk at [help@methodist.edu](mailto:help@methodist.edu).

### Library Access

At any time, graduate students have electronic access to Davis Memorial Library, through which they may access electronic resources and online catalog remotely. Librarians are available via e-mail at [reference@methodist.edu](mailto:reference@methodist.edu) or phone at (910) 630- 7123. If the Blackboard site for one of your courses does not have a direct link to the Davis Memorial Library, you can go to the following address: <http://www.methodist.edu/library/davis.htm>.

### Technical Requirements

For online access, you will need a suitable computer, a word processing program, an e-mail account, access to the World Wide Web, Adobe Acrobat Reader, and a modern Web browser. The web browser should be updated to include the most recent version of the Java Runtime Environment. Mozilla Firefox is recommended as a secure browser that best supports the Blackboard environment. The use of Internet Explorer is discouraged due to various issues interacting with Blackboard features. Google Chrome is an adequate browser for Blackboard, though some users have encountered issues with online testing via Chrome.

Access to certain features of Blackboard can be obtained on a mobile device via the Blackboard Mobile app, available through the Google Play Store for Android devices and the App Store for iPhone and iPad. The University does not offer technical support for the mobile app, but it may be able to resolve some connectivity issues.

### Online Etiquette

Students are expected to interact with other students, the instructor, and any teaching assistants or technical support staff enrolled in the course, just as they would be expected to do in a traditional classroom setting. Because online courses contain a combination of communication channels, some public and some private, such as e-mail, instant

messaging, discussion forums, and chat rooms, inappropriate conduct in these channels is not allowed. Examples of inappropriate conduct that are never permitted include sexually harassing language, racially or ethnically degrading language, profanity, and verbally abusive language. Evidence of any of these is grounds for dismissal from the course by the Registrar. In general, the discussion of personal matters, such as questioning a grade, is inappropriate for public forums. These matters may be addressed privately through e-mail, provided none of the conduct listed above occurs in that communication. Students withdrawn from a course by the Registrar may appeal for reinstatement to the Provost.

## State Authorization of Distance Education for Students Residing Outside of North Carolina

Students residing outside of North Carolina who take Distance Education courses through Methodist University are eligible for Federal financial aid programs if a) Methodist University is authorized to operate within the state in which the student physically resides, or b) Methodist University is not required to seek authorization from the state in which the student physically resides. States that do not require Methodist University to seek authorization to operate do so because either a) they do not require some or all post-secondary institutions to be authorized, or b) Methodist University does not meet the standards of operating a “physical presence” within states that require authorization only for institutions that have a “physical presence” in that state.

States in which Methodist University does not meet the state’s “physical presence” standards for requiring state authorization for Distance Education courses: Alabama, Alaska, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and West Virginia, Wisconsin, and Wyoming.

State authorization to operate is required in the following state: California. Until such time as it is published in a subsequent Academic Catalogue or on the Methodist University Web site, students residing in this state are not eligible for Federal financial aid for Distance Education courses.

Please note: This Federal requirement does not pertain to any North Carolina resident, including out-of-state students who reside in North Carolina and take an online class while they are enrolled in traditional, face-to-face classes in Methodist University’s MU at Night, regular Day, or hybrid graduate programs (due to the requirement of physically attending classes within the state of North Carolina). This applies only to students who are physically located outside of North Carolina and are enrolled in Distance Education exclusively.

## Section 4 – Facilities

### Facilities for Graduate Programs

#### Facilities for the Master of Medical Science in Physician Assistant (PA) Studies

The facilities for the PA program include the Academic Building, Medical Lecture Hall, and Human Anatomy Laboratory. These buildings are located next to the BB&T bank, just prior to entering the main campus of Methodist University. All buildings are equipped with audio-visual equipment plus wireless internet capability.

#### Facilities for the Professional Master of Business Administration

The facilities for the Professional MBA program at Methodist University are located on main campus in Clark Hall at the Reeves School of Business on the main campus. Classrooms are equipped with audio-visual equipment plus wireless internet capability.

#### Facilities for the Master of Justice Administration

The facilities for the MJA program at Methodist University are located on main campus in Trustees Building on the main campus. Classrooms are equipped with audio-visual equipment plus wireless internet capability.

#### Facilities for the Master of Education

The facilities for the M.Ed. program are located on main campus within the Hendricks Science Complex where the Department of Teacher Education is housed on the main campus of Methodist University.

#### Facilities for the Doctor of Physical Therapy

The majority of the facilities for the Doctor of Physical Therapy Program is located in the Thomas R. Mclean Health Sciences Building. In addition to this dedicated space the DPT program has access to the Medical Lecture Hall and Anatomy Laboratory. All buildings are equipped with audio-visual equipment plus wireless internet capability.

#### Facilities for the Doctor of Occupational Therapy

The majority of the facilities for the Doctor of Occupational Therapy Program is located in the Thomas R. Mclean Health Sciences Building. In addition to this dedicated space the OTD program has access to the Medical Lecture Hall and Anatomy Laboratory. All buildings are equipped with audio-visual equipment plus wireless internet capability.

### Library Resources

#### Davis Memorial Library

Davis Memorial Library is located on the main campus of Methodist University in Fayetteville. The majority of the Library's electronic resources can be accessed both on and off campus by students. These resources include the Online Catalog and databases for journal article searching including Academic Search Complete, Lexis-Nexis, and Project MUSE. No special software is required, but a password is needed for off-campus access. Students can renew books, place holds, and request Interlibrary Loans (ILL) online both on- and off-campus. Graduate students should see their respective program coordinators for detailed information on databases and other material available from the Library.

### Computer Facilities

#### Main Campus

Methodist University provides graduate students with access to the Internet via campus computer laboratories and wireless (Wi-Fi) routers located in the Medical Science Building, Davis Memorial Library, and Clark Hall, home of the Reeves School of Business. Instructions to enable Wi-Fi-equipped laptops to access services are available through the graduate program coordinator. For further information, see the Computing Resources Policy.

## Clark Hall

For the Professional MBA Program at Methodist University, all classrooms in Clark Hall are equipped for Wi-Fi connections with a local server. Although it is not required, it is strongly recommended that all Professional MBA at Methodist University students bring their own laptop computers to each class session.

## Physician Assistant Buildings

The Medical Science Complex's computer facilities include a Wi-Fi network which is accessible in all three buildings dedicated to the Physician Assistant Program. Students are strongly advised to have Wi-Fi-equipped laptops when entering the program. Students may also utilize the on-campus computer lab (CAC lab) and/or library computers.

## Thomas R. McLean Health Sciences Building

The Thomas R. McLean Health Sciences Building includes Wi-Fi network access. Students are required to have Wi-Fi-equipped laptops when entering the program. Students may also utilize the on-campus computer lab (CAC lab) and/or library computers.



## Section 5 – Graduate Admissions & Financial Aid

### Admissions

#### Application Process & Admissions Requirements

Candidates apply directly to the graduate program in which they are interested. Please consult the specific graduate program later in this section of the catalogue for details on that program's application process and admission requirements.

#### International Student Admissions

In addition to the application procedures and admission requirements specified by a particular graduate program, candidates who are international students are required to follow these admission requirements:

1. Complete and submit an international application with \$25.00 application fee to the International Programs Office. The application can be found at [www.methodist.edu/int](http://www.methodist.edu/int).
2. Provide the Director of International Programs with an official copy of the student's secondary school transcript translated into English, along with proof of graduation from that school.
3. If a foreign or a U. S. college or university was attended, that institution must provide the Office of International Programs an official transcript and a detailed description of each completed course translated into English.
4. To award transfer credit from any institution of higher learning outside of the United States (not regionally accredited by the American Council on Education) transcripts must be translated and evaluated by an independent agency approved by the Registrar.
5. If English is not your first/native language, have the testing agency provide us with official copies of the results of the Test of English as a Foreign Language (TOEFL) or SAT.
  - a. For the Master of Medical Science in Physician Assistant (PA) Studies, applicant should refer to the PA program's section for TOEFL requirements.
  - b. For the MJA, and M.Ed. programs: If the paper-based TOEFL is used, a minimum score of 500 is required. If the computer-based TOEFL is used, a minimum score of 173 is required. If the Internet-based TOEFL is used, a minimum score of 60 is required. The PA program will not allow applicants to substitute an English course or certificate in place of TOEFL scores.
  - c. For the Professional MBA Program: requires TOEFL scores of 570 paper-based test (PBT), 230 computer based test (CBT), and 88 internet based test (IBT) is required.
  - d. For the DPT program: TOEFL-iBT minimum composite score of 89 with minimum subsets: 24 writing, 26 speaking, 21 reading and comprehension, and 18 listening. Comparable Scores would be 220 on the computer-based exam, 560 on the paper-based exam, a TSE of 50 and/or a TWE of 4.5.
6. A fully completed Methodist University Confidential Financial Information form must be submitted in which parents or sponsor indicate by signature ability and willingness to fully fund the first year at Methodist University, including personal expenses. If the student is funding attendance at Methodist University, the student should complete and sign this form. If a financial aid grant from Methodist University is received, only those costs not covered by the grant are to be paid.
7. A completed Methodist University Medical Record Form and Immunization Record (as noted on the Medical Record Form instructions) must be submitted. Submission of this document is required by the State of North Carolina. All students are expected to comply with these requirements prior to enrollment.
8. Two passport-style color photographs of the student must be provided.

As soon as the University has received items 1 through 8 above, a letter of acceptance and an Immigration Form I-20 will be sent to the student who should then schedule an appointment with the U.S. Consulate to obtain his/her J-1 Nonimmigrant Student Visa.

## Financial Aid

### Purpose & Process

The purpose of the financial aid program is to provide a diverse program of scholarships, grants, loans, student employment, and other forms of aid for all students who need assistance in meeting their educational needs; to enrich the college environment with academically gifted students through scholarships; to improve academic caliber of the student body by awarding better packages containing more grant money to students whose background predicts a high GPA; and to provide counseling for new and continuing students in need of financial aid. The Office of Financial Aid is located in Joe Stout Hall and is open for operation Monday through Friday from 8:00am-5:00pm. The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's educational record that is not considered 'directory' information. Therefore, students wanting to release any financial information to a third party, including parents and/or spouse, MUST complete a FERPA form, which is located in the Office of Financial Aid.

The student must complete the Free Application for Federal Student Aid (FAFSA), to be considered for Federal Loans. The borrower must be a U.S. citizen or eligible non-citizen as defined by the FAFSA, the student borrower must be enrolled or accepted for enrollment in a master's degree program on at least a half-time basis (3 semester hours in a graduate program) as a graduate student, the student borrower must maintain Methodist University's Satisfactory Academic Progress (SAP) for Financial Aid eligibility and the borrower must not be in default on a previous Federal student loan, Perkins, or Direct Loan. All borrowers may apply for a federal loan at the Department of Education's website at [www.studentloans.gov](http://www.studentloans.gov). The student borrower applying for the Unsubsidized loan must complete an Entrance Counseling, Master Promissory Note (MPN), and sign the award letter prior to the last day of the academic semester. The graduate borrower applying for the Graduate PLUS loan must complete the Entrance Counseling, Graduate PLUS application, sign the award letter, and MPN prior to the last day of the academic semester.

Financial assistance is provided through any a combination of the Federal Direct Unsubsidized Loan, Federal Graduate PLUS Loan, Private Alternative Loan, and Outside Scholarships. Graduate students interested in applying for loans must first complete the FAFSA. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Methodist University's school code is 002946. The results of a student's processed FAFSA will be emailed to the student and Methodist University electronically. An award letter will be mailed informing the student of awards and information for attaining loans. The Department of Education has set forth borrowing limits for a graduate student per academic year which is \$20,500.00 unsubsidized. The Graduate Aggregate Limit (maximum a graduate student can borrow in their graduate career) is \$138,500.00 with a maximum of \$65,000.00 in Subsidized (borrowed prior to July 1, 2012). Students may borrow up to the budget (budget is created based on tuition, books and supplies, and miscellaneous expenses) for the Federal Graduate PLUS.

Note: Students are encouraged to check with their employers/agency to see if there are continuing education incentives offered.

Methodist University participates in the William D. Ford Federal Direct Student Loan Program (Federal Direct Loans) for the processing of all Federal Direct Loans (Unsubsidized and Graduate PLUS) in which loan proceeds are provided directly from the U.S. Department of Education.

According to Federal Guidelines, students who have borrowed federal student loans while in attendance at Methodist University and are leaving Methodist University due to either graduating, not returning or falling below half-time status (3 semester hours) are required to complete a Loan Exit Counseling. The Exit Counseling may be completed by accessing it online through [www.studentloans.gov](http://www.studentloans.gov). Students may view a listing of their student loan history online at the National Student Loan Data System (NSLDS) website at [www.nsls.ed.gov](http://www.nsls.ed.gov). NSLDS is a secure central database and provides information on all federal loans and federal grants processed for the borrower through their academic career. A borrower may cancel or reduce a loan any time before a loan has disbursed to Methodist University. If the loan has already been disbursed and credited to the student's account in the Business Office, the borrower may cancel a loan with 30 days from the date it disbursed and credited to the student's account. A student may reinstate a Federal Direct unsubsidized (unsub) loan at any time prior to the last day of the academic semester. The Graduate PLUS and Alternative Loans MAY NOT be reinstated once cancelled or reduced. Instead, the borrower must reapply for the requested amount. To make revisions to loans processed that meet the criteria stated above, the borrower must

complete a loan revision form located on the Office of Financial Aid's website. The borrower can repay the loan disbursement directly by contacting the loan holder which can be found by accessing NSLDS. Student borrowers, who have loans with a FFELP lender (loans disbursed prior to July 1, 2010), should refer to the lender information provided by NSLDS. For those borrowers with Federal Direct Loans from the Department of Education, payments may be made at the Department of Education's website at [www.myedaccount.com](http://www.myedaccount.com). The borrower will be responsible for any interest that may have accrued and/or any loan fees. Should a student borrower wish to cancel, a written request must be submitted to the Office Financial Aid within 30 days of the funds crediting to the student's business office account. The written request to cancel a loan may be submitted by a handwritten, typed, or printed statement bearing an original signature submitted by mail, in person, or by fax (no email can be accepted). Please note: Canceling any loan disbursement could cause a balance to be due on the university account in the Business Office which the student will be responsible for paying. This is more likely to be true if excess funds (credit balance) have already been distributed via a check.

### Methodist University Office of Financial Aid Satisfactory Academic Progress Policy for Graduate Students

*Revised 2014*

The Higher Education Act mandates institutions of higher education to establish minimum standards of "Satisfactory Academic Progress" (SAP). The SAP regulations, at Sec. 668.34(a)(3)(ii), require that, for programs that are longer than one academic year, the student's SAP must be evaluated "at the end of each payment period or at least annually to correspond with the end of a payment period;" Annually means a 12-month period. An institution is expected to review a student's SAP at least once every 12 months. Methodist University evaluates a student's SAP annually and makes these standards applicable to all financial aid offered at Methodist University. Methodist University reserves the right to check a student's SAP more frequently. This includes Federal (Title IV), State (North Carolina), and Institutional (Methodist University) funding. Federal regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA; (2) Minimum Semester Hours earned/completion Rate; and (3) Maximum time frame. In addition the school's SAP policy must include the student's total academic history. Programs administered by agencies other than Methodist University, such as private scholarships, or grants given by states other than North Carolina, may have their own academic standards for students. Students will need to contact such agencies to determine those requirements.

#### *General Satisfactory Academic Progress Principles*

1. Federal Regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA; (2) Minimum Semester Hours earned/completion Rate; and (3) Maximum time frame. In addition, a school's SAP policy must include the student's total academic history.
2. These general principles apply to all of Methodist University's degree programs. In addition to the general principles, students must meet specific guidelines for their individual academic program(s). Program specific requirements are listed in the academic catalogue.
3. SAP will be determined once per academic year, specifically, at the end of the summer payment period. SAP will be evaluated before the following Fall semester, regardless of when the student's enrollment began at Methodist University.
4. A student, who fails SAP, MUST successfully appeal to continue to receive financial aid and be placed on financial aid probation (PROB). PROB cannot be given automatically. More details are provided under Financial Aid Probation (PROB).
5. A student, who fails to make SAP at the end of the probation payment period, is placed on Financial Aid Suspension (FAS).
6. To earn hours at Methodist University, a student must receive a grade of A, B, or C. Any other grade does not earn hours.
7. Classes, from which a student has withdrawn will be counted as hours attempted but not hours earned, therefore, will negatively impact a student's ability to satisfy SAP.
8. Classes in which a student receives a grade of Incomplete (I) count as hours attempted but not as hours earned; therefore, will negatively impact a student's ability to satisfy SAP.
9. When a student repeats a course, the total attempted hours will increase with each repeat, but the student will only earn hours for a completed course once. Therefore, repeating classes will negatively impact a student's ability to satisfy the 67% passage rate, but may significantly increase a student's cumulative GPA.

10. Included in attempted hours are all coursework attempted, including transfer credits, passed, repeated, incomplete, failed and withdrawn courses. Attempted hours do not include credits earned through Advanced Placement (AP), College Level Examination Program (CLEP), or other similar testing programs.
11. Cumulative GPA: The cumulative number of credits attempted in the undergraduate schools of the university includes those credits attempted at the end of the schedule adjustment (drop/add). Multiple attempts of the same course will be counted for each attempt for financial aid purposes.

*Program Specific Satisfactory Academic Progress Standards for Financial Aid Eligibility*

*Master of Medical Science in Physician Assistant Studies (MPAS), Doctor of Occupational Therapy (OTD) & Doctor of Physical Therapy (DPT)*

1. Maintain a Cumulative Grade Point Average of 2.5
2. A student must achieve and maintain a Cumulative Grade Point Average of 2.5.
3. Cumulative Hours Earned: A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).
4. Maximum Time Frame: PA and DPT students will be allowed a maximum of 196 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

*Master of Education (M.Ed.), Business Administration (MBA), or Justice Administration (MJA)*

1. Maintain a Cumulative Grade Point Average of 2.5
2. A student must achieve and maintain a Cumulative Grade Point Average of 2.5.
3. Cumulative Hours Earned: A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).
4. Maximum Time Frame: M.Ed., MBA, and MJA students will be allowed a maximum of 56 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of their enrollment.

*Failure to Meet SAP*

*Financial Aid Probation (PROB)*

A student who fails SAP must successfully appeal (see Appeals) to be placed on PROB. PROB CANNOT be given automatically. Methodist University must review the student's progress at the end of that one payment period, as probation status is for one payment period only. At the end of one payment period on PROB, the student must make SAP or must be meeting the requirements of the academic plan. A student may be placed on PROB for one payment period per appeal. It is possible that a student could be placed on probation more than once in his or her academic career.

- If Methodist University determines, based on the appeal, that the student should be able to meet the SAP standards by the end of the subsequent payment period, the student is placed on PROB without an academic plan. MU must review the student's progress at the end of that one payment period, as PROB status is for one payment period only. At the end of one payment period on PROB, the student must make SAP or will be ineligible to receive financial aid.
- If Methodist University determines, based on the appeal, that the student will require more than one payment period to meet SAP, the student will be placed on PROB and an academic plan must be developed for the student. The student's academic advisor and the student should develop a plan that ensures that the student is meet Methodist's SAP standards by a specific point in time. The plan could specify that the review takes place at the next point when the rest of Methodist University's population is reviewed, which could mean every payment period or annually. The plan could also specify that the student is reviewed more frequently than the rest of the institution's able to population; however, a student on an academic plan would not be reviewed less frequently than the rest of the institution's population. An academic plan could take the student to program completion, rather than meeting the institution's SAP standards at a specific point in time.

- If the academic plan shows that the student can make SAP, the student will be placed on PROB and Methodist University MUST review the student's progress at the end of one payment period as is required of a student on PROB status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive financial aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.
- If the academic plan does NOT show that the student can make SAP, then the student will NOT be eligible for financial aid and will be immediately placed on Financial Aid Suspension (FAS). Students who are placed on FAS will be ineligible for all federal, state, and institutional financial aid. This includes any alternative loans that require certification by Methodist University.

At the end of the PROB period, the student's SAP is evaluated. If the student is making SAP, then the student is no longer on PROB. Students on PROB who still do not meet the SAP standards will be placed on Financial Aid Suspension (FAS). Students who are placed on FAS will be ineligible for all federal, state, and institutional financial aid. This includes any alternative loans that have an SAP requirement. Transfer students will be evaluated at the time of enrollment using the same SAP standards.

Students returning to Methodist University while they are on PROB or FAS must meet Methodist's SAP policy in order to regain eligibility for financial aid.

Financial aid may be reinstated by the Director upon demonstration of mitigating circumstances which must be documented to the satisfaction of the director along with a written letter of appeal from the student.

#### *Appeals (PROB, FAS, 150% Time Frame)*

- The appeal for a student to be put on PROB must include a written letter of appeal from the student and appropriate documentation as to why the student failed to make SAP and what has changed that will allow the student to make SAP at the next payment period. If the Director determines, based upon the appeal that the student will require more than one payment period to meet SAP, the appeal must also include an academic plan from the student's academic advisor designed to ensure the student will be able to meet SAP by a specific point in time. The specific point in time is at the discretion of the Director of Financial Aid. If the plan does NOT show that the student can make SAP, then the student will NOT be eligible for an appeal.
- The appeal for a student who is on Financial Aid Suspension (FAS), for failure to make SAP at the end of the probation payment period, must include a written letter of appeal from the student and appropriate documentation as to what had changed that caused the student to not make SAP during the probationary payment period and why the student should be able to meet SAP on the terms of the academic plan, if applicable.
- The appeal for the 150% Time Frame must include a written letter of appeal from the student and appropriate documentation as to why the student has exceeded the 150% Time Frame and the time frame in which the student will complete the requirements for a bachelor's degree.

Examples of mitigating circumstances and appropriate documentation for Appeals, include, but are not necessarily limited to:

1. Serious illness or injury of student- notarized statement from physician that illness interfered with student's ability to meet SAP along with written letter of appeal from student.
2. Serious illness or injury of immediate family member-notarized statement from a physician along with written letter of appeal from student.
3. Death of an immediate/close family member-notarized statement from a minister, nearest relative, or an unbiased concerned adult along with written letter of appeal from student.
4. Disruptive internal family problems-legal/court documentation from lawyer, statement from parents, minister, or an unbiased concerned adult along with written letter of appeal from student. However, the Financial Aid Director may choose to request additional documentation when a particular student circumstance warrants it and may decide to require more extensive documentation on an initial appeal and an update statement on a



subsequent appeal. The Director also has the discretion to deny the appeal if the documentation received is not sufficient.

## **Veteran Benefits**

This institution is approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the U. S. Department of Veterans Affairs (DVA). Entitled veterans, participants in the Montgomery G. I. Bill contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and eligible spouses and offspring who have applied, met all admissions criteria, been fully accepted, and actively matriculated may be certified to the U. S. DVA Regional Office as enrolled and in pursuit of an approved program of Education. Veterans education benefits will be terminated if a student fails to maintain the Standards of Academic Progress as listed in the financial aid section of this catalogue. For information concerning monetary benefits contact the U.S. Department of Veterans Affairs Regional Processing Office in Decatur, GA (888) 442-4551 or their web site [www.va.gov](http://www.va.gov). For information about the available programs at Methodist University contact the Director of Veteran Services (910) 630-7174.

## **Refunding of Excess Financial Aid**

### *Procedures for refunding of credit balances*

Credit balances are created by financial aid and payments that exceed charges.

### *Financial Aid Processing*

#### Loans

Students are not eligible for Federal Direct Loans and GradPLUS Loan moneys until the drop/add period is over. Once this add/drop is complete and enrollment has been verified, loan funds are credited to student accounts. All assessed charges are deducted from the first disbursement and any credit balance is refunded to the student. The loan disbursement date is not the refund date.

### *Processing of Refunds*

The Business Office processes refunds on a first-come, first-served basis. No refunds can be issued until all charges are posted to all accounts.

### *Refund List*

The Business Office establishes refund lists to schedule student refunds. After the student has confirmed that they have a credit balance with the Business Office, they may request to be put on a refund list. The lists are started no earlier than three weeks after the start of classes, and continue throughout the semester. Students will be given an identification number and the date when their refund will be available for pick-up once they are put on a refund list.

### *Calculating the Refund*

The Business Office requires approximately one week to issue a refund check after a student is put on a refund list. This allows time for analyzing and verifying all charges and credits, determining eligibility for loans and grants, calculating multiple refunds, and scheduling multiple checks for disbursement.

### *Check Pick-up*

Refund checks are available for pick-up after 3:00 pm on the scheduled date. Please have a valid student ID card, driver license, or a picture ID available for positive identification. Checks not picked up within two weeks of issuance will be mailed.

The earliest date for refund check pick-up for all graduate students is 14 days after the respective program start date.

Refund Checks are available for scheduled students on Tuesdays and Thursdays after 3:00 pm. Students that drop classes and fall below six hours will be subject to partial or full loss of their financial aid.

## Payment, Billing, & Interest Policy

It is the policy of Methodist University that all charges for previous academic terms must be paid before new charges can be processed. Deadlines for paying new charges are 30 days prior to the start of classes. For specific deadline payment dates, see under the specific graduate program later in this catalogue.

If a graduate student owes an outstanding balance after the payment deadline date, interest is charged at a rate of 1.5% per month (18% APR) on the average daily balance owed, at the end of each month following the deadline payment date of the specific graduate program. Also, the following further comprise the Payment, Billing, and Interest Policy regarding graduate students:

1. Other charges that are incurred during a semester, such as library fines, traffic citations, etc. are given a payment period before interest is charged. That is, interest is not charged on these items until the end of the month in which the charges were billed. The student is responsible for payment of any additional charges separately from any required installment payments, and these balances must be completely paid off in the month the charges are billed.
2. Official transcripts or other statements of work completed will not be released as long as money is owed to the University.
3. Statements are sent to parents and/or students monthly during the semester as required.
4. If statements are to be mailed to any address other than the home address, the Business Office must be notified in advance.
5. Deduction of financial Assistance:
  - a. Scholarship and Grant moneys awarded to the student are deducted from the student's account after the Office of Financial Aid has received the signed Financial Aid Award Letter from the student and validated the award to the Business Office. Awards are made on an annual basis, but are posted to each student's account (if fully processed) after the drop/add period is over. Loan moneys are posted to students' accounts after receipt from the lending institution by electronic funds transfer or, if in check form, after endorsement by the student or parent. Military Tuition Assistance (MTA) is not credited to student accounts until funds are received by the school. Students that have not completed their financial aid processing before the end of the fourth week of classes will be subject to dismissal, unless acceptable arrangements have been made with the Office of Financial Aid.
  - b. The Office of Financial Aid will credit scholarships/grants from outside agencies to the student's account once funds have been received and student's enrollment has been verified.
6. Students who drop/add classes that will change full-time or part-time status must inform the Business Office. The students' charges and financial aid can be affected by a change of status.
7. No student who has an outstanding financial balance may participate in graduation ceremonies.
8. Students will be charged fully for all classes not dropped by the end of the drop/add period.



## Section 6 - Other Graduate Education Policies and Services

### Health Insurance

Please refer to the individual Program guidelines in the Graduate Catalogue or respective handbooks for individual programs health insurance requirements.

### International Student Health Insurance

A mandatory policy is that international students must have health insurance. All international students must contact the Student Insurance and Immunization Coordinator at (910) 630-7652.

### Student Services

#### Disability Services

Methodist University is in compliance with the Americans with Disabilities Act. If students require accommodations due to disabilities, they must bring the appropriate documentation to the Coordinator of Accessibility Resources located in Pearce Hall. We encourage all students who may be using our services to register with the Accessibility Resources/Disability Services Office before the beginning of their first academic year. However, students are welcome to discuss services at any time during their college career. Together the student and the Coordinator will decide upon the modifications to be implemented. Accommodations cannot be instituted retroactively.

Note: For information specific to the Master of Medical Science in Physician Assistant Students, Doctor of Occupational Therapy, and Doctor of Physical Therapy programs, please go to that program's entry in this catalogue and read under the section Minimum Technical (Performance) Standards.

#### Tutoring Services

The faculty and staff endeavor to provide students with the means for academic success. Academic support and tutoring are available, free of charge, to the student. All of the University's graduate programs include a course or courses in the use of statistics. Past history indicates that new graduate students sometimes need review of statistical concepts. Therefore, Tutoring Services provides the services of a professional tutor in statistics to support students. For information regarding these services, please contact Tutoring Services at (910) 630-7151 located in the Davis Memorial Library. If a graduate student requires academic support in other courses within their program, they should contact their program coordinator or program director.

#### The Writing Center

The Writing Center is a specialized, cross-disciplinary facility dedicated to individual instruction in writing. It is open to all members of the Methodist University community—students, faculty, and staff. Trained professional writing consultants are available to assist writers with all aspects of writing. The Center is located in Davis Memorial Library, room 111, and is open fifty-five hours per week. For additional information about the Writing Center and how to schedule appointments, go the Writing Center's webpage: [www.methodist.edu/writingcenter](http://www.methodist.edu/writingcenter).

### Honor Societies & Organizations for Graduate Students

All Graduate Programs:

Phi Kappa Phi (National Multidisciplinary Collegiate Honor Society)

Master of Education Program:

Kappa Delta Pi (National Education Honor Society)

Master of Justice Administration Program:

Alpha Phi Sigma (National Criminal Justice Honor Society)

Master of Medical Science in Physician Assistant Students Program:

Pi Alpha (National Physician Assistant Honor Society)

Dr. Harvey Estes Student Society (PA Student Organization)

Students within the PA Program are eligible for membership in the Student Association of the American Academy of Physician Assistants and the North Carolina Academy of Physician Assistants.

Professional MBA at Methodist University Program:

Delta Mu Delta (National Business Honor Society)

Alpha Chi (National Scholastic Honor Society)

Doctor of Physical Therapy Program:

Students within the DPT Program are eligible for student membership in the American Physical Therapy Association (APTA) and the North Carolina Chapter of the APTA.

Doctor of Occupational Therapy Program:

Students within the OTD Program are eligible for student membership in the American Occupational Therapy Association (AOTA) and the North Carolina Occupational Therapy Association (NCOTA).

Pi Theta Epsilon (National Occupational Therapy Honor Society)

## Graduation Policies

### Declaration of Intent to Graduate

Any candidate for a Methodist University degree must file an "Intent to Graduate Form" in the Office of the Registrar not later than the date specified in the academic calendar for the next scheduled graduation. The graduation fee must be paid no later than one month prior to the date of graduation. The University assumes no responsibility for making special adjustments for students who fail to file graduation applications by the designated time. All financial obligations must be satisfied before a student can participate in graduation ceremonies.

### Requirements for Graduation

For the graduation requirements, please see the specific Master's or Doctoral program in this catalogue.

### Graduation Exercises

The University conducts formal graduation exercises in December and May. Special features are the presentation of the master's hood to each graduate, the presentation of their countries' flags to the University by international students, and the honor cordon formed by the faculty to honor the graduates.

### Graduate Commencement "Walk" Policy

Graduate students who have completed all degree requirements are eligible to walk in Commencement exercises. In addition, graduate students who will complete all remaining degree requirements (with an approved plan by their program director and school dean) by the end of the next semester, and who are in good standing\* with their respective programs, may Walk in Commencement exercises.

*\*Professional and/or Academic*

## Other Policies

### International Students & the Ceremony of the Flags

The Ceremony of the Flags has been a custom of Methodist University since 1985. Graduates from foreign countries whose flags have not yet been given to the University are invited to arrange for a formal presentation during their graduation ceremonies. Those students should contact the Provost.

## Closing of Records

When a student graduates with a Bachelor's, Master's degree, or a Doctoral degree; their academic record for that degree is complete. No courses can be added to that degree and the graduation GPA and class ranking cannot be changed by repeating courses.

# Section 7 - Graduate Program Information

## SCHOOL OF SCIENCE AND HUMAN DEVELOPMENT

*Dr. Tat Chan, Dean*

### Master of Education (M.Ed.) Program

*Dr. Gregory Stewart, Director*

#### Mission

The mission of the Methodist University Master of Education Program is to produce graduates who possess the knowledge, skills, and abilities required of outstanding educators. We believe the primary purpose of teaching is to provide every child the opportunity and instruction needed to maximize his or her talents, ability, and ethical potential. The program will promote intellectual values and the love of learning so that graduates will continue to contribute to the profession and community. These teacher leaders will be resources to the community and will grow in their careers and educational pursuits.

The target audience will be comprised of teachers who have earned a bachelor’s degree in an educational field, as well as non-teachers with earned bachelor’s degrees in other fields. Courses will be taught as hybrid classes (51% minimum face to face class time) and (49% maximum out of class and online). Courses are taught in the summer, fall and spring. With one and two-year program options students may enroll throughout the academic year.

**Degree Awarded:** M.Ed., Master of Education

#### Certifications

The M.Ed. Program contains concentrations in:

- Literacy (NC Reading Specialist Teacher Licensure)
- Special Education
- Physical Education
- Coaching Education and Athletic Administration

#### Finances – Tuition & Fees

##### Tuition

Tuition for Master of Education courses is:           \$483 per s.h. (\$1,449 for a 3 s.h. course).

##### Application Fee

The M.Ed. application fee is:                               \$50 (waived if completed online).

Graduation fee: \$150

Student activity/access fee (per semester):       \$92

Automobile registration/year:                       \$80

Automobile registration/semester:               \$50

#### Admissions

##### To apply to the M.Ed. Program:

- Either type or legibly print your answer to all questions on the application. If you are an applicant who is not a citizen of the United States and /or English is not your native language, please complete the International Student Supplement.

- Return the completed application with \$50.00 non-refundable application fee in the form of a cashier's check, money order, or personal check (NOTE: an application with a personal check attached will receive no final action until the check has cleared the bank).
- On one page, complete a typed personal statement of your interest in the profession and your educational goals for the degree.
- Have 3 persons complete the Recommendation form. One of the recommenders must be able to speak to your academic competence.
- Include a copy of your teaching license, if applicable, and official transcripts from all colleges or universities attended that indicate your completion of a bachelor's degree.
- An interview with the Program Director may be completed if required by Program Director.

### To Remain in the Program

Candidates must be formally admitted to the Program with a GPA of 3.0 or higher in the first 9 semester hours.

### Course Repeat Policy

Any course in the M.Ed. may be repeated once, meaning that a student may take any course a total of two times. Only grades of C+/C or higher can be repeated. The student is responsible for all tuition and fees associated with repeating a course. Prior to repeating a course, it is highly encouraged that the student speaks with the Director of the program that they enrolled, to understand the impact of a course repeat on their intended graduation date.

### Grade Forgiveness Policy

Grade forgiveness means that when a course is repeated, the highest grade is the grade of record. A student may repeat a course once and the highest grade will be the grade of record, and the other grade is not included in the GPA. The other attempt will remain on the student's transcript. Grade forgiveness is allowed for only one single course for a total of one letter grade that can be forgiven. After a student exceeds the forgiveness policy, all future grades for any course will count in the calculation of the GPA.

### Non-Master's Degree Seeking Students

Students seeking Residency Licensure at Methodist University are allowed to take up to 9 s.h. in the Master of Education program without being formally enrolled in a Master's Level Program at Methodist University.

### Graduation Requirements

All students in the MBA, MJA and M.Ed. programs at Methodist University must demonstrate continuous satisfactory progress toward graduation. In order to maintain acceptable academic standing, a student must meet the following standards:

1. A student must have a 3.0 or better GPA in the program in order to graduate.

### Academic Standing

If a student's program GPA falls below 3.0 after 12 semester hours, the student will be placed on academic probation. A student must then raise his/her program GPA to 3.0 or higher by the time they reach 24 semester hours in the program in order to be removed from academic probation. If the student does not meet this criterion, then they will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. The following apply to the issue of academic standing:

1. A student must not make more than one course grade of C+/C.

If a student receives a second grade of C+/C, that student will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Upon readmission, if a student who has received two C+/Cs in the program receives a third C+/C, that student will be dismissed from the program without opportunity for readmission.

2. A student must not make a course grade of F.

If a student receives one grade of F, that student is automatically dismissed from the program, but may apply for re-admittance after one calendar year.

3. Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.
4. Methodist University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the University's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following three categories:
  - Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
  - Probation - A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first four courses with a satisfactory GPA (3.0). Any student failing to remove the probationary status will be dismissed from the program.
  - Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Program Director and the Admission committee if it appears from the available documentation that eligibility for the program has been met. The student will be given a deadline by the Program Director to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue until requirements are met.

## Requirements for M.Ed. Degree

### Literacy:

Core Courses: 18 s.h.—EDU 6000, 6100, 6200, 6300, 6350, 6980 or 6990

Concentration: 18 s.h.—EDU 6250, 6700, 6710, 6720, 6730, 6740

### Special Education:

Core Courses: 18 s.h.—EDU 6000, 6100, 6200, 6300, 6350, 6980 or 6990

Concentration: 18 s.h.—EDU 6250, 6620, 6630, 6640, 6700, 6720

### Physical Education:

Core Courses: 18 s.h. - EDU 6000, 6100, 6200, 6300, 6350, 6980 or 6990

Concentration: 18 s.h. - PXS 6200, 6300, 6400, 6500, 6600, 6700

### Coaching Education and Athletic Administration:

Core Courses: 15 s.h. – EDU 6000, 6100, 6200, 6300, 6980 or 6990

Concentration: 21 s.h. PXS 6050, 6150, 6250, 6350, 6450, 6550, 6700

## Master of Education Courses

EDU 6000 LEADERSHIP IN THE 21ST CENTURY 3 s.h.

This course is designed to develop leadership skills in decision-making, goal setting and collaboration for leaders in the 21st century. Candidates will examine the importance of organizational culture and their role in school and site based management.

EDU 6100 INSTRUCTIONAL TECHNOLOGY 3 s.h.

This course focuses on current and engaging available technologies. Candidates will explore technologies that are powerful tools for facilitating learning and improving performance in today's diverse population.

EDU 6200 RESEARCH METHODS 3 s.h.

This course is designed to assist professionals in understanding, analyzing, and evaluating research findings. Candidates will explore quantitative and qualitative approaches to research.

**EDU 6250 USE OF EDUCATIONAL ASSESSMENT AND EVALUATION 3 s.h.**

This course is designed to assist candidates in developing an understanding and use of multiple indicators including formative and summative assessments, to evaluate student progress and growth. The designing of assessment strategies that lead to the implementation of instructional methods and strategies to provide opportunities, methods, feedback, and tools for students to assess themselves and each other will be an integral part of this course. Candidates will learn about 21st Century assessment systems to inform instruction.

**EDU 6300 TRENDS AND ISSUES IN EDUCATION AND SOCIETY 3 s.h.**

This course explores the political, economic, and historical issues and trends which currently impact education. Through an inquiry approach, candidates will explore changing views of curriculum and instruction pertaining to their degree area and concentration focus.

**EDU 6310/PXS 6310 ADVANCED BEHAVIOR MANAGEMENT TECHNIQUES 3 s.h.**

This course presents concepts and strategies that have been found to be effective (even when working with individuals who exhibit extreme behavioral problems) in creating productive classroom learning environments. Assignments are designed to help develop strategies to be used in classroom settings. Topics include: establishing classroom rules and expectations, classroom organization and operation, supporting appropriate student behavior, understanding of cultural and religious differences, positive behavior management, and promoting student independence and intrinsic motivation.

**EDU 6350 MULTICULTURAL PERSPECTIVES 3 s.h.**

This course examines the interactions among individuals, culture, and institutions. Candidates will recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Additionally, candidates will explore pedagogical practices to incorporate different points of view in their instruction.

**EDU 6620 SPECIAL EDUCATION: LEGAL, ETHICAL, AND HISTORICAL PERSPECTIVES 3 s.h.**

Candidates will examine the historical perspectives of special education and its classifications, philosophical and theoretical foundations, and legal ramifications. Examination of ethical issues will include placement, transition, and behavior management. Candidates will review the laws impacting education such as Individuals with Disabilities Education Improvement Act (IDEIA) and No Child Left Behind.

**EDU 6630 CURRICULUM ASSESSMENT AND PLANNING FOR STUDENTS WITH INTELLECTUAL DISABILITIES 3 s.h.**

Candidates will examine the principles and practices of curriculum planning and instruction. This course will focus on Multi-Tiered Support Systems (MTSS) and Response to Intervention (RTI). Candidates will review general curriculum content standards along with extend 2 content standards.

**EDU 6640 TEACHING AND LEARNING STRATEGIES FOR STUDENTS WITH DISABILITIES 3 s.h.**

Candidates will conduct an overview of children with disabilities with an emphasis on differentiated instruction for today's diverse classrooms. This class will include methods and materials related to all content areas with a primary focus on math and language arts. Math will focus on diagnosis of basic mathematics computation errors; types of errors will be illustrated, and suggested corrective procedures will be explored. The language arts will focus on planning for instruction.

**EDU 6700 FOUNDATIONS OF READING 3 s.h.**

This course examines the cognitive, linguistic, and affective factors impacting emergent readers. Candidates will explore how literacy instruction has progressed utilizing a variety of pedagogical strategies. Critical reading of professional literature will support the understanding of how student learn to read focusing on the five domains of literacy (phonological awareness, phonics, vocabulary, fluency, and comprehension).

**EDU 6710 FOUNDATIONS OF WRITING 3 s.h.**



This course will examine current theories and models for the writing process for grades K-5. Candidates will examine the stages of writing and how to encourage and assist students who are at a variety of stages in the writing process. Emphasis will be on the use of literature for children as a means of demonstrating effective narrative, informational, and opinion writing. Writer's Workshop, mini-lessons, teacher conferences, collaborative student revisions and editing groups will be examined.

**EDU 6720 DIAGNOSIS AND ASSESSMENT OF READING DIFFICULTIES** 3 s.h.

Candidates will learn to ascertain student strengths and weaknesses in the area of reading. Candidates will explore a variety of methods to assess reading, analyze and disaggregate of data, and link methods of instruction to assessment results. Candidates will review reports and methods to communicate assessment results with stakeholders (e.g. parents, intervention specialists, administrators, and students). Field experience is required.

**EDU 6730 LITERACY ACROSS THE CURRICULUM** 3 s.h.

This course will examine current theories and models for the writing process for grades 6-12. Candidates will examine the stages of writing and how to encourage and assist students who are at a variety of stages in the writing process. Emphasis will be on narrative, informational, and opinion writing. Writer's Workshop, mini-lessons, teacher conferences, collaborative student revisions and editing groups will be examined.

**EDU 6740 LITERACY AND LITERATURE** 3 s.h.

Candidates will survey children's/adolescent fiction, non-fiction, and other reading materials. This course will focus on the integration of English Language Arts. Writing, Speaking & Listening, and Language standards will be used to build an understanding of literacy across content areas as a critical aspect of reading instruction in grades 6-12. Attention is given to digital literacies, disciplinary literacies, and financial literacy.

**EDU 6900 / PXS 6600 STUDENT, TEACHING, AND PROGRAM EVALUATION** 3 s.h.

This course is designed to explore the student, teaching and program evaluation process to improve instruction and most importantly student achievement. This course focuses specifically on the evaluating all facets of the achievement based curriculum process and will lead to effective implementation of developmentally appropriate pedagogy. This course is aligned with the NC Standard Course of Study.

**EDU 6980 CAPSTONE** 3 s.h.

This course is the culmination of the Master of Education program. The focus of this course is to provide candidates with an opportunity to showcase their research, use of technology, and assessment. Candidates will finalize a portfolio of the ongoing study that has been a part of their master's program. Candidates will compile the electronic evidences that support the action research project developed during the program. Once the action research project is completed, students will present to faculty and peer group as the final aspect of the course.

**EDU 6990 THESIS** 6 s.h.

Independent study in research and writing of a thesis related to the concentration

**PXS 6050 FOUNDATIONS OF COACHING** 3 s.h.

Coaching is both an art and a science. The purpose of this course is to learn how to become a better coach and teacher. The focus of this course will be to consider the emotions, motivations, expectations, relationships, and self-worth of the athlete-coach relationship. The course will examine theories, principles, paradigms and practices that lead to successful coaching. Students will learn how athletes learn and how coaches should teach.

**PXS 6150 MARKETING AND FINANCE IN ATHLETICS** 3 s.h.

This course will provide students with an overview of the marketing and finance of Athletics at the high school and collegiate levels. Students will gain an understanding of basic fiscal management concepts and financial analytical techniques. This includes setting goals and objectives, understanding the market, developing marketing strategies utilizing sales, sponsorship, licensing, advertising, use of media, pricing and promotions.

**PXS 6200 PHYSICAL EDUCATION FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES** 3 s.h.

This course is designed to provide even greater detail as to the physical/motor, personal/social and learning characteristics of individuals with intellectual and developmental disabilities. In addition to exploring the nature of physical education services, physical education mandates and standards, legislation, administration and instructional processes for specific disabilities (including modification of activities, facilities, and equipment), individualized education plans (I.E.P's) will be developed. With an eye to the future the course will culminate with a focus on research for individuals with intellectual and developmental disabilities (with particular emphasis on physical activity), including current advances and a vision for the future. Disabilities to be addressed include intellectual disabilities, specific learning disabilities, emotional or behavioral disabilities, pervasive developmental disorders, cerebral palsy, spina bifida, muscular dystrophy and other disabilities, syndromes and disorders associated with intellectual and developmental disabilities.

**PXS 6250 SPORT PSYCHOLOGY**

3 s.h.

This course will cover psychological influences on sport performance and exercise behaviors in a diverse population. Additionally, it will address how sport and exercise performance and behaviors impact psychological processes. Students will gain knowledge about sport, exercise and performance psychology theory and relevant applied practices that can be used to improve one's mindset and approach in all performance venues.

**PXS 6300/EDU 6400 ADVANCED BEHAVIOR MANAGEMENT TECHNIQUES**

3 s.h.

This course presents concepts and strategies that have been found to be effective (even when working with individuals who exhibit extreme behavioral problems) in creating productive classroom learning environments. Assignments are designed to help develop strategies to be used in classroom settings. Topics include: establishing classroom rules and expectations, classroom organization and operation, supporting appropriate student behavior, understanding of cultural and religious differences, positive behavior management, and promoting student independence and intrinsic motivation.

**PXS 6350 INJURY PREVENTION AND RISK MANAGEMENT**

3 s.h.

This course will provide an overview of common injuries but focus on the prevention of injuries from the standpoint of the coach and athletic administrator. Risk management, including financial and managerial aspects will be addressed. Students will develop the tools to manage risk, including the financial and human costs involved in decisions and strategies often made on a daily basis.

**PXS 6400 INSTRUCTIONAL METHODOLOGY FOR PHYSICAL ACTIVITY SETTINGS**

3 s.h.

This course is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and implementation of developmentally appropriate physical education programs. This course is aligned with the NC Healthful Living Curriculum.

**PXS 6450 ADVANCED COACHING, PERFORMANCE, AND CONDITIONING**

3 s.h.

Materials in this class will cover the nature and philosophy of coaching, role models, preparation, administration, the relationship between the coach and the athlete, management concepts and financial support. Students will also study the use of effective teaching methods to introduce and refine sport principles and technical skills, and how to appropriately and effectively motivate athletes. Further, the class will cover the theoretical foundations and practical experiences for the development of the training process to improve sports performance for athletes of all genders and ages. Topics include critical movements and strategies for developing and implementing strength and conditioning programs and periodization of training.

**PXS 6500 PHYSICAL EDUCATION FOR STUDENTS WITH ORTHOPEDIC AND SENSORY DISABILITIES**

3 s.h.

This course is designed to provide even greater detail as to the physical/motor, personal/social and learning characteristics of individuals with orthopedic and sensory disabilities. In addition to exploring the nature of physical education services, physical education mandates and standards, legislation, administration and instructional processes for specific disabilities (including modification of activities, facilities, and equipment), individualized education plans (I.E.P's) will be developed. With an eye to the future the course will culminate with a focus on research for individuals with orthopedic and sensory disabilities (with particular emphasis on physical activity), including current advances and a

vision for the future. Disabilities to be addressed include: visual disabilities, hearing disabilities, deafblind, orthopedic and motor disabilities, other health impairments and traumatic brain injury.

#### PXS 6550 MOTOR LEARNING

3 s.h.

Motor learning is designed to further students' understanding of motor learning theories, principles, and practice. Students will engage in readings and activities aimed at enhancing their ability to both understand and use motor learning concepts in everyday life and their future careers.

#### PXS 6600/EDU 6900 STUDENT, TEACHING, AND PROGRAM EVALUATION

3 s.h.

This course is designed to explore the student, teaching and program evaluation process to improve instruction and most importantly student achievement. This course focuses specifically on the evaluating all facets of the achievement based curriculum process and will lead to effective implementation of developmentally appropriate pedagogy. This course is aligned with the NC Standard Course of Study.

#### PXS 6700 ACHIEVEMENT BASED CURRICULUM DESIGN

3 s.h.

This course provides information on the philosophy, theory, and application of current curriculum foundations in K-12 physical education, including curriculum theory, organization, design, and assessment. This course will provide the student with the basic knowledge and skills necessary to accurately assess K-12 student performance in physical education, as assessment is key to the ABC approach. Students will develop assessment driven curricula for use in their professional futures.

### The Master of Education Program— Academic Calendar 2019-20

#### Fall 2019

|              |   |
|--------------|---|
| Aug 19       | Autumn Term I Begins  |
| Aug 27       | Last day to add a class; last day to drop a class without record      |
| Sept 2       | Labor Day Holiday (no classes)  |
| Sept 16      | Last day to submit "Intent to Graduate" forms for May 2019 graduation |
| Oct 11       | Autumn Term I Ends  |
| Oct 21       | Autumn Term II Begins   |
| Oct 28       | Registration for continuing students for Spring 2019                  |
| Nov 11       | Veterans Day Holiday (no class)                                       |
| Nov 18       | Last day to drop a class with WP or WF                                |
| Nov/Dec 27-1 | Thanksgiving Holiday  |
| Dec 4        | Last day of class   |
| Dec 5-12     | Final Exams   |
| Dec 13       | Autumn Term II ends   |

#### Spring 2020

|                 |  |
|-----------------|--|
| Jan 6           | Spring Term I Begins   |
| Jan 14          | Last day to add a class; last day to drop a class without record |
| Jan 20          | Martin Luther King Day Holiday (No classes)                      |
| Feb 28          | Spring Term I Ends   |
| Mar 2-6         | Spring Break   |
| Mar 9           | Spring term II Begins  |
| Apr 10          | Good Friday Holiday (No classes)                                 |
| Apr 13          | Last day to drop a class with WP or WF                           |
| Apr 22          | Last day of classes  |
| Apr 23 – Apr 30 | Final Exams  |
| Apr 27          | Graduates grades are due   |
| May 1           | Spring Term II ends  |

## Summer 2020

|        |                       |
|--------|-----------------------|
| May 11 | Summer Term I Begins  |
| Jun 5  | Summer Term I Ends    |
| Jun 8  | Summer Term II Begins |
| Jul 3  | Summer Term II Ends   |

### Residency Licensure Program

The Residency Licensure program at Methodist University is a pathway for candidates to pursue initial licensure in education. It is specifically designed for persons holding a bachelor's degree who are currently teaching or those who are applying to teach in N.C. public schools. The intent of this program is to provide the educational coursework to enable candidates to apply for N.C. teaching licensure.

#### Residency Licensure Requirements

Persons with an approved baccalaureate degree wishing to obtain North Carolina teaching licensure through Methodist University must meet the following eligibility requirements:

- Has earned a bachelor's degree from a regionally accredited university or college.
- Has earned a 2.7 cumulative GPA on the degree.
- Has either completed 24 semester hours of coursework in the requested licensure area or passed the NC State Board of Education required content area examination(s) for the requested licensure area
- Is currently employed or is seeking employment by an LEA.

**Note:** Candidates may enroll in courses associated with the residency licensure but a residency license cannot be issued until employment occurs and is recommended for those candidates seeking a Master's Degree in Education.

The residency licensure program is designed for working teachers to complete in one year. However, candidates will have up to three years to complete the residency program.

The program consists of a minimum of 18 semester hours focused on pedagogical practices needed for successful teaching.

**Note:** Transcripts will be reviewed for each candidate. In some cases, additional course work may be recommended or required based on this review. Candidates will be notified of any additional course requirements as part of their individual prescribed plan of study.

### Residency Licensure Courses

Common to all licensure areas:

- |                     |  |        |
|---------------------|--|--------|
| • EDU/PXS 6310      | Advanced Behavior Management Techniques                      | 3 s.h. |
| • EDU 6900/PXS 6600 | Student Teaching and Program Evaluation                      | 3 s.h. |
| • EDU 6620          | Special Education: Legal, Ethical, & Historical Perspectives | 3 s.h. |

Licensure specific courses:

#### Elementary

- |               |  |        |
|---------------|--|--------|
| • EDU 3550    | Interdisciplinary Methods                                | 4 s.h. |
| • EDU 3560    | Investigating Methods and Strategies in Teaching Reading | 3 s.h. |
| • or EDU 6720 | Diagnosis and Assessment of Reading Difficulties         | 3 s.h. |
| • MAT 2060    | Topics in Elementary Mathematics II                      | 3 s.h. |
| • or MAT 1060 | Topics in Elementary Mathematics I                       | 3 s.h. |

#### Special Education

- |            |  |        |
|------------|--|--------|
| • SPE 4010 | Scientifically Based Research Methods in Special Education | 3 s.h. |
|------------|--|--------|

- or EDU 6640 Teaching and Learning Strategies for Students with Disabilities 3 s.h.
- EDU 3560 Investigating Methods and Strategies in Teaching Reading 3 s.h.
- or EDU 6720 Diagnosis and Assessment of Reading Difficulties 3 s.h.
- SPE 2600 Education of Exceptional Children and Youth 3 s.h.
- or EDU 6630 Curriculum Assessment and Planning for Students with Intellectual Disabilities 3 s.h.

#### Middle Grades

- EDU 4470 Education in the Middle Schools (6-9) 3 s.h.
- EDU 3300 Educational Psychology 3 s.h.
- EDU 4200 Reading and Writing in the Content Areas 3 s.h.
- or EDU 6730 Literacy Across the Curriculum 3 s.h.

#### Secondary Education

##### Teaching Methods for Secondary Subject areas (based on licensure area)

- EDU 4110 Secondary English (9-12) 3 s.h.
- EDU 4120 Secondary Social Studies (9-12) 3 s.h.
- EDU/MAT 4145 Mathematics (9-12) 3 s.h.
- EDU 4150 Science (9-12) 3 s.h.
- EDU 3300 Educational Psychology 3 s.h.
- EDU 4200 Reading and Writing in the Content Areas 3 s.h.
- or EDU 6730 Literacy Across the Curriculum 3 s.h.

#### Physical Education Health Education

- EDU 4130 Physical Education and Health Education Methods 3 s.h.
- PXS 2090 Sport Pedagogy I 3 s.h.
- or PXS 3400 Sport Pedagogy II 3 s.h.
- PXS 4050 Measurement and Evaluation 3 s.h.

#### Art Education

- EDU 4170 K-12 Art Methods 3 s.h.
- EDU 3300 Educational Psychology 3 s.h.
- ART 3620 Theory and Practice in Art Education 3 s.h.

#### Music Education

An individualized plan of instruction will be developed for music education majors based on a review of their transcripts.

#### Residency Licensure Course Descriptions

ART 3620 THEORY AND PRACTICE IN ART EDUCATION 4 s.h.

Current trends and theories in art education investigating the role of art in society, the school curriculum, and child development, with emphasis on positive self-expression, creative thinking, and perceptual sensitivity. Lesson planning, student presentations and a wide variety of studio experiences, including photographic techniques and computer graphics. Grades P-12. The course includes one hour of lecture and three hours of studio. The course does not count toward a major or minor in studio art or design. Major costs for this course will include the purchase of a textbook, paint, brushes, paper, and other miscellaneous art supplies, which will be in the range of \$500 or more. This course is only for art education majors.

**Prerequisites:** Junior status and successful completion of EDU 2420

**Offered:** As needed

EDU 3300 EDUCATIONAL PSYCHOLOGY 3 s.h.

This course surveys foundational theory and research in educational psychology, with a focus on the cognitive, motivational, social-emotional, and ethical development of K-12 students. Students will be introduced to historical and contemporary approaches to psychological theory and research; learn how to apply theoretical knowledge to student learning and assessment; and determine whether a study design adheres to accepted ethical standards for human subjects research.

**Prerequisite:** Acceptance to the Teacher Education Program or permission of instructor and Department Chair. With permission of the instructor, this course is open to additional categories of candidates.

**Offered:** Fall and Spring

EDU 3550 INTERDISCIPLINARY METHODS 4 s.h.

This method course integrates all subject areas taught in the elementary classroom. It is designed to demonstrate the inter-connectedness of subjects and the positive benefits on students' learning outcomes.

**Prerequisite:** Formal acceptance to the Teacher Education Program or permission of the instructor is required

**Offered:** Spring.

EDU 3560 INVESTIGATING METHODS AND STRATEGIES IN TEACHING READING 3 s.h.

This course focuses on an introduction to the essential of phonics, phonological awareness and phonemic awareness. It emphasizes the application of word identification, principles, and pedagogy related to the sound structure of oral and written language. In addition, the course will introduce assessments and research-based teaching strategies to support literacy pedagogy.

**Prerequisite:** none

**Offered:** Fall

EDU 4100-4180 TEACHING METHODS FOR SECONDARY AND SPECIAL SUBJECT AREAS (9-12) 2-3 s.h.

These courses introduce preservice candidates to methods, materials, and evaluation procedures for teaching a given secondary or special subject. Courses taken at other institutions will not be accepted in lieu of these courses. Methods courses must be taken the semester prior to student teaching.

- EDU 4100: Elementary Music
- EDU 4110: Secondary English (9-12)
- EDU 4120: Secondary Social Studies (9-12)
- EDU 4130: Physical Education and Health Education
- EDU 4150: Science (9-12)
- EDU 4170: Art (K-12)
- EDU 4180: Secondary Music

**Prerequisite:** Formal acceptance to the Teacher Education Program

**Offered:** As needed

EDU 4145 METHODS OF TEACHING MATHEMATICS IN THE MIDDLE/SECONDARY SCHOOL 3 s.h.

A combination of lecture and laboratory using materials and procedures appropriate for the teaching of middle/secondary school mathematics. For teachers of secondary school mathematics. See EDU 4110-4190.

**Prerequisite:** MAT 1140 Cross-listed: MAT 4145

**Offered:** As needed

EDU 4200 READING AND WRITING IN THE CONTENT AREAS (6-8, 9-12, K-12) 3 s.h.

This course focuses on implementing reading and writing as tools to facilitate students' learning of content area material. It covers various aspects of disciplinary literacy, content writing pedagogy, and writing across the curriculum (WAC).

**Prerequisite:** Formal acceptance to the Teacher Education Program or permission of the instructor **Offered:** fall and spring

EDU 4470 EDUCATION IN THE MIDDLE SCHOOLS (6-9) 3 s.h.

This course teaches pre-service candidates instructional design, activities, and techniques for middle grades education. Formal acceptance to Teacher Education program is required. Courses taken at other institutions will not be accepted in lieu of this course, except on review and agreement by the course professor and Chair of the Education Department.

**Prerequisite:** Formal acceptance to the Teacher Education Program or permission of the instructor

**Offered:** As needed

EDU 6310 ADVANCED BEHAVIOR MANAGEMENT TECHNIQUES 3 s.h.

This course presents concepts and strategies that have been found to be effective (even when working with individuals who exhibit extreme behavioral problems) in creating productive classroom learning environments. Assignments are designed to help develop strategies to be used in classroom settings. Topics include: establishing classroom rules and expectations, classroom organization and operation, supporting appropriate student behavior, understanding of cultural and religious differences, positive behavior management, and promoting student independence and intrinsic motivation.

EDU 6620 SPECIAL EDUCATION: LEGAL, ETHICAL, AND HISTORICAL PERSPECTIVES 3 s.h.

Candidates will examine the historical perspectives of special education and its classifications, philosophical and theoretical foundations, and legal ramifications. Examination of ethical issues will include placement, transition, and behavior management. Candidates will review the laws impacting education such as Individuals with Disabilities Education Improvement Act (IDEIA) and No Child Left Behind.

EDU 6630 CURRICULUM ASSESSMENT AND PLANNING FOR STUDENTS WITH INTELLECTUAL DISABILITIES 3 s.h.

Candidates will examine the principles and practices of curriculum planning and instruction. This course will focus on Multi-Tiered Support Systems (MTSS) and Response to Intervention (RTI). Candidates will review general curriculum content standards along with extend 2 content standards.

EDU 6640 TEACHING AND LEARNING STRATEGIES FOR STUDENTS WITH DISABILITIES 3 s.h.

Candidates will conduct an overview of children with disabilities with an emphasis on differentiated instruction for today's diverse classrooms. This class will include methods and materials related to all content areas with a primary focus on math and language arts. Math will focus on diagnosis of basic mathematics computation errors; types of errors will be illustrated, and suggested corrective procedures will be explored. The language arts will focus on planning for instruction.

EDU 6720 DIAGNOSIS AND ASSESSMENT OF READING DIFFICULTIES 3 s.h.

Candidates will learn to ascertain student strengths and weaknesses in the area of reading. Candidates will explore a variety of methods to assess reading, analyze and disaggregate of data, and link methods of instruction to assessment results. Candidates will review reports and methods to communicate assessment results with stakeholders (e.g. parents, intervention specialists, administrators, and students). Field experience is required.

EDU 6730 LITERACY ACROSS THE CURRICULUM 3 s.h.

This course will examine current theories and models for the writing process for grades 6-12. Candidates will examine the stages of writing and how to encourage and assist students who are at a variety of stages in the writing process. Emphasis will be on narrative, informational, and opinion writing. Writer's Workshop, mini-lessons, teacher conferences, collaborative student revisions and editing groups will be examined.

EDU 6900 STUDENT, TEACHING, AND PROGRAM EVALUATION 3 s.h.

This course is designed to explore the student, teaching and program evaluation process to improve instruction and most importantly student achievement. This course focuses specifically on the evaluating all facets of the achievement



based curriculum process and will lead to effective implementation of developmentally appropriate pedagogy. This course is aligned with the NC Standard Course of Study.

**MAT 1060 TOPICS IN ELEMENTARY MATHEMATICS I** 3 s.h.

This course is designed to acquaint prospective PK-8, vocational, and special education teachers with the structure of the real numbers system and its subsystems, properties, operations, and algorithms. Topics include problem solving, logic, number theory, mathematical operations over natural, integer, and rational numbers, and algebraic expressions. Students are required to earn a final grade of C or better.

**Prerequisite:** Appropriate SAT/ACT or placement score or MAT 1030 with a grade of C or better. (This course is to be taken by Elementary Education and Special Education Majors and does not fulfill the general core requirement in Mathematics.)

**Offered:** As needed

**MAT 2060 TOPICS IN ELEMENTARY MATHEMATICS II** 3 s.h.

A course designed to introduce problem-solving skills and heuristic instruction to prospective PK-8, vocational, and special education teachers. Topics include probability, statistics, geometry, and measurement. Students are required to earn a final grade of C or better. **Prerequisite:** Appropriate SAT/ACT or placement score or MAT 1030 with a grade of C or better. (This course is to be taken by Elementary Education and Special Education Majors and does not fulfill the general core requirement in Mathematics.)

**Offered:** As needed

**PXS 2090 SPORT PEDAGOGY I** 3 s.h.

The first of two courses in the pedagogy sequence is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and the implementation of developmentally appropriate physical education programs in the elementary school. The course is aligned with the NC Healthful Living curriculum.

**Prerequisite:** none

**Offered:** Spring

**PXS 3400 SPORT PEDAGOGY II** 3 s.h.

This is the second course in the pedagogy sequence and is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and implementation of developmentally appropriate physical education programs in the secondary schools. The course is aligned with the NC Healthful Living curriculum.

**Prerequisite:** none

**Offered:** Fall

**PXS 4050 MEASUREMENT AND EVALUATION** 3 s.h.

The development of competencies needed for evaluation in Physical Education and Exercise Science and related programs with emphasis on basic statistics, selection and administration of standardized tests, and test construction; assessment, evaluation of programs; and appropriate microcomputer applications.

**Prerequisite:** Completion of MAT 1050 or higher or permission of the instructor

**Offered:** Fall

**PXS 6310 ADVANCED BEHAVIOR MANAGEMENT TECHNIQUES** 3 s.h.

This course presents concepts and strategies that have been found to be effective (even when working with individuals who exhibit extreme behavioral problems) in creating productive classroom learning environments. Assignments are designed to help develop strategies to be used in classroom settings. Topics include: establishing classroom rules and expectations, classroom organization and operation, supporting appropriate student behavior, understanding of cultural

and religious differences, positive behavior management, and promoting student independence and intrinsic motivation.

PXS 6600 STUDENT, TEACHING, AND PROGRAM EVALUATION

3 s.h.

This course is designed to explore the student, teaching and program evaluation process to improve instruction and most importantly student achievement. This course focuses specifically on the evaluating all facets of the achievement based curriculum process and will lead to effective implementation of developmentally appropriate pedagogy. This course is aligned with the NC Standard Course of Study.

SPE 2600 EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH

3 s.h.

The course addresses current issues and trends pertaining to exceptional children and youth. Appropriate educational approaches and the processes and procedures for providing special education services are emphasized.

**Prerequisite:** SPE 2550. With permission of the instructor this course is open to licensed teachers and lateral entry candidates

**Offered:** Spring

SPE 4010 SCIENTIFICALLY BASED RESEARCH METHODS IN SPECIAL EDUCATION

4 s.h.

The course focuses on research-validated learning and behavior strategies, assessment, multi-sensory methods and curricula to facilitate learning across the curriculum. Designing and evaluating instructional plans, organizing effective student learning environments, and using technology throughout the curriculum are stressed. Courses taken at other institutions will not be accepted in lieu of this course. Requires a minimum of 10 hours in an accredited school.

**Prerequisite:** none

**Offered:** Spring

# SCHOOL OF PUBLIC AFFAIRS

*Dr. George Hendricks, Dean*

## Master of Justice Administration (MJA) Program

*Dr. Eric See, Director*

**Note:** Program is currently not accepting students.

### Mission

The MJA Program provides a graduate education to further a knowledge and understanding of criminal justice organizations within the context of the criminal justice system in North Carolina; to develop knowledge, skills, and abilities that will allow graduates to lead and manage criminal justice organizations more effectively; and to encourage ethical decision-making for the purpose of improving the quality of life and justice in North Carolina. The program residency weekends are held at Methodist University Main Campus.

**Degree Awarded:** M.J.A., Master of Justice Administration

The MJA Program also offers a Graduate Certificate in Criminal Justice Education. The accrediting body for colleges and universities in the Southeastern United States, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), requires the following to teach in an undergraduate criminal justice program at a 2-year community college and 4-year college/university: 1) a Master's degree in Criminal Justice or 2) a Master's degree with 18 semester hours in Criminal Justice coursework. The Certificate in Criminal Justice Education was designed to allow those holding a current Master's degree in a field other than criminal justice, to obtain the 18 semester hours necessary to teach in a criminal justice undergraduate program at the community college or university level. To obtain a certificate, a student must complete 9 semester hours of required MJA courses and 9 hours of electives from a list of approved MJA courses for a total of 18 semester hours. See list below under "Requirements for Certificate in Criminal Justice Education."

**Certificate Awarded:** Graduate Certificate in Criminal Justice Education

### Finances – Tuition & Fees

#### **Tuition and Fees (MJA Program)**

2018-2019 Academic Year

Please contact the program director for information regarding tuition and fees for the MJA program.

#### **Tuition & Fees (Graduate Certificate Program)**

The tuition & fees for the Certificate Program are the same as for the MJA program.

#### **Application & Graduation Fees**

There is a \$50 graduate application fee (non-refundable) and a \$150 graduation fee. (There is no graduation fee for the Graduate Certificate program).

### Additional Expenses for the Master of Justice Administration

Major additional costs for the MJA/Graduate Certificate programs will include textbooks, and additional class materials.

### Financial Aid

Please see the Financial Aid section in the Graduate Studies section of this catalogue (page 16). Also, MJA Program applicants can consult the financial aid information on the MJA Program web site at [www.methodist.edu/mja](http://www.methodist.edu/mja).

Students withdrawing from the University or those reducing their course load below a certain level will be subject to a reduction or cancellation of their financial aid. Withdrawing students are subject to refunding of financial aid monies to the sources from which the funding was received, according to the provisions of the Higher Education Amendments of

1998 for calculating the return of unearned Title IV funds. Any remaining funds are returned to the student. For details, contact the Office of Financial Aid.

## Billing & Refunds

### Payment & Billing Policy for the MJA/Graduate Certificate Programs

It is the policy of Methodist University that all charges for previous terms must be paid before new charges can be processed. Deadlines for paying new charges are 30 days prior to the start of classes.

### Refund/Repayment Policy on Withdrawals from the MJA/Graduate Certificate Programs

Students withdrawing from the program prior to six weeks before the first weekend session of the term will receive a refund of the refundable amount paid. Those students withdrawing from the program after this date will be refunded the following percentages of term tuition, according to the University's MJA program institutional refund policy based upon the date of receipt of the written withdrawal notice:

- 7-42 days prior to the 1<sup>st</sup> weekend session 100%
- 1-6 days prior to the 1<sup>st</sup> weekend session 90%
- Between the 1<sup>st</sup> and 2<sup>nd</sup> weekend sessions 50%
- After the 2<sup>nd</sup> weekend session 0%

Students withdrawing from the University or those reducing their course loads may be subject to a reduction or cancellation of their financial aid. Withdrawing students are subject to refunding of financial aid monies to the sources from which the funding was received. According to the provisions of the Higher Education Amendments of 1998 for calculating the return of unearned Title IV funds, any remaining funds are returned to the student.

## Academic Regulations

### Minimum Requirements for Admission into MJA Program

1. Must have completed a Bachelor's Degree from a regionally accredited institution in criminal justice, public administration, or a related discipline. Related disciplines are sociology, political science, social work, or psychology. A recommended undergraduate GPA of 3.00 on a 4.00 scale.
2. Must have three letters of recommendation: one letter must be from a current superior from the applicant's workplace supporting the application, two from University professors. If these academic references are not available, individuals who can speak to the applicant's ability to complete graduate work will suffice.
3. Must have no history of drug abuse or conviction of a felony.
4. Must submit a written personal statement detailing professional aspirations.
5. Must submit a current resume.

Note: The Graduate Record Examinations (GRE) or Millers Analogy Test (MAT) are not required for admission into the MJA Program. However, students who submit either a GRE or MAT score will be considered for unconditional acceptance into the program. A combined score of at least 1100 (combined verbal and quantitative sections) is recommended for the GRE or a minimum recommended Miller Analogies Test (MAT) score at the 50th percentile obtained within the last five years.

### Minimum Requirements for Admission into Graduate Certificate Program

1. Master's degree in any disciplinary field.
2. Graduate transcripts.
3. Completion of a short application form.
4. Approval by the MJA Director.

## Applying to the MJA Program

An application packet can be downloaded from the MJA Program web site at [www.methodist.edu/mja/application.htm](http://www.methodist.edu/mja/application.htm). Or, prospective applicants can contact the Program Coordinator directly at (910) 630-7268 to receive an application packet in the mail.

## Selection Process for the MJA Program

The MJA Admissions Committee will screen all applicants meeting the minimum requirements, and those determined to be the most qualified candidates will be considered for acceptance into the program. Criteria used by the review committee include undergraduate GPA, 3 letters of recommendation, personal essay, personal interview in person or by telephone if GPA is less than 3.0, and evidence of ability to handle the demanding curriculum. Applicants marginally meeting the criteria will be admitted into the MJA Program on a probationary status and required to enroll in 6 semester hours of coursework during which time they must maintain at least a 3.0 GPA with no course grade lower than a B-. For example, 2 B- grades would average to less than a 3.0 GPA, but a B- and B+ would allow the student to maintain a 3.0 average. Once students have successfully completed the first six hours of coursework with an average of 3.0 or better, a review of their academic performance will be conducted and, if merited, the probationary status removed. Although not required for admission into the MJA Program, an applicant may submit strong GRE and MAT scores for consideration by the MJA Admissions Committee. Note: All students entering the program will be administered the Watson-Glaser Critical Thinking Appraisal (WGCTA) during their first semester of their enrollment and the last semester of their enrollment as part of the overall program assessment process.

## Mandatory MJA Student E-Mail Policy

Please see the section “Mandatory E-Mail Policy for Graduate Students”.

## Classification of MJA Program Students

1. Full-Time Students: Those enrolled in any term for 6 s.h. or more
2. Part-Time Students: Those enrolled in fewer than 6 s.h. per term

## Academic Standing

All students in the MJA program must demonstrate continuous satisfactory progress toward graduation. A student must have a 3.0 or better GPA in the program in order to graduate. The following apply to the issue of academic standing:

1. Academic Probation - If a student's program GPA falls below 3.0 after 12 semester hours, the student will be placed on academic probation. A student must then raise his/her program GPA to 3.0 or higher by the time they reach 18 semester hours in the program in order to be removed from academic probation. If students do not meet this criterion, then they will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended.
2. Grade Repeat Policy - Any course in the MJA program may be repeated once, meaning that a student may take any course a total of two times. Only grades of C+/C or higher can be repeated. The student is responsible for all tuition and fees associated with repeating a course (Referred to below as grade forgiveness). Prior to repeating a course, it is highly encouraged that the student speaks with the Director of the program that they enrolled, to understand the impact of a course repeat on their intended graduation date.
3. Receiving Course Grade of C+ or C - A student must not make more than one course grade of C+/C. If a student receives a second grade of C+/C, that student will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Upon readmission, if a student who has received two C+/Cs in the program receives a third C+/C, that student will be dismissed from the program without opportunity for readmission.
4. Receiving a Course Grade of F - A student must not make a course grade of F. If a student receives one grade of F, that student is automatically dismissed from the program, without opportunity for readmission.
5. Grade Forgiveness – When a course is repeated, the highest grade is the grade of record. A student may repeat a course once and the highest grade will be the grade of record, and the other grade is not included in the GPA. The other attempt will remain on the student's transcript. Grade forgiveness is allowed for only one single course for a total of one letter grade that can be forgiven. After a student exceeds the forgiveness policy, all future grades for any course will count in the calculation of the GPA.
6. Probations, Suspensions, and/or Dismissals of students – These actions are executed by the Provost and are reflected on transcripts.
7. Admissions Categories - Methodist University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the University's purposes. Admission is based on the

careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following three categories:

- Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- Probation - A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first four courses with a satisfactory GPA (3.0). Any student failing to remove the probationary status will be dismissed from the program.
- Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Program Director and the Admission committee if it appears from the available documentation that eligibility for the program has been met. The student will be given a deadline by the Program Director to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue until requirements are met.

## Course Load

The standard course load for eligibility for financial aid for the fall, spring and summer terms is 6 s.h. per term.

## Dropping/Adding Courses

Students are not permitted to make changes in courses later than the deadline specified for that purpose in the MJA program academic calendar.

1. A student may drop or add a class during the **first** two class days of the term
2. A student dropping a class after **first** two class days as specified in the MJA program academic calendar will be awarded a grade of WD.

## Grading System

Grades are assigned in the MJA program following the Grading System for graduate education.

## Transfer Credits

### Transfer Credits for MJA Program

Nine credits of classes for graduate courses equivalent to those in the MJA program will be considered for credit, and must be approved by the Program Director and the Registrar. Each of these classes must have been awarded a grade of B or better. A transfer grade cannot replace a grade earned at Methodist University.

### Transfer Credit for Graduate Certificate Program

Six hours of criminal justice graduate-level courses will be considered for transfer into the Certificate Program, and must be approved by the MJA Director and Registrar. All courses must have a criminal justice or criminal justice- related prefix.

## Special Student Status

Individuals may register for up to 9 semester hours of justice administration courses at the graduate level without acceptance into the MJA Program. A bachelor's degree is required. A short application must be completed and formal transcripts of all undergraduate and graduate work completed must be submitted to the MJA Program.

## Guidelines/Aids for Students with Academic Difficulties or Disabilities

Please see the sections "Disability Services," "Tutoring Services," and "The Writing Center".

## Requirements for MJA Degree

Core Courses: MJA 6000, 6100, 6200, 6250, 6260, 6300, 6450, 6990 (25 s.h.)

Electives: five courses from the following list: MJA 6350, 6400, 6600, 6700, 6750, 6800, 6850, 6900, 6910, 6950, 6960 (15 s.h.)

**Total Semester Hours: 37**

### Requirements for Graduate Certification in Criminal Justice Education

Core Courses: MJA 6000, 6100, and 6450 (9 s.h.)

Electives: three courses from the following list: MJA 6200, 6250, 6300, 6350, 6400, 6600, 6700, 6750, 6800, 6850, 6900, 6910, 6950, 6960 (9 s.h.)

**Total Semester Hours: 18**

### Requirements for Graduation

1. Completion of all course requirements with a minimum GPA of 3.0 and no grades below a C.
2. Good standing in character, conduct and financial obligation to the University and recommended by the faculty for graduation.
3. Filing a Declaration of Intent to Graduate form in the Office of the Registrar before the deadline specified in the academic calendar and paying the graduation fee. If a candidate fails to qualify after filing the Declaration of Intent to Graduate form and fee but qualifies at some later time, then they must submit another application for graduation. If a candidate fails to file his/her intent by the deadline, a late filing fee will be charged.

### Master of Justice Administration Courses

MJA 6000 FOUNDATIONS OF JUSTICE ADMINISTRATION 3 s.h.

This course introduces students to endemic and emerging administrative problems confronting the criminal justice system. Examination of the major components necessary to effective justice administration will include an overview of organizational thought and theory, executive leadership challenges, human resource management, policy development and implementation, and the importance of developing ethical models.

MJA 6100 CRIMINAL BEHAVIOR ISSUES 3 s.h.

This course focuses on historical and contemporary perspectives of criminal behavior. Various social, psychological, and economic theories and correlates of criminal behavior will be examined and analyzed. Typologies of offenders will be studied.

MJA 6200 JUSTICE POLICY, PLANNING, AND EVALUATION 3 s.h.

This course will examine the development, implementation, and analysis of criminal justice policy and programs. Students will be required to critically analyze a range of issues related to the process of criminal justice policy making, policy analysis, and program planning. Emphasis will be placed on developing skill in using various concepts and techniques to analyze and evaluate policies and programs. Local, state, and federal processes that create and change criminal justice policies will be studied.

MJA 6250 RESEARCH METHODS 3 s.h.

This course covers the scientific methods of conducting research in criminal justice and criminology. Additionally, this course will present students the techniques of conducting and assessing evaluative research (i.e., program evaluation). Where appropriate, methods of statistical analysis will be incorporated. Students will learn skills necessary for conducting their own research and for critically evaluating research done by others.

MJA 6260 DATA ANALYSIS FOR JUSTICE ADMINISTRATION 3 s.h.

This course introduces the student to the basics of statistical techniques that justice administrators use to summarize numeric data obtained from surveys and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. Students will also learn how to test hypotheses for group differences in means (z-test, t-test), for association between two variables (correlation, chi square tests), and the basics of regression analysis.

MJA 6300 LEGAL ISSUES IN JUSTICE ADMINISTRATION 3 s.h.



This course will cover major legal issues facing the administration of the 21st century criminal justice system—from investigation through the corrections process. The course will be primarily taught through the Socratic Method as well as by lecture and discussion. Emphasis will be placed on advanced constitutional as well as North Carolina statutory concerns and on personnel management issues.

**MJA 6350 THE BUDGETARY PROCESS AND JUSTICE ORGANIZATIONS** 3 s.h.

This course provides a general overview of budgeting procedures in the criminal justice system. Fundamental budgeting concepts and practices applicable to state and local criminal justice organizations are studied. Emphasis is placed on policy development and decision-making as it relates to budget decisions.

**MJA 6400 ORGANIZATIONAL BEHAVIOR** 3 s.h.

This course examines the behavioral aspects of management with emphasis on leadership, motivation, and decision-making. Special attention is given to communication, conflict management, group dynamics, and organizational change and ethics within criminal justice organizations.

**MJA 6450 ETHICAL FOUNDATIONS OF JUSTICE ADMINISTRATION** 3 s.h.

This course will acquaint students with the basic concepts, arguments, and methods of ethics as these relate specifically to the field of criminal justice. Students will be prepared to make rational and philosophically informed decisions in the face of some very perplexing choices. Though this course concentrates largely on those moral issues most likely to be encountered by the police and other agents of law enforcement, it specifically addresses the needs of all students specializing in criminal justice, criminology, law, or cognate fields.

**MJA 6600 MEDIA AND PUBLIC RELATIONS FOR JUSTICE ORGANIZATIONS** 3 s.h.

This course examines theories and practices for effective public relations focusing on writing for public relations, factors affecting public opinion, ethics and laws, communication channels, and use of media. Tactics and techniques will be explored using case studies to evaluate effective campaigns and crisis management situations to develop skills through the development, organization, preparation, and administration of public relations campaigns.

**MJA 6700 HUMAN RESOURCE DEVELOPMENT** 3 s.h.

The 21st Century manager in the criminal justice field must understand and apply human resource management and development principles to meet increasing needs with diminishing resources. The theoretical foundation and practices of human resource development including motivation, organizational learning and change, needs assessment, orientation, training, and evaluation will be thoroughly explored.

**MJA 6750 PROBLEM SOLVING MODELS FOR JUSTICE ORGANIZATIONS** 3 s.h.

This course will examine the application of effective problem-solving strategies to the solution of complex problems within criminal justice organizations. Emphasis will be placed on the experiential learning model, creative problem-solving strategies, problem-based learning, and benchmarking. A case study approach will be utilized in the course.

**MJA 6800 JUSTICE FUTURES** 3 s.h.

This course is a study of future from the prospective of criminal justice management officials responsible for making criminal justice organizations, both public and private, ready for the future. Emphasis will be placed on applying established predictive techniques in the field of futures research to improve decision-making within the context of strategic planning.

**MJA 6850 CRITICAL READINGS IN JUSTICE ADMINISTRATION** 3 s.h.

This course will examine issues relevant to the effective leadership and management of criminal justice organizations. Students will be assigned 4-5 critical readings (books). Topics may vary from year to year. Students will participate in discussions of assigned books online and at residency weekends, plus submit a book review for each book.

**MJA 6900 FUTURE-ORIENTED LEADERSHIP AND CHANGE** 3 s.h.

The course will focus on how effective leadership and collaboration are essential to criminal justice organizations in accomplishing their mission and achieving their goals in the 21st century. The course will review and build upon basic knowledge of leadership theory and principles as applied in an environment of collaboration. Topics discussed include futuring techniques, visionary leadership, situational leadership, transformational leadership, change strategies, and team building. Students will be afforded the opportunity to use futuring techniques and leadership concepts studied in the class.

MJA 6910 ORGANIZATIONAL LEADERSHIP 3 s.h.

The course will examine the application of West Point Leadership Development Model within criminal justice organizations. Students will complete the course of study and assess its potential for developing leaders in criminal justice organizations. A case study approach will be utilized in the course.

MJA 6950 SPECIAL TOPICS IN JUSTICE ADMINISTRATION 3 s.h.

Courses will be offered, as needed, in areas of interest such as emergency and disaster planning, homeland security, racial profiling, labor relations, forensic science, new technologies, correctional rehabilitation, and community policing.

MJA 6960 INDEPENDENT STUDY IN JUSTICE ADMINISTRATION 3 s.h.

This course allows well-qualified MJA graduate student to engage in special research in his/her area of interest. Student will prepare a major research paper under the supervision of a MJA professor. Emphasis is placed on conducting research that could result in a written publication or presentation at a state, regional, or national conference. Requires approval by the MJA Director and supervising professor. The course cannot be taken more than two times. Offered as needed.

MJA 6990 CAPSTONE COURSE 4 s.h.

This course will provide the student with an opportunity to demonstrate, under faculty supervision, the ability to conduct a problem-solving management project as a demonstration of skill in administration techniques. Students will demonstrate their ability to present a program evaluation of a problem, issue, or dilemma in their organization by (1) organizing a research project that answers a particular question or set of questions specific to the needs of their organization; (2) completing an analysis, using program evaluation criteria, that answers their specific research questions; and (3) presenting an oral defense of the research and findings to the faculty.

## The Master of Justice Administration – Academic Calendar 2019-20

### Fall 2019

#### *Residency Weekends*

Aug 24-25  
Sep 21-22  
Oct 19-20  
Nov 16-17

### Spring 2020

#### *Residency Weekends*

Jan 11-12  
Feb 15-16  
Mar 14-15  
Apr 18-19

### Summer 2020

#### *Residency Weekends*

May 16-17  
Jun 13-14  
July 11-12  
Aug 8-9

All other dates (holidays, drop/add, final grades etc.) are in accordance with the University Calendar

# CHARLES M. REEVES SCHOOL OF BUSINESS AND ECONOMICS

*Dr. Kimberly Scruton, Dean*

## The Professional MBA Program

*Dr. Josiah R. Baker, Interim Director*

**Note:** Program is currently not accepting students.

### Accreditation

The Reeves School of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Master of Business Administration (MBA) degree with a focus on Organizational Management and Leadership.

### Degree Awarded

M.B.A., Master of Business Administration with a focus on Organizational Management and Leadership.

### Mission, Goals, Objectives

The Professional MBA program's mission is to provide a high-quality graduate education that fosters personal and professional development, enabling students to perform at the highest level of their selected area of specialization. Furthermore, in support of the Reeves School of Business Mission and Purpose, the Professional MBA Program aims to enhance student entrepreneurial and leadership skills, enabling them to succeed in business ventures and to assume greater management responsibilities within their chosen industries or organizations.

The Professional MBA Program is focused on filling advanced educational needs of business leaders. The Professional MBA program seeks to promote the following goals and objectives:

#### **Goal #1:**

Graduates will demonstrate practical and theoretical knowledge of core Business Administration subjects.

#### **Goal #2:**

Graduates will develop communication and leadership skills, particularly in Organizational Management.

#### **Objective #1:**

Students will acquire substantive knowledge in the areas of Finance and Management.

#### **Objective #2:**

Students will acquire substantive knowledge in core Business Administration areas.

#### **Objective #3:**

Students will acquire substantive knowledge specific to Organizational Management and Leadership.

### Finances – Tuition & Fees

**Tuition:** For the 2019-2020 academic year, which includes five academic terms (Fall Term I, Fall Term II, Spring Term I, Spring Term II, and Summer Term), the tuition is \$1317 per course. Tuition covers class fees, but does not include textbooks and additional class materials, travel, accommodations (if needed), or purchase of a laptop computer with Wi-Fi capability. Tuition/fees for the 2020-2021 academic year are subject to change.

#### **Fees**

A graduate application fee and a graduation fee will be incurred.

#### **Financial Aid**

Please see this catalogue's Financial Aid section.

### Billing & Refunds

#### **Payment and Billing Policy for the Professional MBA Program:**

All previous semester charges must be paid *before* new semester charges can be processed. Deadlines for paying new semester charges in the MBA program are 30 days prior to the start of classes.

|                              |                  |
|------------------------------|------------------|
| Fall Term I & Term II 2019   | August 1, 2019   |
| Spring Term I & Term II 2020 | December 1, 2019 |
| Summer Term 2020             | May 1, 2020      |

### **Refund/Repayment Policy on Withdrawals from the Professional MBA Program**

Program fees include tuition. Because non-refundable costs must be paid in advance of classes starting, a full refund of fees paid can only be made prior to six weeks before the first weekend of a term. Those students withdrawing from the program after this date will be refunded the following percentages of the fees for the term, based upon the date of receipt of the written withdrawal notice:

- 31-42 days, prior to the 1st day of class: 90%
- 1-30 days, prior to the 1st day of class : 75%
- 7 business days, after the 1st day of class: 50%
- 8 business days, after the 1st weekend session: 0%

Students withdrawing from the University, or those reducing their course load below a certain number of semester hours, will be subject to a reduction or cancellation of their financial aid. Withdrawing students are subject to refunding of financial aid monies to the sources from which the funding was received, according to the provisions of the Higher Education Amendments of 1998 for calculating the return of unearned Title IV funds. Any remaining funds are returned to the student. For details, contact the Financial Aid Office.

## **Admissions & Academic Regulations**

### **Application Materials:**

An online application is available at <http://methodist.edu/mba-admissions>. For questions about the program or application contact the MBA Director directly at [jobaker@methodist.edu](mailto:jobaker@methodist.edu).

### **Requirements for Admission:**

- **Bachelor's degree** (from a four-year accredited college or university, before starting the first term of the program.
- **Demonstrated competencies** – If the undergraduate degree is not in Business, competencies may be demonstrated by college credit or passing assessment exams in Business Math and Statistics, Fundamentals of Economics, Financial Accounting, and Understanding Corporate Finance. **GPA** - Undergraduate GPA of 3.0, or higher.
- **GMAT, GRE or MAT** – Completing the GMAT, GRE or Miller Analogies Test (MAT) within five-years prior to admission. Acceptable scores in conjunction with past educational and work experiences will be considered.
- **Three letters of recommendation** - One letter must be from the applicant's immediate supervisor at work.

### **Accelerated MBA (AMBA) Requirements:**

- Current undergraduate student at Methodist University
- Completed a minimum of 100 undergraduate hours
- Complete the online application
- Three letters of recommendation
- GPA of 3.0, or higher
- No GMAT, GRE, or MAT is required for those applying to the AMBA Program.

### **Selection Process:**

The application review committee will screen all applicants. The committee may invite candidates to an interview at Methodist University. Criteria used by the committee in their evaluations include the amount and quality of professional experience, emotional and intellectual maturity, the ability to communicate verbally and in written form, specific motivation toward pursuing a career in business; management potential, interpersonal skills, and evidence of strong study skills.

## Mandatory MBA Student E-Mail Policy

Please see the “Mandatory E-Mail Policy for Graduate Students.”

## Classification of Students for the Professional MBA Program

Full-time: students enrolled for 6 semester hours or more per semester.

Part-time: students enrolled in less than 6 semester hours per semester.

## MBA Overload Policy

Graduate students enrolled in the MBA Program seeking to take an overload of graduate level classes, defined as over 12 semester hours a semester (or 6 hours per term), may do so only with the written permission of the Program Director, School Dean, and Provost’s approval. The student must have completed at least 12 semester hours in the MBA Program and have a cumulative GPA of no less than 3.0.

## Course Repeat Policy

Any course in the MBA may be repeated once, meaning that a student may take any course a total of two times. Only grades of C+/C or higher can be repeated. The student is responsible for all tuition and fees associated with repeating a course. Prior to repeating a course, it is highly encouraged that the student speaks with the program director to understand the impact of a course repeat for their intended graduation date.

## Grade Forgiveness Policy

Grade forgiveness means that when a course is repeated, the highest grade is the grade of record. A student may repeat a course once and the highest grade will be the grade of record; the other grade is not included in the GPA. Both attempts will remain on the student’s transcript. Grade forgiveness is allowed for only one single course for a total of one letter grade that can be forgiven. After a student exceeds the forgiveness policy, all future grades for any course will count in the calculation of the GPA.

## Academic Standing

If a student’s program GPA falls below 3.0 after 12 semester hours, the student will be placed on academic probation. A student must then raise his/her program GPA to 3.0 or higher before reaching 24 semester hours in the program in order to be removed from academic probation. If students do not meet this criterion, then they will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.

The following apply to the issue of academic standing:

- A student must not make more than one course grade of C+/C. If a student receives a second grade of C+/C, that student will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Upon readmission, if a student who has received two C+/Cs in the program receives a third C+/C, that student will be dismissed from the program without an opportunity for readmission. A student may not receive their second C+/C in Capstone. If they do, they must retake that course before receiving their diploma.
- A student must not make a course grade of F. If a student receives one grade of F, that student is automatically dismissed from the program, without an opportunity for readmission.
- Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.

Methodist University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the University's purposes. Admission is based on the careful review of all credentials presented by an applicant. Students are admitted in one of the following three categories:

- **Standard Status:** Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.

- **Probation:** A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first four courses with a satisfactory GPA (3.0). Any student failing to remove the probationary status will be dismissed from the program.
- **Provisional:** Students whose files are incomplete may be accepted provisionally at the discretion of the Program Director and the admission committee, if it appears from the available documentation that eligibility for the program has been met. The student will be given a deadline by the Program Director to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue until requirements are met.

## Course Load

The standard course load is 6 semester hours per eight (8) week term.

## Dropping Courses

- Students are not permitted to make changes in courses later than the deadline specified for that purpose in the MBA program academic calendar.
- A student may drop a class during the first two class days of the term.
- A student dropping a class after two class days as specified in the MBA program academic calendar will be awarded a grade of WD.
- A student properly withdrawing from the institution after two days as specified in the MBA program academic calendar will receive a grade of WD.

## Grading System

Grades are assigned in the Professional MBA Program following the Grading System for Graduate Education.

### Student Options Pass/Fail Option:

If a student wishes to exercise a pass/fail option for one (and only one) course in the program, the student must notify the instructor and the Registrar after receiving permission from the MBA Director.

## Transfer Credit

Up to 9 graduate transfer credit hours, with a minimum grade of B, may be considered and approved by the Program Director and the Registrar for the Professional MBA Program. Each of these courses must have been taken at an accredited institution within five years prior to admission to the Professional MBA Program. A transfer grade cannot replace a grade earned at Methodist University. . In some cases, a student with transfer credit may only need to enroll in one course for a term.

## Visiting Student Letters

When students complete their first course at Methodist University, they are considered, for enrollment purposes, a Methodist University student. If students want to receive subsequent academic credit at Methodist University for course work taken at another institution after becoming enrolled, they must obtain written approval (a visiting student letter) from the Program Director and the Registrar. No more than 6 semester hours may be earned as a visiting student. Semester hours from online courses will not be accepted if the Professional MBA Program offers an equivalent course online. A visiting student letter will not be issued to replace the grade of a course previously taken at Methodist University.

## Guidelines/Aids for Students with Academic Difficulties or Disabilities

Please see the sections "Accessibility Resources," "Tutoring Services," and "The Writing Center."

## Degree Completion Requirements, with Focus on Organizational Management and Leadership

### Core Courses

|          |                               |
|----------|-------------------------------|
| MBA 5000 | Accounting for Managers       |
| MBA 5150 | Research Methods              |
| MBA 5200 | Advanced Financial Management |
| MBA 5500 | Marketing Management          |
| MBA 5700 | Applied Business Statistics   |
| MBA 5990 | Capstone Experience           |

### Elective Courses (select one)

|          |   |
|----------|---|
| MBA 5050 | Business Ethics   |
| MBA 5300 | International Business Environments, Cultural and Operations Perspectives |

### Focus Courses

|          |   |
|----------|---|
| MBA 5100 | Managerial Economics                      |
| MBA 5355 | Is that Legal? Essential Law for Managers |
| MBA 5400 | Organization and Leadership               |
| MBA 5550 | Operations Management                     |

Students take one elective and may select from either Business Ethics *or* International Business Environments, Cultural and Operations Perspectives

### Graduation Requirements

- Completion of all course requirements with a minimum GPA of 3.0.
- Good standing in character, conduct and financial obligation to the University and recommended by the faculty for graduation.
- Complete a Declaration of Intent to Graduate form in the Office of the Registrar before the deadline specified in the academic calendar and paying the graduation fee. If candidates fail to qualify after filing the Declaration of Intent to Graduate form and fee but qualifies at some later time, they must submit another application for graduation. If candidates fails to file their intent by the deadline, a late filing fee will be charged.

### Program Courses

MBA 5000 ACCOUNTING FOR MANAGERS 3 s.h.

This course emphasizes the use of an organization's accounting information for decision-making. With a focus on both financial and managerial accounting, the course reviews financial statement analysis and interpretation. The course shifts to managerial accounting, which is defined and contrasted with financial accounting. Managers use of managerial accounting to evaluate business performance and make strategic decisions in management is reviewed. Course topics include financial and managerial accounting concepts, interpreting financial statements, cost-volume-profit relationships, budgeting, and accounting for planning and control.

MBA 5050 BUSINESS ETHICS 3 s.h.

This course surveys applied topics relating to business ethics, and provides a conceptual framework for thinking about and discussing these topics. This framework has three parts or "themes": (1) Corporate Social Responsibility; (2) Relationship of Law and Ethics; and (3) Individual Ethical Decision-Making. Class time will be used to explore applied topics with reference to these three themes.



MBA 5100 MANAGERIAL ECONOMICS 3 s.h.

This course covers efficient resource allocation and the application of the analytical tools of economic theory to decision making by managers. The curriculum is designed to show students how to use various tools comprising the economics of effective management for the profit-maximizing firm. Upon successful completion of the course, students will be able to calculate and apply price elasticity, employ a statistical regression analysis, perform cost analyses, and display competency in other areas of managerial economics. Prerequisite: Applied Business Statistics

MBA 5150 RESEARCH METHODS 3 s.h.

This course is an introduction to business research methods. Students can expect to learn about the types of research methods available to solve business problems. The course will include an introduction to the Institutional Review Board, the ethical requirements of research with human subjects, and working with surveys and survey software. This course is designed to introduce students to the fundamental skills necessary for conducting research including selecting a research topic, conducting a literature review, and writing a research proposal. Students will learn about qualitative and quantitative studies, using data, basic methods of statistical analysis and how to critically evaluate research done by others.

MBA 5200 ADVANCED FINANCIAL MANAGEMENT 3 s.h.

This course provides a working knowledge of the tools and analytical conventions used in the practice of corporate financial decision-making. Students will analyze fundamental decisions that financial managers face in capital budgeting, cost of capital, dividend policy, long-term financing and mergers, and working capital management. Course activities include lecture, problem sets, and case studies. Prerequisite: Accounting for Managers

MBA5300 INTERNATIONAL BUSINESS ENVIRONMENTS, CULTURAL AND OPERATIONS PERSPECTIVES 3 s.h.

International Business Environments covers key aspects of conducting business within an international setting, which includes the role of government, multi-national commercial operations, small and medium-sized firms, and social responsibility issues. The course delivery is framed within the cultural and geographic aspects of International Business and supply-chain challenges.

MBA 5355 IS THAT LEGAL? ESSENTIAL LAW FOR MANAGERS 3 s.h.

This course surveys the organization and theory of the American legal system and its relationship to business, including contracts, agency, tort and criminal law, employment law and the ethical dilemma facing businesses in today's environment.

MBA 5400 ORGANIZATION AND LEADERSHIP 3 s.h.

Students will explore historical and contemporary leadership and organizational theories. Related cases and hypothetical situations will be analyzed. The course will draw on selected management scenarios to understand organizational effectiveness and change processes that can be used to improve organizational performance. Teams will be utilized throughout the course for presentations of cases.

MBA 5450 ORGANIZATIONAL BEHAVIOR 3 s.h.

A continuation of MBA 5400, students will explore historical and contemporary leadership and organizational behavior theories. Related cases and hypothetical situations will be analyzed. The course will draw on behavioral scenarios to understand organizational effectiveness and change processes that can be used to improve organizational performance. Teams will be utilized throughout the course for presentation of cases. *This course is not currently being offered.*

MBA 5500 MARKETING MANAGEMENT 3 s.h.

Successful organizations match the objectives and resources of the firm with the needs and opportunities of the target markets. The focus of the course is how marketing contributes to the delivery of value to individual and business consumers at a profit in management. Emphasis is placed on the managerial activities of strategic planning, market and competitive analyses, customer behavior evaluation, value assessment, market segmentation, targeting, positioning, and marketing mix decisions.

3 s.h.

MBA 5700 APPLIED BUSINESS STATISTICS

3 s.h.

MBA 5990 CAPSTONE EXPERIENCE I and II

6 s.h.

## The Professional MBA Program— Academic Calendar 2019-20

All other dates (holidays, drop/add, graduation, etc.) are in accordance with the University Calendar.

# SCHOOL OF HEALTH SCIENCES

*Dr. George “Trey” Hoyt, Interim Dean*

## Health Care Administration – Graduate Certificate Program

*Dr. Warren G. McDonald, Chair*

**Degree Awarded:** Graduate Certificate in Health Care Administration

### Program Description

Health Care Administration is one of the most exciting and challenging careers in modern society. It offers an opportunity to have an impact directly on people’s lives through the improvement of personal health services. The profession offers a challenge to those individuals who seek a management position that is rapidly changing and has significant social overtones.

The Graduate Certificate in Health Care Administration is designed for those who have completed an undergraduate degree or who already hold a graduate degree, but now wish to enter the ever-evolving field of health care. Some students will come from a clinical background, and this program will allow those clinical leaders to gain necessary knowledge and experience in health care administration so important in contemporary health care. Clinical leaders are highly sought after, but are often thrust into roles they may not be adequately prepared to assume. This program will provide the necessary preparation for these individuals.

The courses in the graduate certificate are designed to be completed in a relatively short period of time, and to provide a broad understanding of the health care environment from a management perspective. Coursework is completed in a blended or hybrid format that allows students to attend class while maintaining their active work schedules. Students attend evening classes largely online, with weekend visits to campus at regularly scheduled intervals during the academic year.

Important to the program is the Capstone Experience, which allows the student to apply their knowledge to a real-world health care organization (HCO). We envision students and faculty working together to solve unique management and leadership issues HCOs in the regions face every day. The Capstone can take place in a variety of settings and is often conducted at the student’s regular place of employment. This arrangement offers great benefits to the student and their health care organizations.

### Mission & Goals

#### Mission

The mission of the Methodist University Department of Health Care Administration is to prepare professionals to manage, lead and improve a changing health care system. Our graduate and undergraduate programs are designed, and continually strive to improve their efforts to meet the needs of the dynamic United States health care system, and to cultivate academic and healthcare leaders who create and apply evidence-based knowledge to enhance the health of individuals and communities.

#### Goals

1. The Health Care Administration (HCA) Department at Methodist University is to prepare students for careers as health administrators and to promote health care management excellence in the region.
2. Students that complete the Health Care Administration Graduate Certificate will be prepared for professional entry-level employment in health care administration-related fields, and to compete for mid-level administrative positions.
3. The Health Care Administration Department value-centered, and driven by a philosophy of service to others. For over twenty years, it has provided the region with an excellent pool of managers and will continue to be an

instrumental part of the educational process of people who want to positively contribute to the stewardship of resources in the health care field.

## Admissions Requirements

- Bachelor's degree in any field from a four-year accredited college or university.
- Two letters of reference
- Overall GPA of 2.75 or better before the start of the first term of the program.

Candidates will be individually evaluated, and an entrance interview may be required, as determined by the faculty.

## Finances -Tuition & Fees

### Tuition

For the 2018-2019 academic year, which covers five academic terms (Fall Term I, Fall Term II, Spring Term I, Spring Term II, and Summer Term), the tuition is \$419 per course. Tuition includes class fees, but does not include textbooks and additional class materials, travel, accommodations if needed, or purchase of a laptop computer with Wi-Fi capability. Tuition/fees for the 2018-2019 academic year are subject to change.

### Fees

There is a \$50 application fee (non-refundable). There is no graduation fee for the Graduate Certificate program.

## Billing & Refunds

### Payment and Billing Policy for the Health Care Graduate Certificate Program

It is the policy of Methodist University that all previous semester charges must be paid before new semester charges can be processed. Deadlines for paying new semester charges related to the Graduate Certificate program are 30 days prior to the start of classes: See academic calendar for exact dates.

## Academic Requirements

HCA 5410, HCA 5600, HCA 5650, and HCA 5990

## Health Care Administration –Graduate Certificate Program Course Sequence

### Fall

|   |        |
|---|--------|
| HCA 5410 Organization and Leadership of Health Care Organizations | 3 s.h. |
| HCA 5600 Health Care Policy Issues                                | 3 .sh. |

### Spring

|  |        |
|--|--------|
| HCA 5650 Health Care Finance and Economics | 3 s.h. |
| HCA 5990 Capstone Experience               | 3 s.h. |

## Certificate Completion Requirements

Completion of all course requirements.

Good standing in character, conduct and financial obligation to the University.

## Health Care Administration –Graduate Certificate Program Courses

HCA 5410 ORGANIZATION AND LEADERSHIP OF HEALTH CARE ORGANIZATIONS 3 s.h.

Students will explore historical and contemporary leadership and organizational theories in health care organizations. Related cases and hypothetical situations will be analyzed. The course will draw on selected management scenarios to understand organizational effectiveness and change processes that can be used to improve organizational performance. Teams will be utilized throughout the course for presentations of cases.

HCA 5600 HEALTH CARE POLICY ISSUES 3 s.h.

The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, regulation, and financial assistance for the uninsured. The process of policy decision making is explored. Methods and approaches for the research of policy issues are reviewed

**HCA 5650 HEALTH CARE FINANCE AND ECONOMICS**

**3 s.h.**

An introduction to health economics and financial management applications in health-related organizations. Specific information is presented concerning reimbursement systems, insurance, accounting, Medicare/Medicaid, investment decisions, capital financing, government regulations, liability issues, accessibility, budgeting, and human resources. National health insurance and state/local initiatives will be discussed.

**HCA 5990 CAPSTONE EXPERIENCE**

**6 s.h.**

This course will be individually tailored to each student, considering the student's career goals and academic interests. In all cases, students will work with a faculty advisor to fashion a Capstone Project that requires scholarly effort commensurate with graduate study. If the student has no health care experience, an internship will be a part of this process, but students with significant experience may do an applied project in their existing organizations, work with an outside agency, or complete a traditional research project.

**Health Care Administration –Graduate Certificate Program Academic Calendar**

The Health Care Administration graduate Certificate Program will follow the University Academic Calendar

# Master of Medical Science in Physician Assistant Studies (Physician Assistant Program)

*Dr. Christina Perry, Program Director*

**Degree Awarded:** M.M.S., Master of Medical Science in Physician Assistant Studies

## Accreditation

The Accreditation Review Commission on Education for the Physician Assistant ([ARC-PA](#)) has granted Accreditation-Continued status to the Methodist University Physician Assistant

Program sponsored by Methodist University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2027**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

## Program Description

The Methodist University Physician Assistant Studies are geared toward preparing individuals who will be healthcare professionals licensed to practice medicine under physician supervision. Physician Assistants pursue careers in primary care as well as specialty fields.

## Mission, Vision, Goals

### Vision Statement

For our graduates to enhance the quality of the lives they touch and to help alleviate healthcare disparities in our nation and the world.

### Mission Statement

To develop competent clinicians within a supportive, engaging, culturally diverse environment which fosters spiritual, academic and social growth. Our graduates will become integrated into communities striving for excellence in healthcare through compassion, professionalism, and lifelong learning.

### Goals

1. Upon graduation, Methodist PA students will demonstrate the medical knowledge to effectively evaluate, treat and manage patients.
2. Upon graduation, Methodist PA students will demonstrate the clinical skills necessary for practice, including effective history taking, physical exams and basic medical procedural skills.
3. Upon graduation, Methodist PA students will demonstrate professional communication and behavior towards their patients and other medical professionals.
4. Upon graduation, Methodist PA students will gain employment in clinical practice.
5. Methodist PA program will recruit highly qualified and diverse students.
6. Methodist PA program will retain academically competent students throughout the program.

## Admissions Requirements

A Bachelor's degree from a four-year regionally accredited college or university. No specific major is required. An overall college GPA of 3.0 or higher is recommended.

## Prerequisites

Satisfactory completion (a letter grade of C or better) in the following medical core prerequisite courses. All coursework must be taken in the United States. A prerequisite GPA of 3.2 or higher is recommended.

| Course                                     | Semester Hour (s.h.) Requirement |
|--|----------------------------------|
| Microbiology with lab                      | 4 s.h.                           |
| Anatomy and Physiology with lab            | 4 s.h.                           |
| 2 additional animal/human Biology courses* | 8 s.h.                           |
| General Chemistry I with lab               | 4 s.h.                           |
| General Chemistry II with lab              | 4 s.h.                           |
| Organic Chemistry I with lab               | 4 s.h.                           |
| Organic Chemistry II with lab              | 4 s.h.                           |
| Biochemistry**                             | 3 s.h.                           |
| College Algebra or higher                  | 3 s.h.                           |
| Statistics                                 | 3 s.h.                           |
| 2 semesters of Psychology                  | 6 s.h.                           |
| Medical Terminology***                     | 1 s.h.                           |

\*No Ecology, Botany, Nutrition, or Physical Education courses

\*\*Biochemistry and Organic Chemistry may not be combined into one class

\*\*\*Applicants must receive a grade of Pass/Fail credit. CME credit or a certificate of completion is not acceptable.

#### Notes about Coursework

If the applicant is accepted to the program, any prerequisite courses that are outstanding at the time of acceptance must be complete with a B- or higher.

There are no time restrictions on the prerequisite coursework, but if courses were taken more than 5 years ago it is recommended to consider retaking the course(s) as a refresher. Any course with a letter grade of C- or below must be retaken to count.

Applicants can make application to the program if there are coursework deficiencies. However, to be admissible, applicants must be in progress or have a plan in place to complete the coursework deficiencies by the program's start date in August. There are no substitutions or exceptions for required coursework and applicants must receive a letter grade in each course.

To benefit the applicant upon matriculation and to make an application more competitive, it is highly recommended coursework be taken at a four-year regionally accredited college or university, or at a community college through a college transfer program. Online courses in math, psychology, and medical terminology have been accepted, but community college level or online courses for biology and chemistry requirements are highly discouraged.

#### **Testing**

Completion of the Graduate Record Exam (GRE). Official scores must be within 5 years of applying. The program recommends a verbal and quantitative combined score of 297.

#### **Clinical Experience**

A minimum of 500 hours of clinical experience is required prior to matriculation. The purpose of clinical experience is to allow for exposure to how the healthcare system works and to gain an understanding of the PA profession. Having direct patient contact is valuable to helping applicants establish a comfort level when working with patients and other members of the medical team. Hands-on direct patient care experiences may come from a variety of places. The extent to which an applicant is actually involved in patient care will be weighed based on the description of the applicant's duties during those hours. The title of a position is not as important as the duties the applicant performed in terms of patient contact and interaction with patients and other healthcare providers (physicians, PAs, nurses, etc.). Common



examples of direct patient care experiences may include but are not limited to "tier 1" positions that are described below.

Applicants are encouraged to have at least completed or exceeded 500 hours at the time of application to be deemed competitive. The program is not responsible for assisting applicants with finding places of employment, shadowing opportunities, certifications, etc. It is the responsibility of the applicant to arrange their own clinical experience.

All hours must be completed by July 15th of the year planning to enter.

The program considers hours in two tiers:

- "Tier 1" hours are defined as positions that have direct patient contact and are normally paid positions. Typical hours that are considered "tier 1" are positions such as, but not limited to: Medical Assisting, C.N.A, EMT, Paramedic, Scribe, Respiratory Technician, Nursing, Surgical Technician, Military Medic, Phlebotomy, University Athletic Training, PT Aide, ER/ED or Patient Technician, etc.
- "Tier 2" hours are defined as hours that have limited or no patient contact, but are somewhat relevant to an applicant's preparation for PA school and the PA profession. Only 250 hours of "tier 2" hours will be counted towards the 500 hour requirement. As a result, the applicant will need to obtain the remainder of the outstanding 250 hours (or more) in a "hands-on" or "tier 1" type of position(s). Tier 2 hours include experiences such as, but not limited to: Pharmacy Technician, Laboratory Technician, and Shadowing.

### Other Requirements

No history of drug abuse or conviction of a felony.

No history of dismissal from PA, medical, or nursing school for academic or disciplinary reasons.

Advanced Placement:

- The program **does accept** advanced placement (AP) credit from high school for prerequisite coursework.
- The program **does not grant** advanced placement into the program based on previous educational experiences. For example, if a student has been enrolled in another medical program (i.e. PA school, medical school), coursework completed in the previous program will not replace any curricular components of our program, if accepted. All required curricular components of the program must be completed.

Applicants must also meet the program's Technical Standards. Program Technical Standards may be found at [www.methodist.edu/paprogram/main.htm](http://www.methodist.edu/paprogram/main.htm)

Those applicants deemed competitive will be required to complete a successful interview with the PA Admissions Selection Committee to gain admittance into the program.

### Foreign Graduates

Applicants who have completed their degree outside the US must follow the following policies

- Applicants must have their transcripts evaluated by the World Education Services (WES) to determine if the degree is equivalent to a Bachelor's degree in the United States. If the evaluation determines work done outside the US is equivalent to a Bachelor's degree (or Doctor of Medicine) the applicant has completed the Bachelor's degree requirement for our program. If the evaluation does not determine equivalency to a Bachelor's degree the applicant is deficient in that requirement and must complete his/her bachelor's degree. Degree equivalency is the only item of importance the program will consider on the WES evaluation.
- All prerequisite coursework requirements must be taken in the United States regardless if the applicant has completed them in another country. Specific coursework on the WES evaluation will not be considered. For example, if applicants have completed medical school in another country, they are still required to take all medical core prerequisites for our program regardless if they have been completed within a foreign medical program. There are no exceptions to this policy.
- In addition to GRE scores, foreign graduates must complete the Test of English as a Foreign Language (TOEFL). The program will not allow applicants to substitute an English course or certificate in place of TOEFL scores. The PA Program requires TOEFL scores of 570(PBT), 230(CBT), and 100(IBT).

- Foreign graduates must also complete the GRE, 500 hours of direct patient contact, meet selection factors, and follow the same application process through CASPA.

## Application & Selection Process

All applicants to the Methodist University PA Program must apply through the Centralized Application Service for Physician Assistants (CASPA). No supplemental application is required. Applicants applying for entrance in August 2019 may begin the application on April 26, 2018. Applications and GRE scores must be e-submitted, complete and verified by CASPA by January 15, 2019.

The application review committee will screen all applicants meeting the minimum requirements and those determined to be the most qualified candidates will be granted an on-site interview at Methodist University. Only those students who meet the recommendations of the program, will be granted an interview. Criteria used by the interviewers in their evaluations include, but not limited to: academic performance, GRE scores, extracurricular activities, work experience, amount and quality of healthcare experiences, applicant's concept of the role of the physician assistant, emotional and intellectual maturity, ability to communicate verbally, specific motivation toward pursuit of a health career, and evidence of strong study skills.

## Admission Preference Programs

Preference candidacy is a unique opportunity to have priority consideration for admission into the Methodist University PA Program at the completion of undergraduate coursework. Preference for the Physician Assistant (PA) program has two tiers of preference: Early Assurance Program (EAP) and Admissions Preference (AP)

### EARLY ASSURANCE PROGRAM:

- Available only to high school seniors. Transfers are not eligible.
- Maximum 4 seats
- Outcome: Guaranteed seat in the program upon completion of bachelor's degree, provided below criteria is met.

### High School Requirements:

- High school overall GPA of 3.7 or higher on a 4.0 scale.
- SAT score of 1220 or ACT score of 25.
- Completed application for Early Assurance program that includes a well written, insightful personal statement and letters of recommendation.
- Successful interview with PA program admissions committee in the spring of senior year of high school. Early Assurance candidacy is not granted without an interview.
- Completion of Methodist University [Honors Program](#) application and acceptance into the Honors Program.

### Undergraduate Requirements:

- Must major in Biology, Chemistry, or Biology with a minor in Chemistry and must successfully complete the Honors Program.
- Undergraduate GPA maintenance: Overall and [prerequisite](#) GPA of a 3.5 or higher.
- Must participate in mandatory advising sessions or activities with the PA program every semester as an undergraduate student. Sessions will be run by the PA Program Director, program faculty and/or the PA Admissions Director. The program will consult with the Honors Program faculty to assess both character and academic progress on Early Assurance candidates.
- Must participate in service activities (campus or community) or be an active member of a club or organization (athletic teams are acceptable).
- No legal, academic, disciplinary/professional issues either on or off campus.
- No history of a felony or drug abuse.
- Completion of **health care experience hours** at the time of application to the PA program. Note: Application to the PA program will take place towards the end of the student's junior year.

### PA Application Requirements:

- Must complete an application (CASPA) to the program.
- GRE is waived if above criteria is met.
- Scaled back interview with program director and faculty.

#### **Selection Disclaimer:**

Early Assurance candidates must maintain academic criteria throughout their undergraduate career, but must also exhibit remarkable decorum, professionalism, interpersonal skills, and meet the [Technical Standards](#) of the Physician Assistant Program. These traits will be evaluated by PA program faculty during advising sessions, and by professors and advisors within the major and the Honors Program. The program reserves the right to take away Early Assurance candidacy if the student demonstrates behavior that would be detrimental to classmates, instructors, preceptors, patients, or would be a misrepresentation of the university and/or program.

#### *MU ADMISSIONS PREFERENCE:*

- MU graduates receive preference over outside applicants for an interview, if selection factors are met.
- For those who have completed a degree elsewhere and are only taking prerequisites at MU, preference is given if a minimum of 30 semester hours of coursework has been taken at MU, prerequisite GPA is greater than or equal to 3.4 and GRE is in at least the 40th percentile in each of the verbal and quantitative sections.
- GRE is required.

#### **Transfer Credit**

The PA Program does not accept transfer credit from a student previously enrolled in another PA program, nor does it accept experiential credit. All students accepted into the PA program must satisfy all requirements of the didactic and clinical years.

#### **Finances -Tuition & Fees**

##### **PA Tuition & Fees 2019-2020**

Year 1 Tuition (Fall 2019, Spring 2020, Summer 2020): \$38,370

Year 1 Lab Fees (Fall 2019, Spring 2020, Summer 2020): \$2,867

##### **Institutional Fees**

|   |             |
|---|-------------|
| PA Student Activity Fee:                    | \$188 /year |
| Parking Fee:                                | \$45/year   |
| Graduation fee (charged in final semester): | \$150       |

##### **Additional Expenses**

Major additional costs for the program will vary from student to student and may include, but are not limited to: textbooks, medical supplies, clothing, computers, lodging, utilities, gas, and professional memberships. Averages for common expenses associated with attending the program may be found on the PA website at [www.methodist.edu/paprogram/costs](http://www.methodist.edu/paprogram/costs).

#### **Financial Aid**

Financial aid information is available through the Office of Financial Aid. It is the student's responsibility to seek out that information. Please see the "Financial Aid in the Graduate Studies" section of this catalog or visit the PA website at <http://www.methodist.edu/pa-tuition> for additional information.

#### **Billing & Refunds**

##### **Payment & Billing Policy for the Physician Assistant Program**

It is the policy of Methodist University that all previous semester charges must be paid before new semester charges can be processed. Deadlines for paying new semester charges in the Physician Assistant Program are 30 days prior to the start of classes.

## **Refund/Repayment Policy on Withdrawals from the Physician Assistant Program**

Students withdrawing from the Physician Assistant Program will be responsible for payment of tuition as follows:

Time of Withdrawal (15 week semester)

| <u>Week</u> | <u>Refund Amount</u> |
|-------------|----------------------|
| 1 – 4       | 90%                  |
| 5 – 8       | 60%                  |
| 7 – 12      | 30%                  |
| > 12        | 0%                   |

Students withdrawing from the University or those reducing their course load below a certain level will be subject to a reduction or cancellation of their financial aid. Withdrawing students are subject to refunding of financial aid monies to the sources from which the funding was received, according to the provisions of the Higher Education Amendments of 1998 for calculating the return of unearned Title IV funds. Any remaining funds are returned to the student. For details, contact the Office of Financial Aid.

## **Academic Requirements**

### **Requirements for Degree Completion**

Didactic Studies: PHA 5000, 5010, , 5070, 5080, 5090, 5100, 5110, 5120, 5130, 5140, 5150, 5160, 5190, 5201, 5202, 5210, 5220, 5221, 5240, 5250, 5280, , 5300, 5410, 5710, 5720, 5730, 5740, 5750, 5760, 5770, 5780, 5790, 5800, 5810, 5820, 5830, 5840, 5850, 5860, 5870, 5880 and 5900.

Clinical Studies: PHA 5510, 5310, 5520, 5530, 5540, 5550, 5570, 5580, 5590, 5600, and 5650

### **Requirements for Graduation**

Completion of all requirements for the specified professional phase of the program (didactic and clinical rotations) with a minimum GPA of 3.0 and no grades below a C. (75%)

The professional phase (didactic and clinical rotation years) completed in residency.

Good standing in character, conduct and financial obligation to the University.

Recommended by the faculty for graduation.

Has met all other graduation requirements for the M.M.S. Degree.

Recommendation for the Master of Medical Science in Physician Assistant Studies is a discretionary right residing with the faculty and administration of the Methodist University Physician Assistant Program, but shall not be withheld arbitrarily. There is no contract, stated or implied, between the Methodist University Physician Assistant Program, Graduate Studies, School of Health Sciences or Methodist University and the students, guaranteeing that a degree or certificate will be conferred at any stated time, or at all.

Students who have satisfactorily completed all requirements for the M.M.S. in Physician Assistant Studies degree and graduation requirements are eligible to sit for the Physician Assistant National Certifying Examination (PANCE).

## **Mandatory M.M.S. Student E-Mail Policy**

Please see the section “Mandatory E-Mail Policy for Graduate Students.”

## **Information Technology & e-Learning Instruction**

Students should be proficient with the use of e-mail and Internet services as well as basic software programs such as Microsoft Word, PowerPoint, and Excel. Students will need to access to instructional websites and be able to download course material, as well as communicate via online discussion boards. All students are required to have Internet and e-mail access, without exception. Some Web site instruction may be employed in the classroom. Thus, it is highly recommended that laptops be used in the classroom. The program has a dedicated PA classroom with wireless Internet.

Clinical students are required to have internet access and/or a handheld device (i.e. smart phone) at the beginning of their second clinical year for clinical logging purposes.

## Academic Standards

It is essential that students adopt and exhibit self-directed responsibility for their mastery of knowledge and skills. It is the policy of the Methodist University PA Program that a student maintains a minimum score of 75% on each examination or written assignment. Any performance less than a 75% is interpreted as not obtaining competency. In addition, the PA Program follows the grading system for course grades as stated in this catalogue. Specific policies regarding academic standards and remediation are presented in the Didactic Year and Clinical Year manuals. It is the student's responsibility to maintain the required academic standards and to initiate the necessary interventions to resolve deficiencies in any area of study. The physician assistant program faculty and staff will offer guidance to a physician assistant student experiencing academic difficulties, but it remains the responsibility of the student to achieve competency.

## Academic Appeals, Dismissal, Withdrawals

**Academic Appeals:** Should a student need to follow the academic appeals process, he/she is to follow the academic appeals procedure outlined in the "Appeals Process" section of both this catalogue and the didactic and clinical manuals.

**Dismissal:** Students who are dismissed from the program for academic or disciplinary reasons are not permitted to reenter the program and are not eligible for admission should he/she reapply. Dismissal from the program will be reflected on the student's academic transcript.

**Withdrawal:** Students who withdraw from the program for any reason must: conduct a meeting with program faculty to discuss his/her intent to withdraw prior to withdrawing; submit a written statement to the program director withdrawing from the program; and follow any additional steps outlined in the withdrawal procedures in this catalogue. Students who seek to reenter the program at a later date must receive permission from the program prior to reentering. Before granting permission to return, the program reserves the right to: assess and require that program competencies (cognitive and skill) have been met, and/or request additional evaluations that would support the student's eligibility to reenter the program and that program required technical standards have been met. Any and all request will be considered on a case-by-case basis and the program reserves the right to deny the request to reenter.

Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.

## Didactic & Clinical Manuals

Students will be provided with a didactic and clinical manual at the beginning of each phase of the program. The didactic and clinical coordinators will review, in detail, specific program policies and expectations. The didactic and clinical manuals may supersede the Graduate Academic Catalogue in some instances. Students are expected at all times to adhere to the policies outlined in both manuals and the Graduate Academic Catalogue.

## Physician Assistant Program Course Sequence

Didactic Course Schedule (Class of 2020)

| FALL I SEMESTER 2019 |                                 |            |
|----------------------|---------------------------------|------------|
| Course #             | Course Title                    | Sem. Hours |
| PHA 5000             | Medical Ethics                  | 2          |
| PHA 5010             | Physician Assistant Orientation | 1          |
| PHA 5070             | History and Physical I          | 3          |
| PHA 5100             | Pharmacology I                  | 2          |

|          |                                     |           |
|----------|-------------------------------------|-----------|
| PHA 5140 | Physiology                          | 4         |
| PHA 5201 | Human Anatomy I                     | 4         |
| PHA 5810 | Dermatology                         | 1         |
| PHA 5150 | Emergency Medicine I                | 2         |
| PHA 5210 | Health Promotion Disease Prevention | 1         |
| PHA 5202 | Neuroanatomy                        | 1         |
|          | <b>Total</b>                        | <b>21</b> |

| SPRING SEMESTER 2020 |                                       |            |
|----------------------|---------------------------------------|------------|
| Course #             | Course Title                          | Sem. Hours |
| PHA5880              | Emerging Issues in Clinical Medicine  | 2          |
| PHA 5080             | History and Physical II               | 3          |
| PHA 5090             | Introduction to Laboratory Medicine I | 2          |
| PHA 5220             | Behavioral Medicine                   | 2          |
| PHA 5110             | Pharmacology II                       | 2          |
| PHA 5160             | Emergency Medicine II                 | 2          |
| PHA 5221             | Human Anatomy II                      | 4          |
| PHA 5760             | Urology/Nephrology                    | 2          |
| PHA 5740             | Cardiology                            | 3          |
| PHA 5820             | Neurology                             | 2          |
|                      | <b>Total</b>                          | <b>24</b>  |
| SUMMER SEMESTER 2020 |                                       |            |
| Course #             | Course Title                          | Sem. Hours |
| PHA 5120             | Pharmacotherapy                       | 2          |
| PHA 5130             | Laboratory Medicine II                | 2          |
| PHA 5190             | Fundamentals of Surgery               | 2          |
| PHA 5720             | Endocrinology                         | 2          |
| PHA 5240             | Clinical Skills I                     | 2          |
| PHA 5410             | Research Methods and Statistics       | 2          |
| PHA 5300             | Pediatrics                            | 2          |
| PHA 5730             | Gastroenterology                      | 2          |
| PHA 5800             | Pulmonology                           | 2          |
| PHA 5830             | Hematology                            | 1          |
| PHA 5840             | Oncology                              | 1          |



|                                 |  |                   |
|---------------------------------|--|-------------------|
| PHA 5750                        | Orthopedics                                | 2                 |
| PHA 5860                        | Clinical Immunology and Infectious Disease | 2                 |
|                                 | <b>Total</b>                               | <b>24</b>         |
| FALL II SEMESTER (8 WEEKS) 2020 |  |                   |
| <b>Course #</b>                 | <b>Course Title</b>                        | <b>Sem. Hours</b> |
| PHA 5280                        | Geriatrics                                 | 2                 |
| PHA 5250                        | Clinical Skills II                         | 1                 |
| PHA 5780                        | Ophthalmology                              | 1                 |
| PHA 5870                        | Clinical Preparation                       | 1                 |
| PHA 5790                        | Otolaryngology                             | 1                 |
| PHA 5850                        | Critical Thinking                          | 2                 |
| PHA 5900                        | History and Physical III                   | 2                 |
| PHA5770                         | OB/GYN                                     | 2                 |
| PHA 5710                        | Clinical Research Project                  | 3                 |
|                                 | <b>Total</b>                               | <b>15</b>         |

### Physician Assistant Program Courses

#### PHA 5000 MEDICAL ETHICS

2 s.h.

The purpose of this seminar is to integrate the learning of medical ethics, morality and the legal issues surrounding medical ethics, beginning with the didactic phase of PA education through the clinical phase of PA education. The goal is to provide topics relevant to the PA student's area of training and expand those topics as the student's understanding and experience in medicine matures.

#### PHA 5010 PHYSICIAN ASSISTANT ORIENTATION

1 s.h.

In this course, students will trace the history of medicine and the development of various medical professionals to include physicians, nurses, allied health workers, and the physician assistant. The student will be introduced to the development of medical education in the United States and become familiar with issues challenging the PA profession today. Students will also be introduced to the various roles in which Physician Assistants practice to include rural health, obstetrics and gynecology, pediatrics, and the military PA. Several topics such as sponsoring and governing professional organizations, state licensing, national accrediting board, and North Carolina laws governing physician assistants will be examined. Students will also learn how to gain access to medical literature and resources to include books, computer software, on-line programs, and medical periodicals. The course also explores learning styles, stress management, time management, PA organizations (AAPA, NCCPA, PAEA, and NCAPA), and the PA as a life-long learner.

#### PHA 5070 HISTORY AND PHYSICAL EXAMINATION I

3 s.h.

PHA 5070, presented in lecture and small group format, is designed to provide students with didactic and “hands on” instruction to acquire the knowledge and skills needed to elicit a comprehensive history and perform a complete physical examination.

Discussions and demonstrations will introduce the appropriate use of diagnostic equipment, interviewing techniques, cultural awareness, patient rights and confidentiality. The student will be introduced to the concept of the patient / clinician relationship. The course will cover each organ system concentrating on the historical questions and examination techniques that are specific to each. The student will be taught to recognize and differentiate normal from abnormal physical examination findings and to record and orally present their findings in an organized manner. Skills in constructing both comprehensive and focused encounter notes will be developed. Students will have ample time to practice the techniques on their classmates.

#### PHA 5080 HISTORY AND PHYSICAL EXAMINATION II

3 s.h.

This course is designed to continue in the development of skills and techniques needed to perform both problem focused and complete medical histories and examinations. Physical examinations will be performed under the supervision of the clinical staff. Students will continue to develop their skills in critical thinking and patient care assessment, applying them to obtaining and documenting focused and comprehensive history and physical exams. Students will be expected to spend additional time outside of class practicing physical examination skills and conducting assigned history and physical exams in the clinical setting. The focus of this course will be on special examinations and on the integration of physical exam skills into their expanding knowledge of clinical medicine.

#### PHA 5090 INTRODUCTION TO LABORATORY MEDICINE I

2 s.h.

This course will introduce the student to the techniques and procedures used in the medical laboratory. Emphasis will be placed on the tests and procedures performed by the various departments within the laboratory (hematology, chemistry, pathology, etc.). Student will learn to apply the clinical laboratory in the assessment of a wide range of medical problems, expanding their ability to formulate and test clinical hypotheses.

#### PHA 5100 PHARMACOLOGY I

2 s.h.

This course is designed to present the fundamental mechanisms of action of the various classes of drugs, physiology and biochemical foundations of pharmacology, bioactive agents and structure-activity relations, and drug and food interactions. The physiological actions of drugs on the major organ systems will be covered along with the properties and uses of antibiotics and related therapeutic agents. PHA 5100 is designed to provide an introduction to pharmacy and to integrate pharmacological agents used in the treatment of disease processes and disorders taught in Clinical Medicine. Pharmacology courses are taught by a board certified Doctor of Pharmacy.

#### PHA 5110 PHARMACOLOGY II

2 s.h.

This course is a continuation of PHA 5100 and provides integration into the body systems being taught in Clinical Medicine.

#### PHA 5120 PHARMACOTHERAPY

2 s.h.

This course is a continuation of PHA 5110 and provides integration into the body systems being taught in Clinical Medicine. This course is presented in case format and is designed to provide an understanding of the mechanism of drug action and the therapeutic process. The course provides students with an understanding of basic pharmacokinetic principles that will enable students to apply general pharmacologic principles to the problems of therapeutics. Clinical application of drug classes to diseases and organ systems is stressed.

#### PHA 5130 LABORATORY MEDICINE II

2 s.h.

This course is a continuation of PHA 5090 with special emphasis on laboratory studies of body systems and their interpretation. A pathophysiological basis for laboratory medicine data interpretation will be testing for genetic diseases will be addressed.

**PHA 5140 PHYSIOLOGY****4 s.h.**

The course is intended to give the physician assistant student the opportunity to acquire the basic knowledge with which to understand the physiological processes involved in treating various medical and surgical conditions and correlate these processes with information learned in anatomy, pharmacology, laboratory medicine & clinical medicine courses.

**PHA 5150 EMERGENCY MEDICINE I****2 s.h.**

The purpose of this course is to provide an overview of various acute care situations the student might encounter to include life- threatening illnesses and injuries and those illness/injuries which have high mortality or morbidity. The course will be presented as a series of lectures and discussion. The course will be primarily taught by a board certified Emergency Medicine physician.

**PHA 5160 EMERGENCY MEDICINE II****2 s.h.**

This course is a continuation of PHA 5150.

**PHA 5190 FUNDAMENTALS OF SURGERY****2 s.h.**

This course is designed to improve student skills in analysis and treatment of common surgical problems. The students will be instructed in specific areas of surgical intervention, in both trauma and medical cases. Students will receive instruction in specific disease entities and topics which stress the evaluation, treatment and monitoring of the surgical patient both preoperatively and post-operatively. Surgical courses are taught by board certified surgeons.

**PHA 5201 HUMAN ANATOMY I****4 s.h.**

This is the first course in a two-course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology, and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma, and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the head, cervical region, thoracic region, and upper extremities as a basis for solving clinical problems related to these body regions.

**PHA 5202 NEUROANATOMY****1 s.h.**

This course will focus on basic neuro-anatomic structures with the emphasis on those things which directly affect clinical medicine. The course is intended to give the physician assistant student the opportunity to learn neuroanatomy, both structure and function, while integrating the understanding of anatomic relationships involved in treating various medical and surgical conditions.

**PHA 5210 HEALTH PROMOTION / DISEASE PREVENTION****1 s.h.**

This course is designed to familiarize the student with methods and concepts of community and public health issues and the principles and guidelines of preventive health practices. A wide range of variables will be discussed to include lifestyles, nutrition, cultural diversity, genetics, and socioeconomic factors. In addition, students will be provided basic skills and knowledge in epidemiology and health care policy. Students will also become familiar with the department of Health and Human Services population health initiatives. The course will emphasize the role of the physician assistant as a health educator.

**PHA 5220 BEHAVIORAL MEDICINE****2 s.h.**

This course, taught in lecture format, will give the student a foundation in the understanding of mental illness, including affective disorders, psychotic illness, anxiety, dementia, personality disorders, substance abuse and dependence and eating disorders. Normal and abnormal development will be addressed as will manifestations of human sexuality. Board certified psychiatrists and clinical psychologists teach the course.

## PHA 5221 HUMAN ANATOMY II

4 s.h.

This is the second course of the two course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the abdominal region, pelvic region and lower extremities as a basis for solving clinical problems related to these body regions.

## PHA 5240 CLINICAL SKILLS I

2 s.h.

Presented in laboratory, workshop, video demonstration, and lecture formats, this course focuses on acquiring the skills necessary to function as a Physician Assistant in diverse medical settings. Various skills will be taught, including those needed for sterile technique, giving injections, performing and interpreting electrocardiograms, performing phlebotomy, and other diagnostic and/or therapeutic procedures required in the office and hospital settings.

## PHA 5250 CLINICAL SKILLS II

1 s.h.

This course is a continuation of PHA 5240, but is expanded to include the reading and interpretation of various imaging studies, and performing such functions as establishing and maintaining a sterile field, suturing, wound care, scrubbing, gowning and gloving for surgery, endotracheal intubation, ACLS, etc. A module on ordering and interpreting radiologic and other imaging studies will be included.

## PHA 5280 GERIATRICS

2 s.h.

This course concentrates on diseases and disorders of older patients with an emphasis on health maintenance and preventive measures. The course is further designed to help the student distinguish normal physiological changes from pathology as it presents in the elderly population. In addition the student will be able to understand the atypical presentation of common disorders in the elderly.

## PHA 5300 PEDIATRICS

2 s.h.

This course is designed to provide physician assistant students with an understanding of the diagnostic and therapeutic processes as they relate to the specialty area of pediatric medicine. Each major system is presented individually, with a review of its embryonic development, anatomy and physiology. The curriculum will provide physician assistant students with an understanding of the epidemiology, etiology, pathophysiology, symptoms, clinical presentations, diagnostics, and treatment of common pediatric diseases. Special emphasis will be placed on primary prevention, screening, immunizations, well-child check-ups, and the early recognition and intervention of suspected child abuse.

## PHA 5410 RESEARCH METHODS AND STATISTICS

2 s.h.

This course is designed to introduce the student to the fundamental concepts of research. The student will learn the basic skills required to complete a Clinical Research Project, including data searching, reviewing medical literature and being able to apply basic statistical analysis. The student will begin work on their Clinical Research Project by developing and narrowing a clinically relevant topic and completing the introduction.

## PHA 5710 CLINICAL RESEARCH PROJECT

3 s.h.

This course requires that students complete a clinical research project and/or a research paper in a selected aspect of primary care medicine. The project and paper topic must be pre-approved by the instructor and be consistent with the guidelines as directed by the program. For this purpose, students are assigned to a core faculty member, or to a clinician, who will mentor them during the preparation and completion of their clinical research project.

## PHA 5720 ENDOCRINOLOGY

2 s.h.

This section consists of lectures complemented by textbooks readings focusing on the most common diseases and disorders of the endocrine system. Emphasis is placed on the most clinically relevant aspects of each disorder including clinical presentation, most appropriate laboratory and imaging evaluation, diagnosis, treatment and prevention. Pertinent anatomy, physiology and pathophysiology are also briefly reviewed for each disorder.

**PHA 5730 GASTROENTEROLOGY****2 s.h.**

This course teaches the PA student about the structure and function of the GI tract, GI tract pathology and recognition of key signs and symptoms of GI disease. The student will learn the appropriate physical exam and laboratory tests needed to evaluate and treat GI disease. The application of specific treatment modalities will also be taught.

**PHA 5740 CARDIOLOGY****3 s.h.**

Presented in lecture format Cardiology is designed to provide students with an opportunity to study selected diseases and disorders of the cardiovascular system. Emphasis is placed on review of the pertinent anatomy, physiology, pathophysiology, clinical presentation, diagnostics, management, treatment and/or prevention of cardiovascular disease. Sessions on EKG and cardiac physical examination are included. Risk factors for the development of cardiovascular disease as well as preventive measures are covered.

**PHA 5750 ORTHOPEDICS****2 s.h.**

Orthopedics is designed to present an overview of musculoskeletal medicine. The skeletal system and joints are presented with a review of the anatomy and physiology. The course will examine the etiology, pathophysiology, clinical features, laboratory findings, diagnostic imaging evaluation, diagnostic criteria, current treatment methods, prognosis, and preventive protocols for common orthopedic problems. Lectures are organized by anatomic region.

**PHA 5760 UROLOGY/NEPHROLOGY****2 s.h.**

This course consists of lectures complemented by textbook readings focused on the most common renal and urologic diseases encountered in primary care. Emphasis is placed on the most clinically relevant aspect of each disorder including clinical presentation, appropriate laboratory and imaging evaluation, diagnosis, treatment and prevention. Pertinent anatomy, physiology, and pathophysiology are briefly reviewed for each disorder. Male sexual dysfunction is also addressed in this course.

**PHA 5770 OBSTETRICS/GYNECOLOGY****2 s.h.**

This course, presented as a series of lectures, will introduce students to diagnostic and therapeutic interventions related to medical and surgical conditions of the female reproductive tract and breasts. Issues relating to human sexuality will be addressed and preventive measures will be emphasized. Female reproductive anatomy and physiology as they relate to pregnancy will be reviewed and students will learn the essentials of prenatal care, labor and delivery.

**PHA 5780 OPHTHALMOLOGY****1 s.h.**

Presented in lecture format ophthalmology is designed to provide an introduction to the structure and function of the eye. Examination techniques, diagnostic studies, and therapeutic modalities in primary care are covered. Focus is on the clinical presentation and management of common ocular disorders seen in primary care.

**PHA 5790 OTOLARYNGOLOGY****1 s.h.**

The purpose of this course is to define the specialty of otolaryngology, enhance the PA student's ability to diagnose and treat pathology of the Ear, Nose, and Throat (ENT) system, to critically analyze the approach to diagnosis ENT disorders, and to develop logical and meaningful approaches to the treatment of ENT pathological conditions.

**PHA 5800 PULMONOLOGY****2 s.h.**

Presented in lecture format. Pulmonology is designed to provide the PA student with an understanding of the epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, and preventive protocols for common diseases of the pulmonary system using real clinical scenarios. A review of anatomy and physiology will be presented. Interpretation of ABG's and PFT's will also be covered.

#### PHA 5810 DERMATOLOGY

1 s.h.

Presented in lecture format this course is designed to provide an understanding of the diagnostic and therapeutic process involved in caring for patients with dermatologic diseases and disorders. The course will present the epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, and preventive protocols for common diseases of the skin. Emphasis will be placed on recognition and initial management of dermatologic conditions likely to be encountered in primary care practice. Extensive use of images will expose the student to the visual diagnosis of dermatological disease.

#### PHA 5820 NEUROLOGY

2 s.h.

Presented in lecture format this course is designed to provide an understanding of the diagnostic and therapeutic process as applied in the practice of neurology. The course will review pertinent anatomy, physiology, and pathophysiology of the nervous system. Emphasis will be placed on performing appropriate patient evaluations and recognition of the presentations of common disorders of the nervous system.

#### PHA 5830 HEMATOLOGY

1 s.h.

Presented in lecture format this course is designed to provide the PA student with the basic concepts of Hematology from a primary care standpoint. The basic science of hematopoiesis will be reviewed. Normal and abnormal lab studies and values will be discussed. The diagnosis and treatment of common hematological disorders and diseases will be covered. The biology of cancer will be reviewed. Epidemiology, screening, presentations, symptoms and diagnosis of cancers commonly seen in primary care will be discussed. The treatment of malignancy will be discussed in general terms with a focus on the primary care provider's role in recognizing and managing treatment complications.

#### PHA 5840 ONCOLOGY

1 s.h.

Presented in lecture format this course is designed to provide the PA student with the basic concepts of Oncology. The biology of cancer will be reviewed. Epidemiology, screening, presentations, symptoms and diagnosis of cancers commonly seen in primary care will be discussed. The treatment of malignancy will be discussed in general terms with a focus on the primary care provider's role in recognizing and managing treatment complications.

#### PHA 5850 CRITICAL THINKING

2 s.h.

Taught in a case development and discussion format, this course is designed to apply information students have learned in clinical medicine courses to hypothetical clinical cases. Students will be given a presenting complaint and will develop skills in acquiring a history, completing a focal physical exam, generating a differential diagnosis, ordering appropriate labs and studies and generating a treatment plan. The course is intended to develop critical thinking skills and confidence in managing clinical problems.

#### PHA 5860 CLINICAL IMMUNOLOGY AND INFECTIOUS DISEASE

2 s.h.

Presented in lecture format this course is designed to provide an introduction to the medical aspects of immunology. The course presents an overview of commonly encountered infectious diseases covered in detail by organism and by system. The etiology and prevention of infectious diseases is also presented. Pathophysiology, laboratory evaluation, and clinical diagnostic techniques are stressed. Drug therapy and public health measures for the treatment and prevention of these diseases are also covered.

#### PHA 5870 CLINICAL PREPARATION

1 s.h.

This week long course between the didactic and clinical years will refresh skills that will be used during clinical rotations such as suturing, EKG reading, etc. In addition, the students will review professionalism, dispensing laws, HIPAA/OSHA standards, complementary and alternative care, genetics in primary care, billing and coding, medical error reduction and various other clinical practice issues. Students are also oriented to the rules and policies of both MUPAP and the institutions where they will be learning during the clinical year.



## PHA5880 EMERGING CLINICAL ISSUES

2 s.h.

Presented in lecture/discussion; workshop/seminar format this course is a continuation of PA Orientation I and may vary in content from year to year. Areas of medicine such as nutrition and genetics in clinical practice will be addressed. In addition, this course introduces students to and encourages the exploration of medical practice issues, the legal ramifications of the practice of medicine and major “hot topics” in healthcare, managed care, health insurance, medical reimbursement, billing and coding, malpractice and legal issues and the impaired practitioner.

## PHA 5900 HISTORY AND PHYSICAL III

2 s.h.

PHA 5900 continues with the practice of medical interviewing and history taking, medical information documentation, record-keeping, and patient-care skill building as presented in PHA 5070 and PHA 5080. Presented in lecture and small group format, this course is designed to provide students with didactic and “hands-on” instruction to continue to acquire the knowledge and skills needed to perform comprehensive physical examination. Students will also continue to present their findings orally and in written form. Within small group sessions, students will practice physical examination skills on each other to continue to gain familiarity with “normal”, but emphasis will be placed on using a critical thinking process to develop differential diagnosis and formulate treatment plans based on given abnormalities.

## CLINICAL COURSES

### PHA 5510 INTERNAL MEDICINE I (OUTPATIENT OR INPATIENT)

5 s.h.

This 5-week rotation provides students with clinical experience in an inpatient or an outpatient internal medicine setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical internal medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation.

### PHA 5310 INTERNAL MEDICINE II (INPATIENT)

5 s.h.

This 5-week rotation provides students with clinical experience in an inpatient internal medicine or internal medicine specialty during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for patients. Internal medicine specialties can include cardiology, nephrology, and infectious disease. Additional specialties may be selected for approval by the Program. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation.

### PHA 5520 OBSTETRICS-GYNECOLOGY

5 s.h.

This 5-week rotation provides students with clinical experience in an obstetrics and gynecology setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, assisting with deliveries and gynecologic surgery, and developing treatment plans for the diversity of patients in a typical OB/GYN practice.

Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation

### PHA 5530 PEDIATRICS

5 s.h.

This 5-week rotation allows students to have an intense exposure to the problems encountered in pediatrics. The rotation concentrates on developing skills in well child preventive care, assessment of growth and development, common pediatric illnesses, recognition of symptomatology of the abused child, and care of the newborn. It also allows students to become familiar with ancillary professional services providing overall care and evaluation of children. Students may accompany the pediatrician on inpatient rounds the primary emphasis is in the outpatient setting.



#### PHA 5540 FAMILY MEDICINE I

5 s.h.

This 5-week rotation provides students with clinical experience in broad, primary care and/or urgent care setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical family medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examination at the end of the rotation.

#### PHA 5550 FAMILY MEDICINE II

5 s.h.

This 5-week rotation provides students with clinical experience in broad, primary care and/or urgent care setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical family medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examination at the end of the rotation.

#### PHA 5570 EMERGENCY MEDICINE

5 s.h.

This 5-week rotation provides students with clinical experience in an emergency medicine setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical emergency medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation.

#### PHA 5580 PSYCHIATRY

2 s.h.

This 2-week rotation provides students with clinical experience in a psychiatry setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical psychiatric practice. Psychiatry will also be experienced in family medicine, internal medicine, and emergency medicine rotations. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation.

#### PHA 5590 ORTHOPEDICS

3 s.h.

This 3-week rotation provides students with clinical experience in an orthopedic surgery setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, assisting in surgery and developing treatment plans for the diversity of patients in a typical orthopedic surgery practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation.

#### PHA 5600 GENERAL SURGERY

5 s.h.

This 5-week rotation provides students with clinical experience in a general surgery setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, assisting with surgery and developing treatment plans for the diversity of patients in a typical general surgery practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examinations at the end of the rotation.

#### PHA 5650 ELECTIVE I

5 s.h.

During this 5- week elective rotation, students will be able to select from the following medical specialties and sub-specialties, to include: Allergy/Immunology, Cardiology, Dermatology, Gastroenterology, Hematology- Oncology, Neonatology, Neurology, Ophthalmology, Otolaryngology, Pulmonology, Radiology, Rheumatology, and Urology.

Additional specialties may be selected for approval by the Program.

## Master of Medical Science in Physician Assistant Studies – 2019-2020 Academic Calendar

### Didactic Year: Class of 2021

Fall Semester 2019: August 15, 2019– December 13, 2019

Spring Semester 2020: January 2, 2020 – April 30, 2020

Summer Semester 2020: May 4, 2019 – August 23, 2020

Fall Semester II 2020: August 24, 2020 -October 15, 2020

## Doctor of Occupational Therapy Program

*Dr. Meredith Gronski, Program Director*

### Accreditation

The Methodist University entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

### Program Description

The Doctor of Occupational Therapy (OTD) program exists to support the mission of Methodist University by providing “graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.” The Department mission and vision is consistent with the University’s affirmation of the importance of intellectual values and ethical principles such as truth, virtue, justice, and love and the desire to develop whole persons of who will contribute substantially and creatively to the professions and to civic life. In addition, the mission of the OTD program supports and augments the mission of the School of Health Sciences.

### Mission, Vision, Goals

#### Mission

The mission of the Methodist University Doctor of Occupational Therapy (MU OTD) Program is to cultivate exceptional clinicians who become professional leaders that are committed to advancing human health and wellness through participation in everyday life activities. Graduates will think critically through the use of contemporary evidence-based practice and demonstrate the distinct value of authentic occupational therapy practices through their body of knowledge, specialized skills, and client-centered care.

#### Vision

The MU OTD Program will be a leader in occupational therapy education for the development of diverse and critically-thinking practitioners. The program will generate compassionate and ethical leaders who will serve their communities and the profession as a bridge between biomedical and sociocultural health through the delivery of authentic, evidence-based use of daily life activities to improve health. Through their practice, our graduates will engage, enrich, and empower the lives and communities they serve.

### Student Learning Outcomes

Graduates of the MU OTD Program will be able to:

1. Demonstrate the knowledge and skills necessary for entry-level occupational therapy practice across a variety of practice areas (Occupational Performance Foundations).
2. Demonstrate effective communication skills and ethical negotiation of practice settings to function effectively as a member of an inter-professional health care team (Professional Behavior and Issues).
3. Engage in contemporary critical thinking for client-centered care that incorporates evidence-based decision making in the practice of occupational therapy, documentation of outcomes, and the generation of new knowledge (Scholarly Inquiry and Evidence-based Practice).
4. Practice as autonomous clinicians who utilize authentic and ethical occupational therapy approaches in the spirit of collaboration as an integral member of inter-professional care teams (Authentic and Ethical Occupation-based Practice).

5. Adopt a servant-leadership identity to engage in lifelong learning through active participation in professional development activities including continuing education, post-graduate education, clinical specialty, advanced certification, local/regional/national presentations, and research activities (Professional Leadership).
6. Demonstrate a commitment to promoting participation, health, wellness, disease prevention, and access to care in the clinical settings and communities they serve (Community-Engaged Clinical Education).

### Specific Program Outcomes

Faculty of the MU OTD Program will:

1. Demonstrate a commitment to mentoring leadership, intellectual values, and ethical principles in the implementation of occupational therapy education and clinical practice.
2. Demonstrate a commitment to societal service through active participation in activities that positively contribute to the health and well-being of our local and global communities.
3. Adopt a servant-leadership attitude to promote the profession of occupational therapy.
4. Demonstrate a commitment to lifelong learning by engaging in scholarly activities for the promotion of evidence-based practice, evidence-based teaching, and the pursuit of professional advancement.

The MU OTD Program will:

1. Demonstrate a commitment to the cultivation of competent, ethical, compassionate, and mindful occupational therapy practitioners.
2. Demonstrate a commitment to societal and professional communities by supporting professional and community based educational programming, inter-professional education opportunities, and scholarship activities.
3. Be responsive to the occupational therapy professional and community needs by providing professional learning opportunities for occupational therapists and assuming an active role in the university and wider community.
4. Recruit exceptional and motivated students of good moral character from diverse backgrounds for admission to the program

### Admissions

Consistent with the University admission policy, admission to the Methodist University Doctor of Occupational Therapy (MU OTD) Program is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. However, becoming an occupational therapist requires the completion of an education program which is intellectually as well as physically challenging, that the candidate should be able to perform in a reasonably independent manner, and reasonable accommodation does not mean that students with disabilities are exempt from certain tasks inherent to the practice of occupational therapy. *MU OTD is committed to recruiting, enrolling, and educating a diverse student body.*

### Admissions Requirements

In addition to the degree requirements, candidates for admission will need to achieve the following:

1. A minimum prerequisite grade point average of 3.0 on a 4.0 scale, and no prerequisite courses with a grade less than a "B-". Additionally, successful applicants will have earned at least a B+ in all prerequisite Human Anatomy and Physiology coursework.
2. Candidates are expected to have no more than two prerequisite courses remaining to be taken after they apply.
3. All prerequisite courses must have been completed within ten years prior to application.
  - a. Upper-level Life Science, 3 credits: Any 200-level or above biology course. No lab required. Suggested courses include, Advanced General Biology, Microbiology, Genetics, Cellular Physiology, Cognitive Neuroscience, Zoology, Biochemistry, Exercise Physiology, and/or Pathophysiology

- b. Kinesiology or Biomechanics, 3 credits: An introductory biomechanics or kinesiology course will fulfill this requirement. No lab required. Applied Kinesiology, Kinetic Anatomy, and Motor Learning courses are also accepted.
  - c. Human Anatomy and Physiology, 8 credits: Human Anatomy and Physiology I and II or individual courses of Human Anatomy and Human Physiology with a lab in each. These courses cannot also fulfill the Upper-level Life Science requirement.
  - d. Abnormal Psychology, 3 credits: An abnormal psychology or a psychopathology course fulfills this requirement.
  - e. Developmental Psychology, 3 credits: Any lifespan development course that includes learning, motor, language, cognitive, emotional, and social development fulfills this requirement. Course content must cover the lifespan.
  - f. Social Science, 3 credits: Suggested courses include, but are not limited to, additional Psychology courses, Sociology, Anthropology, Economics, Political Science, Public Health, Epidemiology, Gerontology, and Urban Studies.
  - g. Statistics, 3 credits: Suggested courses include, but are not limited to, behavioral, educational, psychological, or mathematical statistics. In some instances, a Research Methods course may fulfill this requirement, at the discretion of the admissions committee. Business statistics does not fulfill this requirement.
4. In addition to the prerequisite requirements, all candidates must achieve competitive scores on the Graduate Record Examination (GRE) taken within the past five years. If the candidate is a non-native speaker of English, a Test of English as a Foreign Language (TOEFL) will also be required.
  5. All applicants must also submit two letters of recommendation through the Occupational Therapy Centralized Application System (OTCAS). These letters are required from:
    - a. A professor, teacher, academic advisor or someone who is familiar with scholastic performance
    - b. A person who supervised observation experiences or someone who is familiar with professional work capacity, dependability, and commitment.
  6. Each applicant must complete a minimum of **50 hours** of occupational therapy-related experience or observation of at least two different settings or populations. It is strongly recommended, but not required, that a portion of the hours include observation with an occupational therapist.

Applicants need to be aware that felony related charges and convictions may prevent participation in fieldwork experiences. In addition, a criminal record may prevent the student from taking the National Board Certification of Occupational Therapists (NBCOT) exam and also from becoming licensed. A student should contact NBCOT if there is a prior criminal record that might interfere with eligibility to sit for the national exam.

### Applicant Review Process

Prior to being submitted to the Admissions Committee, all courses and grades entered by the applicant will be verified by the Director of Admissions. Once the application has been verified, the information will be forwarded to the MU OTD Admissions Committee.

Application Deadline each year is January 15.

### Application Submission

Please submit your application through OTCAS at [www.otcas.org](http://www.otcas.org). Your OTCAS application must be submitted by the deadline for that application cycle. OTCAS will take two to four weeks to verify the submitted application. The Methodist University OTD program will not review an application until it is in a verified status.

## Early Decision Deadline

Early decision deadline is October 15<sup>th</sup>. Official GRE scores and required letters of recommendation must also be reported by this deadline in order to be considered for Early Decision. Interview decisions will go out approximately 4-6 weeks after the deadline.

## Regular Admission Deadline

Regular admission deadline is January 15<sup>th</sup>. Official GRE scores and required letters of recommendation must be received by the program before an interview decision can be made. Interview decisions will go out approximately 4-6 weeks after the deadline.

## Early Decision

The Early Decision process is designed for candidates who are highly qualified for admissions to the Methodist University OTD program and have made the program their top choice school. This process allows for candidates to apply, interview, and receive an admissions decision prior to the review of applications during the regular application period. Early Decision candidates must meet the same admissions eligibility requirements as outlined in the Admissions Procedures.

To be competitive for Early Decision admission, the OTD program suggests that candidates have one or more of the following criteria in their application:

- An Overall GPA (determined by OTCAS) and Prerequisite GPA (determined by the program) higher than the 3.0 minimum requirement
- A Science GPA (determined by the program) over the 3.2 minimum requirement
- More than the 50 required hours of occupational therapy-related experience or observation
- At least 6 of the 8 required prerequisite courses completed at the time of application
- GRE scores above the suggested 25<sup>th</sup> percentile in Quantitative and Verbal and above a 3.5 in Analytical Writing
- Two or more experience sections completed in the OTCAS application (i.e. Employment, Volunteer/Community Enrichment, Leadership, etc.) *This is not a requirement for admissions but is considered to strengthen a candidate's Profile Admissions Score for all applicants. This is an optional section on the OTCAS application.*

If an applicant meets the deadlines and eligibility requirements for admission to the OTD program but is not offered an interview or seat in the Early Decision process, the applicant will automatically be considered through the Regular Admission process. Early Decision candidates who are moved to the Regular Admissions category will not have to interview again.

***Candidates accepted into the Methodist University OTD program through the Early Decision process are expected to accept the offer of admission and enroll into the program. The candidate is expected to withdraw any applications already made to other programs. If the candidate's top choice for OT school is not the Methodist University OTD program, the candidate is encouraged to apply through regular admissions as there will be limited Early Decision seats available.***

## Portfolio

The initial phase (Phase I) of the admissions process is designed to ensure that students enrolled in the MU OTD Program possess the academic credentials to successfully complete the program of study. A number of criteria are used during this phase of the application process to score the applicants. Scoring rubrics for each of the criteria will be used to produce a Portfolio Admission Score (PAS) by the Admissions Committee to determine the top applicants who will then be moved into Phase II of the admissions process.

The Admissions Committee will use the following criteria to score applicants in Phase I:

- **Undergraduate Cumulative Grade Point Average (GPA):** The applicant's total GPA for credit hours taken at the undergraduate level.
- **GPA of Prerequisite Course Work:** The applicant's GPA calculated on the prerequisite courses required for admission into the MU OTD Program.

- **GPA of Anatomy and Physiology coursework**
- **Graduate Record Examination Scores:** Quantitative, Verbal Reasoning, and Analytic Writing scores.

Additional factors that may affect the applicant's score during Phase I of the admissions process include:

- Assessment of the **clinical/observation experience** attained by the applicant prior to submitting the application. Clinical exposure and experience will be assessed based on both **variety of clinical sites and quantity of hours**
- The faculty value the skills and perspectives that are inherently developed as part of experiences such as travelling abroad, research publications/presentations, certifications, athletic achievements, and artistic or other creative pursuits. Therefore, if an applicant has demonstrates a range of **life experiences** and/or **leadership endeavors**, points will be awarded to the PAS.

### Onsite Interview

The second phase of the application process (Phase II) is an onsite interview. Applicants will be selected for an interview based on the Phase I PAS. The MU OTD Program will invite the top applicants for an onsite interview with the current faculty and students. The interview process involves a series of program interactions, individual interviews, and an on-site writing sample. Based on this process, an Onsite Interview Score (OIS) will be awarded to each candidate and added to his or her PAS that was based on the Phase I application materials.

After the interviews are completed, core faculty will meet to rank order the applicants based on the total application score (PAS + OIS). Through this process the faculty will identify the top 30 applicants for acceptance and create a wait list for admission to the MU OTD Program.

Applicants will be notified of admissions decisions as soon as possible. The time required to review applications and respond to applicants will vary depending on many factors, including application volume.

### Admissions Pathways

The admission criteria are based on appropriate and equitable criteria and applicable law to ensure nondiscrimination and equal opportunity for all candidates to the MU OTD Program. The admission criteria and proposed policies for recruitment and admission of qualified candidates are consistent with other accredited doctoral level occupational therapy programs.

The Department of Occupational Therapy plans to offer two avenues for admission into the MU OTD Program: the *Traditional Pathway* and the *Health Sciences Pathway*.

#### Traditional Pathway

The *Traditional Pathway* will require candidates to possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study. A completed bachelor's degree will be required prior to enrollment in the MU OTD Program, as evidenced by a final official college/university transcript. Completion of all the prerequisite courses as described in the admissions criteria section (above) is required.

All applicants through the Traditional Pathway will be evaluated and scored as described in the admissions process.

#### Health Sciences Pathway

The Methodist University *Health Sciences Pathway* will provide academically qualified Methodist University undergraduate students the opportunity to enhance their undergraduate study with a unique connection to the University's clinical doctoral program in occupational therapy. The pathway will challenge the Methodist University candidate academically in preparation for the exclusive opportunity of preferential consideration for admission into the MU OTD Program upon successful completion of a Methodist University bachelor's degree.

The Health Sciences Pathway is a separate mechanism for traditional freshman students admitted to Methodist University who desire to pursue a bachelor's degree in the following majors: kinesiology, biology, or psychology. In addition to the courses that are required as part of the bachelor's degrees in the candidate's chosen field of study, the student applying for admission through this pathway will also be required to complete the same prerequisite courses as candidates applying through the Traditional Pathway. In addition, the applicants applying through the Health Sciences Pathway will be scored on the admissions criteria as described in the admissions process. However, when these



candidates apply for admission to the MU OTD Program, they will be guaranteed an interview opportunity for a place in the program's entering class by meeting the minimum qualifications outlined.

With a solid interview and application file (as determined by MU OTD Program faculty), the Health Sciences Pathway students will be offered first opportunity to join the entering class for the doctoral program. While not a guarantee of admission, the Health Sciences Pathway provides preferred applicant status, which is extremely beneficial in competitive admissions environments.

### Transfer Credit

The MU OTD Program allows only 6 credit hours of equitable graduate level work to be transferred as credit towards the post-baccalaureate degree in occupational therapy. Graduate transfer credit is at the discretion of the Program Director after consultation with the faculty responsible for the curricular content area, Dean of Graduate Studies, and the Registrar. The MU OTD Program grants transfer credit based on the content of the courses taken, the rigor and equity of the courses as compared to the course in the MU OTD curriculum, and the quality of performance in the courses. Transfer credit will be considered for courses applicable to the MU OTD Program and in which a grade of "B" or better has been earned. Transfer credit is marked as such on a student transcript, along with the name(s) of the institution(s) where the credit was earned. Students who successfully petition for transfer credit will have to complete the remaining 106 credits in sequential order to receive the OTD degree from Methodist University.

Credit will only be considered if it is being transferred from an institution of higher education that has been accredited by one of the six regional accrediting agencies (Middle States Commission on Higher Education; New England Association of Schools and Colleges – Commission on Institutes of Higher Education; North Central Association of Colleges and Schools – The Higher Learning Commission; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; and Western Association of Colleges and Schools – Senior Colleges and University Commission). Courses taken in an occupational therapy program will only be accepted if the program is fully accredited by ACOTE.

### Finances – Tuition & Fees

#### Tuition & Fees for 2019-2020 (Class of 2022)

|  |                                |
|--|--------------------------------|
| 1 <sup>st</sup> Year Tuition           | \$33, 870                      |
| 1 <sup>st</sup> Year Lab Fees          | \$1,386                        |
| 1 <sup>st</sup> Year Professional Fees | \$1,386                        |
| Total Estimated Tuition and Fees       | \$109, 926 (\$12,214/semester) |

#### Institutional Fees

|  |               |
|--|---------------|
| OT Student Activity Fee                        | \$92/Semester |
| Graduation Fee (charged in the final semester) | \$150         |
| Auto Registration Fee                          | \$45/Year     |

### Financial Aid

Financial aid information is available through the Office of Financial Aid. It is the student's responsibility to seek out that information. Please see the "Financial Aid in the Graduate Studies" section of this catalogue or visit the OTD website at <http://www.methodist.edu/otd/tuition.htm> for additional information.

### Billing & Refunds

#### Payment & Billing Policy for the Occupational Therapy Program

It is the policy of Methodist University that all previous semester charges must be paid before new semester charges can be processed. Deadlines for paying new semester charges in the Doctor of Occupational Therapy Program are 30 days prior to the start of classes.



## Refund/Repayment Policy on Withdrawals from the Occupational Therapy Program

Students withdrawing from the Doctor of Occupational Therapy Program will be responsible for payment of tuition as follows:

Time of Withdrawal (15-week semester)

| Week   | Refund Amount |
|--------|---------------|
| 1      | 90%           |
| 2      | 80%           |
| 3 – 5  | 60%           |
| 6 – 9  | 40%           |
| 10– 12 | 20%           |
| > 12   | 0%            |

Students withdrawing from the University or those reducing their course load below a certain level will be subject to a reduction or cancellation of their financial aid. Withdrawing students are subject to refunding of financial aid monies to the sources from which the funding was received, according to the provisions of the Higher Education Amendments of 1998 for calculating the return of unearned Title IV funds. Any remaining funds are returned to the student. For details, contact the Office of Financial Aid.

## Academic Requirements

### Requirements for the Degree

The MU OTD curriculum contains components of didactic and Fieldwork that lead the student to a mastery of the skills, knowledge, and behaviors needed to become a competent and ethical entry-level occupational therapist who provides evidence-based care to patients/clients across the continuum of care. The MU OTD curriculum is a rigorous, progressive course of study that strikes a balance between foundational, applied, clinical, and behavioral sciences. Each annual class will enter and proceed through the curriculum as a cohort.

Didactic Courses: OTD 5000, OTD 5050, OTD 5110, OTD 5120, OTD 5250, OTD 5220, OTD 5280, OTD 5300, OTD 5310, OTD 5320, OTD 5350, OTD 5400, OTD 5420, OTD 5500, OTD 5600, OTD 5620, OTD 5750, OTD 5800, OTD 6000, OTD 6020, OTD 6100, OTD 6120, OTD 6150, OTD 6180, OTD 6240, OTD 6260, OTD 6800, OTD 6810, OTD 6850, OTD 6920, OTD 6990

Clinical Courses: OTD 6500, OTD 6510, OTD 6600, OTD 6620; OTD 7000

Occupational therapy is an intellectually, physically, and psychologically demanding profession. It is during the rigorous three-year curriculum that the student develops the qualities needed to practice occupational therapy. The qualities include the foundation of knowledge, attitudes, skills, and behaviors needed throughout the occupational therapist's professional career. These abilities are described in the MU OTD Program's policy on Professional Behavior and Essential Functions (Refer to *MU OTD Student Handbook*). The ability to perform these skills and utilize these abilities provides the framework for the safe practice of occupational therapy. Therefore, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum, including the Professional Behavior and Essential Functions.

### Requirements for Graduation

1. Completion of all didactic courses with a cumulative GPA of a 2.5 and no course grades below C (70.0-74.9%).
2. Successful completion of all Fieldwork courses with a grade of C or higher.
3. Complete all courses within the maximum timeframe of 150% of the length of the program in years (i.e., 4.5 years).
4. Good standing in character, conduct, and ability as described in the Professional Behavior and Essential Functions Policy.

5. Meeting all financial obligations to the University.
6. Recommended by the faculty for graduation.

Recommendation for the Doctor of Occupational Therapy Degree is a discretionary right residing with the faculty and administration of Methodist University, Department of Occupational Therapy, School of Health Sciences, and School of Graduate Studies, but shall not be withheld arbitrarily. There is no contract, stated or implied, between Methodist University, Department of Occupational Therapy, School of Health Sciences, and/or School of Graduate Studies and the student guaranteeing that a degree or certificate will be conferred at any stated time, if at all.

### Mandatory OTD Student E-Mail Policy

Please see the section “Mandatory E-Mail Policy for Graduate Students.”

### Information Technology & e-Learning Instruction

Students should be proficient with the use of e-mail and Internet services as well as basic software programs such as Microsoft Word, PowerPoint, and Excel. Students will need to access to instructional websites and be able to download course material, as well as communicate via online discussion boards. All students are required to have Internet and e-mail access, without exception. Some Web site instruction may be employed in the classroom. Thus, it is highly recommended that laptops be used in the classroom. The program has dedicated OT classrooms with wireless Internet. Clinical students are required to have internet access and/or a handheld device (i.e. smart phone) at the beginning of their second clinical year for clinical logging purposes.

### Academic Standards

The faculty of the Methodist University Occupational Therapy program have established specific guidelines for satisfactory academic progress for students enrolled in the Doctor of Occupational Therapy (OTD) program of study. Federal regulations require Methodist University to establish standards of academic progress for students who are the recipients of federal student aid. All students who receive federal financial aid must meet federal and institutional standards of satisfactory academic progress in order to retain eligibility to receive federal financial aid.

The standards of satisfactory academic progress measure a student’s performance in these areas:

1. Minimum grade requirements:
  - a. Cumulative grade point average: Students must achieve a cumulative GPA of 2.5 (no rounding) by the end of each semester.
  - b. Individual course grades: Students must achieve a grade of C (70.000) or above in all didactic courses and Fieldwork courses.
  - c. Maximum time frame for program completion: the maximum timeframe is defined as the maximum number of semester hours a student may attempt in pursuit of a degree. The maximum time frame for completion of the MU OTD Program is 150% of the length of the program in years (i.e., 4.5 years)
2. Academic integrity: Students must abide by the Methodist University Honor code as described in the Graduate Academic Catalogue.
3. Completion of capstone project: Students must fully complete and disseminate/present their culminating final scholarly project that was developed during the Clinical and Community Research Workshop series.
4. Exhibiting appropriate professional conduct: Students must demonstrate appropriate professional conduct as described in the OTD program’s Essential Function Policy, Professional Behaviors Policy, and AOTA Code of Ethics and professional conduct.
5. Adhering to safety standards: Students must demonstrate the safe practice of Occupational Therapy in all educational and professional settings. Safe practice entails minimizing risk to patients, self, and others.

### Academic Probation, Leaves of Absences, Dismissal

Failure to meet minimum grade requirements, demonstrate academic integrity, complete the final scholarly project, exhibit appropriate professional conduct, or adhere to safety standards will result in action by the Program Director under the consultation of the Faculty and Student Affairs Committee. The student may be placed on academic probation with or without a required leave of absence, or the student may be dismissed.

## **Academic Probation**

Academic probation may be imposed for failure to meet minimum grade requirements, breach of academic integrity, inappropriate professional conduct, or non-adherence to safety standards. While on academic probation, the student is prohibited from holding university-related elected offices or appointed positions. A student on academic probation is required to complete a remediation plan designed by the advisor and course coordinator. The remediation plan must be reported to the Student Affairs Committee. Academic probation will be allowed for only one semester during a student's course of study.

## **Leave of Absence / Academic Suspension**

A leave of absence may be requested by a student (voluntary) or may be required by the Program Director on the recommendation of the Student Affairs Committee. A required leave of absence halts progression within the curriculum while maintaining a class position, but does not excuse the student from any course requirements. The student must resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student.

### **Voluntary Leave of Absence**

A voluntary leave of absence may be requested by a student who is in good academic standing under the following circumstances:

1. Has a documented health issue that requires immediate medical treatment;
2. Has a family emergency and is approved by the Program Director;
3. Is a reservist or National Guard member who is called to active duty and provides appropriate documentation.

A voluntary leave of absence cannot exceed 1.5 years and the time frame must be approved by the faculty.

### **Required Leave of Absence / Academic Suspension**

A required leave of absence may be required under any of the following:

1. A student fails a course by receiving a grade of C (70.000) or below in didactic courses or a Fieldwork course;
2. A student requires more than two cumulative course reexaminations;
3. A student exhibits a significant breach in: professional conduct standards as described in the essentials functions policy, professional behaviors policy, ethical standards, or fails to adhere to safety standards.
4. A student falls below the required GPA for a second consecutive semester.

The student is responsible for initiating determination of the financial consequences of a leave of absence. Students should review financial arrangements with the Business Office and the Office of Financial Aid.

Students who are placed on a required leave of absence are responsible for notifying, in writing, the Program Director, of their intention to return to classes no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the class.

At the time a required leave of absence is imposed, the Director and program faculty may recommend or require that the student meet additional conditions (e.g., documentation of remedial academic work) prior to resuming enrollment in the program. Upon re-enrollment following a leave of absence, the student will be:

1. Subject to all rules and regulations which pertain to the class the student is joining;
2. Required to retake all courses in which the student received below a C (70.000);
3. Placed on academic probation during the semester of return.

## **Termination of Enrollment & Dismissal**

Dismissal constitutes formal action initiated by the Department of Occupational Therapy to terminate the academic standing of a student within the MU OTD Program. Reasons for dismissal include, but are not limited to:

1. A student's failure to satisfactorily complete the remediation requirements during a probationary period
2. A student's failure to raise the cumulative grade point average to the required 2.50 during a probationary period and maintain a 2.50 GPA thereafter

3. A student's failure in more than two courses in the curriculum
4. A student's failure in one course anytime subsequent to a period of academic probation and/or a required leave of absence
5. A student exceeds a maximum of two course remediations while enrolled in the MU OTD Program
6. A student exceeds a maximum of four practical reexaminations while enrolled in the MU OTD Program
7. A student's failure to adhere to the professional conduct standards as described in the essentials functions policy, professional behaviors policy, ethical standards, or fails to adhere to safety standards following a period of academic probation and/or a required leave of absence
8. Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned or controlled property:
  - a. Commission of an offense classified as a felony by Federal criminal statutes
  - b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious
  - c. Falsification of records, or other act which substantially impugns the integrity of the student
  - d. Actions which would substantially reduce or eliminate the student's ability to effectively pursue and Doctor of Occupational Therapy degree at Methodist University due to alcoholism, drug addiction, mental instability, or other physically or psychologically incapacitating illness or defect

A student that has been terminated from enrollment and dismissed from the MU OTD Program may re-apply to the MU OTD Program through the typical admissions process. If re-admitted to the program, the student must retake all courses in the MU OTD Program.

Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.

### **Grade Forgiveness Policy**

Grade forgiveness means that when a course is repeated, the highest grade is the grade of record. A student may repeat any course or combination of courses twice and the highest grade will be the grade of record, and the other grades are not included in the GPA. The other attempts will remain on the student's transcript. Grade forgiveness is allowed for only three single courses or combination of courses for a total of three letter grades that can be forgiven. After a student exceeds the forgiveness policy, all future grades for course or combination of courses will count in the calculation of the GPA.

### **Course Sequence**

#### **Fall- Year 1, Term 1**

| <b>Course Number</b> | <b>Course Title</b>                                    | <b>s.h.</b>    |
|----------------------|--|----------------|
| <b>OTD 5250</b>      | Anatomical Structure and Function Human Performance    | 5              |
| <b>OTD 5000</b>      | Occupational Therapy Practice Foundations              | 3              |
| <b>OTD 5050</b>      | Health Conditions that Impact Occupational Performance | 3              |
| <b>OTD 5280</b>      | Therapeutic Communication & Collaborative Care         | 3              |
| <b>OTD 5400</b>      | Professional OT Skills & Techniques I                  | 3              |
|                      |  | <b>17 s.h.</b> |

#### **Spring- Year 1, Term 2**

| <b>Course Number</b> | <b>Course Title</b>                                      | <b>s.h.</b>    |
|----------------------|--|----------------|
| <b>OTD 5350</b>      | Emerging Trends in OT Practice I                         | 1              |
| <b>OTD 5500</b>      | Functional Neuroscience                                  | 3              |
| <b>OTD 5450</b>      | Environmental Factors Impacting Occupational Performance | 2              |
| <b>OTD 5300</b>      | Essential Skills for Evidence-Based Practice             | 3              |
| <b>OTD 5600</b>      | Evaluation of Occupational Performance I                 | 3              |
| <b>OTD 5420</b>      | Professional OT Skills & Techniques II                   | 3              |
| <b>OTD 6500</b>      | Fieldwork and Professional Practice I                    | 2              |
|                      |  | <b>17 s.h.</b> |

#### **Summer- Year 1, Term 3**

| <b>Course Number</b> | <b>Course Title</b> | <b>s.h.</b> |
|----------------------|---------------------|-------------|
|----------------------|---------------------|-------------|

|                 |  |               |
|-----------------|--|---------------|
| <b>OTD 5310</b> | Clinical & Community Research Workshop I           | 3             |
| <b>OTD 5620</b> | Evaluation of Occupational Performance II          | 3             |
| <b>OTD 5750</b> | Human Movement to Support Occupational Performance | 2             |
|                 |  | <b>8 s.h.</b> |

#### **Fall- Year 2, Term 1**

|                 |   |                |
|-----------------|---|----------------|
| Course Number   | Course Title  | <b>s.h.</b>    |
| <b>OTD 5320</b> | Clinical & Community Research Workshop II   | 3              |
| <b>OTD 5800</b> | Health Promotion and Self-Management  | 3              |
| <b>OTD 6000</b> | Interventions to Support Occupational Performance of Adults in Rehab Settings       | 4              |
| <b>OTD 6020</b> | Interventions to Support Occupational Performance for Children, Youth, and Families | 4              |
| <b>OTD 5120</b> | Emerging Trends in OT Practice II   | 1              |
| <b>OTD 6240</b> | Clinical Case-Based Learning I  | 2              |
| <b>OTD 6510</b> | Fieldwork and Professional Practice II  | 2              |
|                 |   | <b>19 s.h.</b> |

#### **Spring- Year 2, Term 2**

|                 |  |                |
|-----------------|--|----------------|
| Course Number   | Course Title   | <b>s.h.</b>    |
| <b>OTD 5330</b> | Clinical & Community Research Workshop III                                       | 2              |
| <b>OTD 6100</b> | Psychosocial and Mental Health Interventions to Support Occupational Performance | 4              |
| <b>OTD 6120</b> | Interventions to Support Occupational Performance of Older Adults                | 4              |
| <b>OTD 6150</b> | Supporting Occupational Performance with Technology and Environments             | 3              |
| <b>OTD 6180</b> | Management and Policy for a Dynamic Practice Environment                         | 3              |
| <b>OTD 6260</b> | Clinical Case-Based Learning II  | 2              |
|                 |  | <b>18 s.h.</b> |

#### **Summer- Year 2, Term 3**

|                 |                        |             |
|-----------------|------------------------|-------------|
| Course Number   | Course Title           | <b>s.h.</b> |
| <b>OTD 6600</b> | Clinical Fieldwork IIA | 6           |

#### **Fall- Year 3, Term 1**

|                 |                        |             |
|-----------------|------------------------|-------------|
| Course Number   | Course Title           | <b>s.h.</b> |
| <b>OTD 6620</b> | Clinical Fieldwork IIB | 6           |

#### **Spring- Year 3, Term2**

|                 |   |                |
|-----------------|---|----------------|
| Course Number   | Course Title  | <b>s.h.</b>    |
| <b>OTD 5350</b> | Dissemination of Clinical & Community Research        | 2              |
| <b>OTD 6800</b> | Leadership Seminar for Healthcare Professionals       | 2              |
| <b>OTD 6810</b> | Contemporary Practice Model Development               | 4              |
| <b>OTD 6850</b> | Teaching & Education Strategies                       | 3              |
| <b>OTD 6920</b> | Program Development for Community & Population Health | 3              |
| <b>OTD 6990</b> | Professional Competency Seminar                       | 2              |
|                 |   | <b>16 s.h.</b> |

#### **Summer- Year 3, Term 3**

|                 |                                 |             |
|-----------------|---------------------------------|-------------|
| Course Number   | Course Title                    | <b>s.h.</b> |
| <b>OTD 7000</b> | Doctoral Experiential Component | 6           |

## Doctor of Occupational Therapy Courses

### OTD 5000: OCCUPATIONAL THERAPY PRACTICE FOUNDATIONS

3 s.h.

This course explores occupation and the evolving theories and models that enable occupational therapists to engage in authentic, theoretically-sound practices. Students will explore the meaning and complexity of occupation and engage in learning opportunities to gain an understanding of themselves and others as occupational beings. They will be exposed to key literature and engage in discussion and experiences around core principles of client-centered care and the person, environment and occupation terminology as it is used in the practice of occupational therapy. Students will be introduced to disability issues, health ethics, and society's occupational performance issues and needs.

### OTD 5050: HEALTH CONDITIONS THAT IMPACT OCCUPATIONAL PERFORMANCE

3 s.h.

This course provides an overview of selected diseases and conditions across the life span affecting daily life. Etiology, pathology, clinical course, prognosis, and medical management, as well as the "lived experience" of these conditions will be presented in order to promote health. Treatment settings from acute hospital care to community programs are explored with the effect of these conditions on participation emphasized.

### OTD 5110: EMERGING TRENDS IN OCCUPATIONAL THERAPY PRACTICE I

1 s.h.

This first of a two –part series of seminar courses provides students with the opportunity to explore current, emerging, and future trends in OT practice. Students will utilize the most recent research and policy information to critically examine and discuss potential developments in OT practice, including new areas of practice and a focus on community and population health, participation, and well-being. This course presents a broad array of topics that affect occupational therapy practice. Students become familiar with policies, settings, interventions, and resources that support practice.

### OTD 5120: EMERGING TRENDS IN OCCUPATIONAL THERAPY PRACTICE II

1 s.h.

This course is the second of a series of two seminar courses provides students with the opportunity to explore and discuss current issues that are shaping the world as it becomes more 'global'. Students will utilize the most recent research, knowledge and policy information to critically examine and discuss current issues in global developments and reflect on how these can influence OT practice. Using examples from low and middle income countries, this course will shed a different light on questions pertaining to human development and disability. Students will be encouraged to look beyond the headlines and find the tools to gain a comprehensive analysis of the social, political and economic issues that not only influence their practice as OTs but also impact them as citizens.

### OTD 5250: ANATOMICAL STRUCTURE AND FUNCTION FOR HUMAN PERFORMANCE

5 s.h.

This course is designed to provide an in-depth study of human anatomy, using a regional approach. It will introduce anatomical and medical terminology; provide a foundation on human development and structure fundamental to clinical considerations of function, diagnosis, trauma, and disease. Teaching/learning methodologies and experiences will reflect a multi-modal approach; combining lecture, lab, 3-D computer application and cadaver dissection and prosection. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including transfers, documentation, goal-writing, common precautions, monitoring of vital signs, chart reading, orientation to acute care environments, activity analysis, basic splinting and medical terminology.

### OTD 5280: THERAPEUTIC COMMUNICATION AND COLLABORATIVE CARE

The ability to communicate and work with individuals and groups are essential skills for an occupational therapist. Effective practitioners employ therapeutic use of self, activity grading, behavioral management, and group leadership skills to effect change in those served. Concepts of self-management and basic tenets of learning theories will be introduced and applied to various populations served. Students will begin to consider the psychosocial needs of all clients across the continuum of care. Professional capacities of understanding the current continuum of care settings, professional team roles, and early leadership paradigms will be explored.

### OTD 5300: ESSENTIAL SKILLS FOR EVIDENCE BASED PRACTICE

3 s.h.

Through critical analysis and interpretation of professional scientific literature, students build a foundation for life-long learning and evidence-based clinical practice. Evaluation of both qualitative, quantitative, and case report studies is covered. Students learn elements of study design, statistical analysis, and strategies for clinically-relevant interpretation of results. Students develop proficiency in locating and critically appraising evidence-based research and integrating evidence into clinical decision making.

**OTD 5310: CLINICAL AND COMMUNITY RESEARCH WORKSHOP I** 3 s.h.

This course is the first of a three-course sequence for the culminating scholarly inquiry experience in the OTD program. In this course, students will develop a proposal for a clinical research or community program evaluation project. This endeavor is the first component of the process that will be continued in Year 2 of the curriculum in which the project is formally executed and finally, presented in Year 3. This project proposal phase will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5320: CLINICAL AND COMMUNITY RESEARCH WORKSHOP II** 3 s.h.

This course is the second of a three course sequence for the culminating scholarly inquiry experience in the OTD program. In this course, students will collect data for proposed research projects and begin initial data analysis, and begin to develop the initial portions of a written manuscript through an iterative process with peers, the instructor and any clinical or faculty advisors involved in the project. Specifically, students will formalize the methodology, perform piloting, recruit subjects, and perform data collection. The project is formally executed through the Fall and Spring of Year 2 and finally, presented in Year 3. This course will prepare students for the remainder of the scholarly inquiry course sequence, which culminates in the dissemination of their scholarly product. This project will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5330: CLINICAL AND COMMUNITY RESEARCH WORKSHOP III** 2 s.h.

This course is the third of a three-course sequence for the culminating scholarly inquiry experience in the OTD program. In this course, students will develop a proposal for a clinical research or community program evaluation project. This endeavor is the first component of the process that will be continued in Year 2 of the curriculum in which the project is formally executed and finally, presented in Year 3. This project proposal phase will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5350: DISSEMINATION OF CLINICAL AND COMMUNITY RESEARCH** 3 s.h.

This course revisits the Clinical and Community Research sequence for the culminating research experience in the OTD program. In this course, students will prepare manuscripts and presentations (podium and/or poster) to disseminate their culminating research project results. During this course students will submit a product to either a peer-reviewed journal and/or a national conference. This project will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5400: PROFESSIONAL OT SKILLS & TECHNIQUES I** 3 s.h.

This course serves as an introduction to the essential skills required of therapists in contemporary clinical practice. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including transfers, documentation, goal-writing, common precautions, monitoring of vital signs, chart reading, orientation to acute care environments, activity analysis, basic splinting and medical terminology.

**OTD 5420: PROFESSIONAL OT SKILLS & TECHNIQUES II** 3 s.h.

This course is the second of a two course series that serves as an introduction to the essential skills required of therapists in contemporary clinical practice. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including advanced documentation, physical agents and modalities, basic ADL and IADL training concepts, orthotic fabrication, and basic feeding & eating concepts.

**OTD 5450: ENVIRONMENTAL FACTORS IMPACTING OCCUPATIONAL PERFORMANCE** 2 s.h.

This course provides an in-depth understanding of the psychological, social, political, physical, and cultural elements of the environment that influence public health, participation, well-being and quality of life. Disability, as the consequence

of environmental barriers and the relationship between the person and environments across the life span, will be discussed. Disability prevention will be addressed. Assessment and intervention strategies that maximize participation in daily activities and prevent disabilities will be examined in home, school, workplace, and other community settings.

#### OTD 5500: FUNCTIONAL NEUROSCIENCE

3 s.h.

Students learn how the brain and nervous system support the sensory, perceptual, cognitive, emotional and physiological capacity of individuals as they engage in the activities of daily life. Emphasis is placed on sensory processing, motor processing, cognitive performance, learning and memory, and communication. This course is designed to provide students with an integrated understanding of how occupational performance may be altered by individual variations in structure and function of person's neurobiological systems across the life span; thus, laying the groundwork for the occupational therapy evaluation and intervention.

#### OTD 5600: EVALUATION OF OCCUPATIONAL PERFORMANCE I

3 s.h.

Students apply foundational theory and principles to occupational performance through assessment of anatomical structures and physiological health. Students learn how to identify sensory, cognitive, perceptual, and emotional performance capacities of individuals by focusing on neuroanatomical and neuro-physiological substrates of sensory, motor, arousal, cognitive, motivational and emotional systems. The students connect the neuroscience of the physiological, neurobehavioral, cognitive and psychological systems to the motor, process and communication performance skills and performance patterns that support occupational performance. Students will build clinical reasoning for core OT practice skills including assessment of person, occupation and environment factors, activity analysis and activity gradation, observation, administering and interpreting assessments, building measurement models, and documenting the evaluation process. Students will apply measurement principles and skills in selection, administration and interpretation of assessments through case studies, laboratory and/or in-context experiences.

#### OTD 5620: EVALUATION OF OCCUPATIONAL PERFORMANCE II

3 s.h.

Students apply foundational theory and principles to occupational performance. Standardized assessments of Participation, activities of daily living, occupational performance, and cognition will be emphasized. Using Activity Analysis, the students connect the neuroscience of the physiological, neurobehavioral, cognitive and psychological systems to the motor, process and communication performance skills and performance patterns that support occupational performance. The students connect the neuroscience of the physiological, neurobehavioral, cognitive and psychological systems to the motor, process and communication performance skills and performance patterns that support occupational performance. Students will build clinical reasoning for core OT practice skills including assessment of person, occupation and environment factors, activity analysis and activity gradation, observation, administering and interpreting assessments, building measurement models, and documenting the evaluation process. Students will apply measurement principles and skills in selection, administration and interpretation of assessments through case studies, laboratory and/or in-context experiences.

#### OTD 5750: HUMAN MOVEMENT TO SUPPORT OCCUPATIONAL PERFORMANCE

2 s.h.

In this course, students apply biomechanical principles to occupational performance. Biomechanics is concerned with the mechanical/anatomical bases of human movement. An interdisciplinary approach is used in which concepts from anatomy, physiology, and physics (mechanics) are integrated. This course also investigates tissue biomechanical properties required during the production of movements.

#### OTD 5800: HEALTH PROMOTION AND SELF-MANAGEMENT

2 s.h.

This course will address ways to meet the needs of clients with chronic diseases and conditions through community resources and self-management strategy training that extend beyond hospital delivered systems of insured care. Students will learn to develop partnerships with community agencies to reach populations affected by chronic disease. Students will study health promotion and preventive individual and group models of service delivery for community-dwelling people. Students will explore theory-driven, evidence-based health education solutions for consumers with chronic conditions to strengthen their community participation. Students will engage in therapeutic education, empowering people to manage their conditions and connect with community resources for health promotion, prevention and wellness.



OTD 6000: INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE OF ADULTS IN REHAB. SETTINGS 3 s.h.

This course is designed to provide the foundation skills for evidence based intervention for adults with neurologic or orthopedic conditions. Students will learn OT intervention approaches and clinical reasoning for individuals with a variety of conditions and barriers to participation. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based interventions to address sensory, motor, and cognitive impairments associated with these conditions. Students will explore policies, theories, targeted outcome measurement. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

OTD 6020: INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE OF CHILDREN, YOUTH AND FAMILIES 3 s.h.

This course is designed to provide the foundation skills for evidence based intervention for young children, adolescents and families. Students will learn OT intervention approaches and clinical reasoning for individuals and families with a variety of conditions and barriers to participation. Learning activities will explore policies, theories, and targeted outcome measurement. Building from what the students have learned about theory, evaluation and assessment, this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based pediatric interventions. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

OTD 6100: PSYCHOSOCIAL AND MENTAL HEALTH INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE 3 s.h.

This course is designed to provide the foundation skills for evidence based intervention for individuals with mental health and psychosocial challenges across the lifespan. Students will learn OT intervention approaches and therapeutic techniques for individuals with mental illness and other psychosocial diagnoses. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based psychosocial interventions. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments. A 40 hour extended in-context fieldwork experience in a mental health setting will be incorporated as an integrated learning activity.

OTD 6120: INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE OF OLDER ADULTS 3 s.h.

This course is designed to provide the foundation skills for evidence based intervention for older adults with a variety of acquired and chronic conditions as well as limitations related to the healthy aging process. Students will explore policies, theories, targeted outcome measurement and OT intervention approaches and clinical reasoning for individuals with a variety of conditions and barriers to participation. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based interventions to address sensory, motor, and cognitive impairments associated with these conditions. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

OTD 6150: SUPPORTING OCCUPATIONAL PERFORMANCE WITH TECHNOLOGY AND ENVIRONMENTS 3 s.h.

This course introduces assistive technology (AT) and adaptive equipment as an environmental intervention to preserve, augment or improve social, emotional, physical and academic well-being. Equipment, mobility devices, physical environment and home modifications and computer technology will be explored. Intervention strategies that maximize participation in daily activities for people with varying limitations and disabilities will be examined in home, school, workplace, and community settings.

OTD 6180: MANAGEMENT AND POLICY FOR A DYNAMIC OT PRACTICE ENVIRONMENT 3 s.h.

This course applies healthcare policy, management and organizational principles to occupational therapy services in current and evolving practice environments. Through discussions with business professionals and case studies, this course highlights organizational, managerial, marketing, financial, regulatory, and funding influences on the development, delivery and evaluation of OT practice. This course is designed to encourage students to integrate knowledge gained from studies in policy, advocacy and community practice.

**OTD 6240: CLINICAL CASE-BASED LEARNING I**

**2 s.h.**

In this first course of a two semester sequence, students are engaged in learning experiences that includes divergent case method, inquiry learning, and problem-based learning. Using a self-directed learning process, clinical reasoning and group process skills, students apply the OT process and explore practice problems. They learn to apply specific occupational therapy evaluations and intervention techniques for persons of all ages and disability categories. The cases are integrated with material covered concurrently in the Interventions courses and focus on direct clinical treatment interventions.

**OTD 6260: CLINICAL CASE-BASED LEARNING II**

**2 s.h.**

In this second course of a two semester sequence, students are engaged in learning experiences that includes divergent case method, inquiry learning, and problem-based learning. Using a self-directed learning process, clinical reasoning and group process skills, students apply the OT process and explore practice problems. They learn to apply specific occupational therapy evaluations and intervention techniques for persons of all ages and disability categories. The cases are integrated with material covered concurrently in the Interventions courses and focus on direct clinical treatment interventions.

**OTD 6500: FIELDWORK AND PROFESSIONAL PRACTICE I**

**2 s.h.**

This is the first course in a series that emphasizes the growth of the student as a professional. This course is the first fieldwork class that prepares students for their fieldwork experiences and sets the stage for the Preparation for Professional Practice course. This course will focus on the value of fieldwork in developing entry-level skills. Students will participate in self-directed learning experiences to enhance personal growth and professional competence. An intensive one week, 40 hour, supervised fieldwork experience in a clinical or community setting allows the student to practice the skills learned in the classroom.

**OTD 6510: FIELDWORK AND PROFESSIONAL PRACTICE II**

**2 s.h.**

This is the second course in a series that emphasizes the growth of the student as a professional. Students will develop an electronic professional portfolio and participate in self-directed learning experiences to enhance personal growth and professional competence. An intensive one week, 40 hour supervised fieldwork experience in a clinical or community setting allows the student to practice the skills learned in the classroom. Students will be introduced to various OT practice areas and given the opportunity to observe OT in various practice settings.

**OTD 6600: CLINICAL FIELDWORK IIA**

**6 s.h.**

Provides full-time clinical fieldwork experiences under the supervision of an occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation, treatment and intervention. Students have the opportunity to practice in a variety of clinical or community based settings with populations ranging across the lifespan between the two placements. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. The fieldwork experience is designed to promote clinical reasoning, professionalism and competency. Duration is 12 weeks.

**OTD 6620: CLINICAL FIELDWORK IIB**

**6 s.h.**

Provides full-time clinical fieldwork experiences under the supervision of an occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation, treatment and intervention. Students have the opportunity to practice in a variety of clinical or community based settings with populations ranging across the lifespan between the two placements. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. The fieldwork experience is designed to promote clinical reasoning, professionalism and competency. Duration is 12 weeks.

#### OTD 6800: LEADERSHIP SEMINAR FOR HEALTHCARE PROFESSIONALS

2 s.h.

This course is designed to provide an exploration of leadership practice and theory to foster leadership in health organizations and across interconnected disciplines. This course will address leadership through a study of the individual and the values that create the basis for all decisions made by leaders. Topics will include the values, conditions, and organizational factors that an autonomous healthcare professional needs to have and to understand in order to lead effectively as well as leadership theories and styles. Special emphasis will be placed on integrating knowledge and concepts related to management, professional advocacy, and organizational change.

#### OTD 6810: CONTEMPORARY PRACTICE MODEL DEVELOPMENT

4 s.h.

This course forms the capstone of the OTD program. Students are engaged in a seminar focusing on both intrinsic and extrinsic factors that influence occupational performance. The work will form an occupation-based model for either an established or an emerging area of practice. The student will develop a model that is evidence-based, client-centered, is based on theory and fosters participation. The course itself has a life span focus as students work plan models for infants through to aging and the students learn from each other through critical analysis and presentation of readings relevant to their own population.

#### OTD 6850: TEACHING AND EDUCATION STRATEGIES

3 s.h.

This course offers an opportunity for students to explore innovative teaching methods and learning theories underlying practice, teaching tools, resources, and strategies. The knowledge in this course will provide the foundation required to create and prepare numerous presentations for classroom instruction, clinical & community-based in-services and professional presentations. Skills gained through this course will allow our graduates to be recognized as engaged, contemporary professionals. Activities will include designing and implementing teaching session(s), shared reflection on developing teaching skills in self and peers, critical reading, writing, and peer support.

#### OTD 6920: PROGRAM DEVELOPMENT FOR COMMUNITY AND POPULATION HEALTH

3 s.h.

This course examines community health and education practices for groups, communities, and populations and bridges the biomedical and sociocultural aspects of health through program development. Practice models are explored for health promotion, facilitating occupational performance and wellness, and population health across the lifespan and in different community-based settings. Students will learn community practice skills, including needs assessment, negotiating community partnerships, program planning and program evaluation. Students will develop an evidence driven, theory-based program that is capacity building for a community group or agency.

#### OTD 6990: PROFESSIONAL COMPETENCY SEMINAR

2 s.h.

This course is designed for the review and integration of occupational therapy knowledge, concepts, and skills in preparation for participation in the Doctoral Experiential Component, completion of the NBCOT licensure exam, and autonomous clinical practice. Students will be presented with comprehensive case scenarios that will serve as the foundation for review of content areas and focused discussions. This course concludes with comprehensive examinations that will capture the student's competency in all content areas and safe clinical decision making skills to identify student's readiness to proceed as an independent practitioner. The comprehensive examination must be passed to proceed with the final Doctoral Experiential Component.

#### OTD 7000: DOCTORAL EXPERIENTIAL COMPONENT

6 s.h.

This course provides a customized experience specific to the doctoral pursuits of the student. Students may participate in research, policy, clinical practice, advocacy, teaching, or leadership endeavors. Students are expected to achieve site specific goals established by the student, their doctoral mentor and the DEC site supervisor. Duration is 16 weeks. The DEC is the capstone experience for students pursuing their clinical doctorate in occupational therapy which compliments and extends their doctoral training. **PREREQUISITES:** OTD 6990

### Doctor of Occupational Therapy – Academic Calendar 2018-19

The OTD program will follow the University Academic Calendar.

## Doctor of Physical Therapy Program

*Dr. Lori Leineke, Interim Program Director*

### Accreditation

The Methodist University Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. In need to contact the program/institution directly, please call (910) 630-7004 or email [lleineke@methodist.edu](mailto:lleineke@methodist.edu).

### Program Description

The Doctor of Physical Therapy (DPT) program exists to support the mission of Methodist University by providing “graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.” The Department mission and vision is consistent with the University’s affirmation of the importance of intellectual values and ethical principles such as truth, virtue, justice, and love and the desire to develop whole persons of who will contribute substantially and creatively to the professions and to civic life. In addition, the mission of the DPT program supports and augments the missions of the School of Health Sciences and the School of Graduate Studies.

### Mission, Vision, Goals

#### Mission

The Mission of the Methodist University Program in Physical Therapy is to graduate competent clinicians that demonstrate model character, assume professional leadership roles, and accept their societal responsibilities. Our graduates will embody the distinct body of knowledge and skills of the physical therapy profession and engage in critical thinking that incorporates evidence-based, autonomous decision making. The character traits of our graduates will enable them to internalize and unite professional and Christian tenets that support critical thinking, ethical and legal behaviors, compassionate decisions, and respect for diverse cultural traditions. As autonomous practitioners and servant-leaders, our graduates, will collaborate within the medical system to enhance health care delivery, empower patients and families, advance the profession of physical therapy, and enrich the communities they serve.

#### Vision

The vision for the Methodist University Doctoral Program in Physical Therapy is to be recognized as the physical therapy education of choice for the cultivation of ethical, compassionate and mindful servant-leader practitioners for autonomous delivery of quality health care, professional engagement and societal contributions.

#### Goals

Students and Graduates will be able to:

1. Demonstrate the knowledge and skills necessary for entry-level physical therapy practice across a variety of clinical practice areas.
2. Demonstrate the Christian tenets of compassion and universal dignity in the practice of physical therapy.
3. Engage in critical thinking for patient-centered care that incorporates evidence-based decision-making in the practice of Physical Therapy.
4. Practice as autonomous primary care clinicians who practice in the spirit of collaboration as an integral member of an inter-professional health care team.
5. Demonstrate a commitment to life-long learning through active participation in professional development activities including continuing education, post-graduate education, clinical specialty, advanced certification, and research.

6. Adopt a servant-leadership attitude to promote health, wellness, disease prevention, and access to care in the communities they serve.

#### Faculty will

7. Demonstrate a commitment to Christian tenants, intellectual values and ethical principles in the implementation of physical therapy education and clinical practice.
8. Demonstrate a commitment to societal service through active participation in activities that positively contribute to the health and well-being of our local and global communities.
9. Adopt a servant-leadership attitude to promote the profession of Physical Therapy.
10. Demonstrate a commitment to Life-long learning by engaging in scholarly activities for the promotion of evidence-based practice, evidence-based teaching and the pursuit of professional advancement.

#### The Program will

11. Demonstrate a commitment to the cultivation of competent, ethical, compassionate, and mindful servant-leader physical therapy practitioners.
12. Demonstrate a commitment to societal and professional communities by supporting professional and community based educational programming, inter-professional education opportunities, and scholarship activities.

### Admissions

Consistent with the University admission policy, admission to the Methodist University DPT Program is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. Students are informed that becoming a physical therapist requires the completion of an education program which is intellectually as well as physically challenging, that the candidate should be able to perform in a reasonably independent manner, and that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks inherent to the profession of physical therapist.

#### Admissions Requirements

1. A minimum overall grade point average (for both undergraduate and, if applicable, graduate study) of 3.0 on a 4.0 scale will be required.
2. A minimum prerequisite course grade point average of 3.2 on a 4.0 scale, and have no prerequisite courses with a grade less than a "C".
3. Candidates are expected to have no more than two prerequisite courses remaining to be taken after they apply. However, exceptions may be considered at the discretion of the Admissions Committee. All prerequisite courses must be completed prior to starting the Doctor of Physical Therapy Program.
4. Prerequisite courses are as follows:
  - a. Chemistry, 8 credits: General College Chemistry I and II with labs.
  - b. Physics, 8 credits: General College Physics I and II with labs.
  - c. Biology, 8 credits: General Biology I and II with labs (Botany and Ecology courses are not acceptable) or General Biology I and upper level Biology with labs. Suggested courses include Microbiology, Embryology, and Cellular Physiology. Exercise Physiology may be accepted, at the discretion of the Admissions Committee, in lieu of the upper level biology course.
  - d. Human Anatomy and Physiology, 8 credits: Human Anatomy and Physiology I and II or individual courses of Human Anatomy and Human Physiology with a lab in each.
  - e. Statistics, 3 credits: Introductory Statistics.
  - f. Psychology, 6 credits: Two semesters of psychology including General Psychology and one additional psychology course. Suggested courses include Developmental Psychology, Child Psychology, Abnormal Psychology, or Psychology of Disability.

Biology, Anatomy, Physiology, and Chemistry prerequisite courses must have been completed within ten years prior to application. Work experience or graduate level education in a related field (e.g., athletic

training, exercise physiology etc.) may be accepted at the discretion of the Admissions Committee, in lieu of the ten-year prerequisite course time limitation.

5. Advanced placement credits are not accepted for prerequisite courses.
6. GRE and Other Testing
  - a. All candidates must achieve competitive scores on the Graduate Record Examination (GRE) taken within the past five years. Official scores must be provided to the program to be considered for an interview and scores must be within 5 years of applying. The program recommends the following scores:
    - i. Tests taken prior to August 1, 2011: verbal and quantitative scores in the 20<sup>th</sup> percentile or higher. Analytical writing score of three (3) or above.
    - ii. Tests taken on or after August 1, 2011: verbal and quantitative scores in the 20<sup>th</sup> percentile or higher. Analytical writing score of three (3) or above.
  - b. For non-native speakers of English, a Test of English as a Foreign Language (TOEFL) will also be required.
    - i. TOEFL-iBT minimum composite score of 89 with minimum subsets; 24 Writing, 26 Speaking, 21 Reading and Comprehension, and 18 listening
    - ii. Comparable Scores would be 220 on the computer based exam, 560 on the paper based exam, a TSE of 50 and/or a TWE of 4.5.
7. Foreign Graduates: Completion of degree outside of the United States.
  - a. Applicants must have their transcripts evaluated by the World Education Services (WES) to determine if the degree is equivalent to a bachelor's degree in the United States. If the evaluation determines work done outside the US is equivalent to a bachelor's degree the applicant has met the degree requirement. If the evaluation does not determine equivalency to a bachelor's degree the applicant does not meet the requirements for entry into the program. Degree equivalency is the only item of importance the program will consider on the WES evaluation.
  - b. If the applicant has degree equivalency on the WES but lacks specific pre-requisite courses, any pre-requisites that are lacking must be taken in the United States in order to be considered for admission.
  - c. In addition to GRE scores, non-native speakers of English foreign graduates must complete the Test of English as a Foreign Language (TOEFL). The program will not allow substitution of an English course or certificate in place of TOEFL scores. Minimum scores are noted in item 6.b.i. and ii. above.
  - d. Foreign graduates must also complete the GRE and follow the same application process through PTCAS.

## Admissions Process

All Candidates for admission must submit the following:

1. Methodist University will utilize PTCAS for submission of the application to the DPT Program. The application will include demographic information (personal data, addresses etc.), colleges/universities attended, degree(s) awarded, academic coursework (all courses taken), GRE and/or TOEFL score, professional experience, community service, awards and honors, and a personal statement.
2. Three references with the intent of gaining information about the applicant's academic ability, clinical skills, communication skills, and interpersonal skills. Each applicant must submit references from the following:
  - a. One from a faculty member in the applicant's major
  - b. One from a licensed physical therapist (not related to the applicant),
  - c. A third reference from either another faculty member or licensed physical therapist (not related to the applicant).
3. Official copies of all transcripts from institutions of higher education attended, even if the applicant did not receive a degree will be submitted via PTCAS.
4. Electronic copies of the application materials (application, references, and transcripts) will be forwarded to the Director of Admissions for the PT and OT Programs.

## Application Review & Selection

### Phase I (Academic Phase)

The initial phase (Phase I) of the admission process is designed to ensure that students enrolled in the DPT Program possess the academic credentials to successfully complete the program of study. A number of criteria are used during this phase of the admission process (see below). During the initial phase of the admission process, applicants are scored by the Admissions Coordinator and/or DPT Program Admissions Committee using the Admission Application Scoring rubric that assigns a score for each of the following criteria:

1. *Undergraduate Cumulative Grade Point Average (GPA)*: The applicant's total GPA for credit hours taken at the undergraduate level. Students who have taken graduate work will have that work considered. If an applicant has completed a graduate degree, that GPA may be used in lieu of the undergraduate GPA.
2. *GPA of Prerequisite Course Work*: The applicant's GPA calculated on the prerequisite courses required for admission into the DPT Program.
3. *Science GPA*: The applicant's GPA calculated on science courses including biology, physics, and chemistry including lower and upper level courses.
4. *Graduate Record Examination Scores*: Quantitative, Verbal Reasoning, and Analytical Writing scores.

In addition to these criteria, the Admissions Coordinator will also award additional points based on the Admission Application Scoring rubric for the following criteria:

1. *Assessment of the clinical experience* (paid and volunteer) attained by the applicant prior to submitting the application. While clinical experience is not required, it is a desired qualification for admission into the DPT Program. Clinical experience will be evaluated on two different levels.
  - a. *Variety of clinical sites*. The DPT Program Admissions Committee and faculty believe that if a student independently seeks clinical experience in one or more sites (orthopedic, acute care, rehabilitation center, skilled nursing center etc.), this demonstrates a desire to become a physical therapist. In addition, the core faculty also feel that seeking experiential learning opportunities speaks to the applicant's ability to seek out appropriate resources in his/her decision making process. As such, bonus points may be awarded to the applicant's Phase I score.
  - b. *Quantity of hours*. The DPT Program Admissions Committee and faculty also believe that if a student has spent an extended amount of time in the physical therapy practice setting, he/she will have a better understanding of the profession and relationships with various stakeholders including patients, other health professionals, staff, and third party payers. Therefore, the Admissions Committee may also award points for the number of hours an applicant has spent in the clinical environment prior to submitting an application for admission.
2. *Graduate level GPA*. Students with graduate level experience earn additional points based on their cumulative GPA of all graduate level courses. The faculty values the skills and study habits that are inherently developed as part of graduate level education. Therefore, if an applicant has successfully completed at least one year of graduate level education, we will calculate a graduate level GPA and award points based on that GPA value to his/her Phase I application score.

After the initial scoring is complete, applicants who meet the minimum admissions requirements will be forwarded to the Admissions Committee.

All of the scores are totaled to create an academic (Phase I) score. Based on the number of applications and number of anticipated interview slots, the Admissions Committee will determine the cut-off score for interviews. Applicants who are above the cut-off score will be offered an onsite interview and move into Phase II of the application review process (see below). Applicants who fall below the cut-off score will be notified that they will not be offered an interview for admissions into the DPT program.

## **Phase II (Interviews)**

Phase II of the application process is an onsite interview. Applicants will be selected for an interview based on the Phase I admission score. Typically the program will interview three students for each seat in a class. Therefore, the DPT Program will typically invite the top 120 applicants for an onsite interview with the DPT faculty and students. The DPT program reserves the right to offer fewer or more interviews based on the expected class size or size and quality of the applicant pool.



The interview process involves a series of program interactions, individual interviews, and a group interview. During this process, applicants will be assessed on non-cognitive factors such as, but not limited to: expressed knowledge about the profession of physical therapy, compatibility with the program and profession, professionalism, communication (verbal and non-verbal), ethical decision making, problem solving, and critical thinking skills. Based on this process, an interview score (Phase II score) will be awarded to each candidate and added to his or her academic score (Phase I score) that was based on the application materials.

After the interviews are completed, core faculty will meet to rank order the applicants based on the total application score. However, faculty will also have the opportunity to advocate for applicants for whom they believe non-cognitive factors (Phase II) outweigh a lower academic (Phase I) score. Therefore, the core faculty of the DPT Program makes all final admissions decisions. Through this process, the faculty will identify the top 40 applicants for acceptance and create a 40-80 person wait list for admission to the DPT Program. Final acceptance decisions will be forwarded to the University Office of Admissions for action.

## Admissions Pathways

The admission criteria are based on appropriate and equitable criteria and applicable law to ensure nondiscrimination and equal opportunity for all candidates to the Methodist University Doctoral Program in Physical Therapy. The admission criteria and proposed policies for recruitment and admission of qualified candidates are consistent with other accredited doctoral level physical therapy programs.

The Department of Physical Therapy offers three avenues for admission into the DPT Program: the *Traditional Pathway*, *Health Sciences Pathway*, and *articulation agreements*.

### Traditional Pathway

This pathway will require candidates to possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study. A completed bachelor degree will be required prior to enrollment in the DPT Program, as evidenced by a final official college/university transcript. Completion of all of the pre-requisite courses as described in the admissions criteria section (above).

All applicants through the Traditional Pathway will be evaluated and scored as described in the admissions process.

### Health Sciences Pathway

The Methodist University Health Sciences Pathway will provide academically qualified Methodist University undergraduate students the opportunity to enhance their undergraduate study with a unique connection to the University's clinical doctoral program in physical therapy. The pathway will challenge the Methodist University candidate academically in preparation for the exclusive opportunity of preferential consideration for admission into the DPT Program upon successful completion of a Methodist University bachelor degree.

The Health Sciences Pathway is a separate mechanism for traditional freshman students admitted to Methodist University who desire to pursue a bachelor degree in the following majors: kinesiology, biology, or athletic training. In addition to the courses that are required as part of the bachelor degrees in the candidate's chosen field of study, the student applying for admission through this pathway will also be required to complete the same prerequisite courses as candidates applying through the Traditional Pathway. In addition, the applicants applying through the Health Sciences Pathway will be scored on the admissions criteria as described in the admissions process. However, when these candidates apply for admission to the DPT Program, they will be guaranteed an interview opportunity for a place in the program's entering class by meeting the minimum qualifications outlined.

With a solid interview and application file (as determined by DPT Program faculty), the Health Sciences Pathway students will be offered first opportunity to join the entering class for the doctoral program. While not a guarantee of admission, the Health Sciences Pathway provides preferred applicant status, which is extremely beneficial in competitive admissions environments.

### Articulation Agreements



Methodist University Department of Physical Therapy and six Universities have established articulation agreements. Articulation agreements provide a relationship between partnering Universities that ensures a streamlined admissions process for a limited number of undergraduate students.

Applicants who have completed the pre-requisites and receive a baccalaureate degree from Baptist Memorial College of Health Sciences, Bridgewater College, College of Saint Elizabeth, Lyndon State College, Waynesburg University, or Winthrop University should familiarize themselves with the information contained in the relevant articulation agreement.

In addition to the courses that are required as part of the bachelor degrees in the candidate's chosen field of study, the student applying for admission through this pathway are also be required to complete the same prerequisite courses as candidates applying through the Traditional Pathway.

Applicants applying through one of the six articulation agreements are scored on the same admissions criteria as described in the admissions process. However, these candidates are guaranteed an interview opportunity for a place in the program's entering class by meeting the minimum qualifications outlined. With a solid interview (60<sup>th</sup> percentile) and application file (as determined by DPT Program faculty), the articulation agreement students will be offered first opportunity to join the entering class for the doctoral program.

### Transfer Credit

The DPT Program allows only 9 credit hours of equitable graduate level work to be transferred as credit towards the post-baccalaureate degree in physical therapy. Graduate transfer credit is at the discretion of the Program Director after consultation with the faculty responsible for the curricular content area and the Registrar. The DPT Program grants transfer credit based on the content of the courses taken, the rigor and equity of the courses as compared to the course in the DPT curriculum, and the quality of performance in the courses. Transfer credit will be considered for courses applicable to the DPT Program and in which a grade of "B" or better has been earned. Transfer credit is marked as such on a student transcript, along with the name(s) of the institution(s) where the credit was earned.

Credit will only be considered if it is being transferred from an institution of higher education that has been accredited by one of the six regional accrediting agencies (Middle States Commission on Higher Education; New England Association of Schools and Colleges – Commission on Institutes of Higher Education; North Central Association of Colleges and Schools – The Higher learning Commission; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; and Western Association of Colleges and Schools – Senior Colleges and University Commission)

### Finances – Tuition & Fees

#### Tuition & Fees for 2019-2020 (Class of 2022)

|  |          |
|--|----------|
| 1 <sup>st</sup> Year Tuition           | \$35,313 |
| 1 <sup>st</sup> Year Lab Fees          | \$1,446  |
| 1 <sup>st</sup> Year Professional Fees | \$1,446  |

#### Institutional Fees

|  |           |
|--|-----------|
| PT Student Activity Fee                        | \$94/Year |
| Graduation Fee (charged in the final semester) | \$150     |
| Auto Registration Fee                          | \$45/Year |

### Financial Aid

Financial aid information is available through the Office of Financial Aid. It is the student's responsibility to seek out that information. Please see the "Financial Aid in the Graduate Studies" section of this catalogue or visit the DPT website at <http://www.methodist.edu/dpt/tuition.htm> for additional information.

## Billing & Refunds

### Payment & Billing Policy for the Doctor of Physical Therapy Program

It is the policy of Methodist University that all previous semester charges must be paid before new semester charges can be processed. Deadlines for paying new semester charges in the Doctor of Physical Therapy Program are 30 days prior to the start of classes.

### Refund/Repayment Policy on Withdrawals from the Physical Therapy Program

Students withdrawing from the Doctor of Physical Therapy Program will be responsible for payment of tuition as follows:

Time of Withdrawal (15 week semester)

| Week   | Refund Amount |
|--------|---------------|
| 1      | 90%           |
| 2      | 80%           |
| 3 – 5  | 60%           |
| 6 – 9  | 40%           |
| 10– 12 | 20%           |
| > 12   | 0%            |

Students withdrawing from the University or those reducing their course load below a certain level will be subject to a reduction or cancellation of their financial aid. Withdrawing students are subject to refunding of financial aid monies to the sources from which the funding was received, according to the provisions of the Higher Education Amendments of 1998 for calculating the return of unearned Title IV funds. Any remaining funds are returned to the student. For details, contact the Office of Financial Aid.

## Academic Requirements

### Requirements for the Degree

The DPT curriculum contains components of didactic and clinical education that lead the student to a mastery of the skills, knowledge, and behaviors needed to become a competent and ethical entry-level physical therapist who provides evidence-based care to patients/clients across the continuum of care. The DPT curriculum is a rigorous, progressive course of study that strikes a balance between foundational, applied, clinical, and behavioral sciences. Each annual class will enter and proceed through the curriculum as a cohort.

Students must complete the following requirements to successfully complete the degree requirements for the Doctor of Physical Therapy Degree:

Didactic Courses: DPT 5010, DPT 5100, DPT 5110, DPT 5120, DPT 5140, DPT 5160, DPT 5180, DPT 5200, DPT 5220, DPT 5300, DPT 5400, DPT 5520, DPT 5540, DPT 5560, DPT 5600, DPT 5710, DPT 5800, DPT 5850, DPT 5900, DPT 6010, DPT 6030, DPT 6110, DPT 6120, DPT 6130, DPT 6220, DPT 6300, DPT 6320, DPT 6400, DPT 6500, DPT 6600, DPT 6700, DPT 6800, DPT 6820, DPT 6840, DPT 7100, DPT 7130, DPT 7200, DPT 7240, DPT 7300, DPT 7500, and DPT 7600 Clinical Courses: DPT 6900, DPT 6920, DPT 6940, DPT 7700, and DPT 7720

Physical therapy is an intellectually, physically, and psychologically demanding profession. It is during the rigorous three-year curriculum that the student develops the qualities needed to practice physical therapy. The qualities include the foundation of knowledge, attitudes, skills, and behaviors needed throughout the physical therapist's professional career. These abilities are described in the DPT Program's policy on Professional Behavior and Essential Functions (Refer to section 11). The ability to perform these skills and utilize these abilities provides the framework for the safe practice of physical therapy. Therefore, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum, including the Professional Behavior and Essential Functions.

### Requirements for Graduation

1. Completion of all didactic courses with a minimum GPA of a 2.800.
2. Successful completion of all clinical education courses with a grade of PASS.
3. Complete all courses within the maximum timeframe of 150% of the length of the program in years (i.e., 4.5 years).
4. Good standing in character, conduct, and ability as described in the Professional Behavior and Essential Functions Policy.
5. Meeting all financial obligations to the University.
6. Completion of all program requirements (example: professional meeting attendance, etc.).
7. Recommended by the faculty for graduation.

Recommendation for the Doctor of Physical Therapy Degree is a discretionary right residing with the faculty and administration of Methodist University, Department of Physical Therapy, School of Health Sciences, and School of Graduate Studies, but shall not be withheld arbitrarily. There is no contract, stated or implied, between Methodist University, Department of Physical Therapy, School of Health Sciences, and/or School of Graduate Studies and the student guaranteeing that a degree or certificate will be conferred at any stated time, if at all.

### Mandatory DPT Student E-Mail Policy

Please see the section “Mandatory E-Mail Policy for Graduate Students.”

### Information Technology & e-Learning Instruction

Students should be proficient with the use of e-mail and Internet services as well as basic software programs such as Microsoft Word, PowerPoint, and Excel. Students will need to access to instructional websites and be able to download course material, as well as communicate via online discussion boards. All students are required to have Internet and e-mail access, without exception. Some website instruction may be employed in the classroom. Thus, it is highly recommended that laptops be used in the classroom. The program has a dedicated PT classroom with wireless Internet. Clinical students are required to have internet access and/or a handheld device (i.e. smart phone) at the beginning of their second clinical year for clinical logging purposes.

### Academic Standards

The faculty of the Methodist University Physical Therapy program have established specific guidelines for satisfactory academic progress for students enrolled in the Doctor of Physical Therapy (DPT) program of study. Federal regulations require Methodist University to establish standards of academic progress for students who are the recipients of federal student aid. All students, who receive federal financial aid, must meet federal and institutional standards of satisfactory academic progress in order to retain eligibility to receive federal financial aid.

The standards of satisfactory academic progress measure a student’s performance in these areas:

1. Minimum Grade Requirements
  - a. Individual course grades: Students must achieve a grade of C (70.000) or above in all didactic courses and clinical education courses.
  - b. Cumulative grade point average: Student must achieve a minimum cumulative GPA of 2.800 (truncated, no rounding) by the end of the program to graduate.
  - c. Maximum time frame for program completion: The maximum timeframe is defined as the maximum number of semester hours a student may attempt in pursuit of a degree. The maximum time frame for completion of the Doctor of Physical Therapy program is 150% of the length of the program in years (i.e., 4.5 years)
2. Academic Integrity: Students must abide by the Methodist University Honor code as described in the Graduate Academic Catalogue.
3. Exhibiting appropriate professional conduct: Students must demonstrate appropriate professional conduct as described in the DPT program’s Essential Function Policy, Professional Behaviors Policy, and APTA Code of Ethics and professional Conduct.
4. Adhering to safety standards: The students must demonstrate the safe practice of physical therapy in all educational and professional settings. Safe practice entails minimizing risk to patients, self, and others.

## Academic Probation, Leaves of Absences, Dismissal

Failure to meet minimum grade requirements, demonstrate academic integrity, exhibit appropriate professional conduct or adhere to safety standards will result in action by the Program Director under the consultation of the faculty and Student Affairs Committee. The student may be placed on academic probation with or without a required leave of absence, or the student may be dismissed.

### Leave of Absence

A leave of absence may be requested by a student (voluntary) or may be required by the Program Director on the recommendation of the Student Affairs Committee. A required leave of absence halts progression within the curriculum while maintaining a class position, but does not excuse the student from any course requirements. The student may resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student.

### Voluntary Leave of Absence

A voluntary leave of absence may be requested by a MUDPT faculty member and/or student who is in good academic standing under the following circumstances:

1. Has a documented health issue that requires immediate medical treatment;
2. Demonstrates behaviors, mental impairments, or physical impairments that the faculty have determined could limit the student's ability to provide adequate and safe care in the clinic and or participation in the classroom;
3. Has a family emergency and is approved by the faculty;
4. Is a reservist or National Guard member who is called to active duty and provides appropriate documentation.

A voluntary leave of absence cannot exceed 1.5 years and the time frame must be approved by the faculty.

### Required Leave of Absence

A required leave of absence may be required under either of the following:

1. A student fails a didactic or clinical education course by receiving a grade of F- (69.999) or below;
2. A student requires 2 or more practical re-examinations in a single course;
3. A student exhibits a significant breach in professional conduct standards as described in the essentials functions policy, professional behaviors policy, ethical standards or fails to adhere to safety standards;
4. Demonstrates behaviors, mental impairments, or physical impairments that the faculty have determined could limit the student's ability to provide adequate and safe care in the clinic and or participation in the classroom, (refer to the University's involuntary withdrawal policy)

The student is responsible for initiating determination of the financial consequences of a leave of absence. Students should review financial arrangements with the Business Office and the Office of Financial Aid.

Students who are placed on a required leave of absence are responsible for notifying, in writing, the Program Director of their intent to return to classes no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the class.

At the time a required leave of absence is imposed, the Director and Program faculty may recommend or require that the student meet additional conditions (e.g., documentation of remedial academic work) prior to resuming enrollment in the program. Upon re-enrollment following a leave of absence, the student will be;

1. Subject to all rules and regulations which pertain to the class he/she is joining.
2. Required to retake all courses in which he/she received a C or below.

### Dismissal from Program

Dismissal constitutes formal action initiated by the Department of Physical Therapy to terminate the academic standing of a student within the DPT program. Reasons for dismissal include, but are not limited to:

1. A student receiving a grade below 65.000 (F grade) in one didactic course throughout the curriculum.
2. A student receiving 2 or more grades of F in clinical education courses.

3. A student receiving 2 or more grades between 65.000-69.999 (D grade) throughout the curriculum.
4. A student receives 5 or more grades below 75.000 (C grade or below) throughout the curriculum.
5. A student on Academic Probation who declines to complete the student Corrective Action Plan.
6. A student exceeds a maximum of four practical re-examinations across the clinical courses while enrolled in the DPT program.
7. A student's failure to adhere to the professional conduct standards as described in the essentials functions policy, professional behaviors policy, ethical standards or fails to adhere to safety standards following a period of academic probation and/or a required leave of absence.
8. Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned or controlled property:
  - a. Commission of an offense classified as a felony by Federal criminal statutes.
  - b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.
  - c. Falsification of records, or other act which substantially impugns the integrity of the student.
  - d. Actions which would substantially reduce or eliminate the student's ability to effectively pursue physical therapy at Methodist University due to alcoholism, drug addiction, mental instability or other physically or psychologically incapacitating illness or defect.
9. Failure to notify the Program Director of intent to return to classes following a voluntary leave of absence.

A student that has been dismissed from the DPT program may be dismissed from the University. The student may re-apply to the DPT program through the typical admissions process. If re-admitted to the program, the student must retake all courses in the DPT program.

Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.

#### **Grade Forgiveness Policy**

Grade forgiveness means that when a course is repeated, the highest grade is the grade of record. A student may repeat any course or combination of courses twice and the highest grade will be the grade of record, and the other grades are not included in the GPA. The other attempts will remain on the student's transcript. Grade forgiveness is allowed for only three single courses or combination of courses for a total of three letter grades that can be forgiven. After a student exceeds the forgiveness policy, all future grades for course or combination of courses will count in the calculation of the GPA. A student may select which grades they wish to be forgiven.

## Course Sequence

### Fall-Year 1, Term 1

| Course                      | Title                                      | s.h.      |
|-----------------------------|--|-----------|
| DPT 5010                    | Medical Physiology and Diseases for PT     | 4         |
| DPT 5100                    | Foundations for PT Practice                | 1         |
| DPT 5110                    | Clinical Symposium I                       | 1         |
| DPT 5120                    | Psychosocial Aspects of Physical Therapy   | 3         |
| DPT 5140                    | Teaching and Learning                      | 2         |
| DPT 5200                    | Human Anatomy I                            | 4         |
| DPT 5300                    | Introduction to Research                   | 3         |
| <u>DPT 5500</u>             | <u>Physical Therapy Tests and Measures</u> | <u>3</u>  |
| <b>Total Semester Hours</b> |  | <b>21</b> |

### Spring-Year 1, Term 2

| Course                      | Title   | s.h.      |
|-----------------------------|---|-----------|
| DPT 5160                    | Ethics and Morality in Clinical Practice          | 1         |
| DPT 5180                    | Documentation for Physical Therapists             | 1         |
| DPT 5220                    | Human Anatomy II                                  | 4         |
| DPT 5400                    | Biomechanics                                      | 3         |
| DPT 5900                    | Musculoskeletal Physical Therapy I                | 2         |
| DPT 5520                    | Foundations of Acute Care and Patient Care Skills | 3         |
| DPT 5540                    | Biophysical Agents                                | 3         |
| <u>DPT 5600</u>             | <u>Functional Neuroanatomy</u>                    | <u>3</u>  |
| <b>Total Semester Hours</b> |   | <b>20</b> |

### Summer-Year 1, Term 3

| Course                      | Title   | s.h.      |
|-----------------------------|---|-----------|
| DPT 5560                    | Exercise Principles and Prescription              | 3         |
| DPT 5710                    | Exercise Physiology and Wellness                  | 4         |
| DPT 5800                    | Geriatrics and Aging                              | 2         |
| <u>DPT 5850</u>             | <u>Pharmacology for Physical Therapy (Hybrid)</u> | <u>2</u>  |
| <b>Total Semester Hours</b> |   | <b>11</b> |

### Fall-Year 2, Term 1

| Course                      | Title                                  | s.h.      |
|-----------------------------|--|-----------|
| DPT 6010                    | Musculoskeletal Physical Therapy II    | 5         |
| DPT 6110                    | Adult Neurological Physical Therapy I  | 3         |
| DPT 6220                    | Clinical Symposium II                  | 1         |
| DPT 6300                    | Research Design I                      | 1         |
| DPT 6400                    | Medical Screening for Referral         | 3         |
| DPT 6500                    | Gait and Movement Analysis             | 2         |
| DPT 6600                    | Wound Care                             | 2         |
| <u>DPT 6900</u>             | <u>Clinical Education Experience I</u> | <u>1</u>  |
| <b>Total Semester Hours</b> |  | <b>18</b> |

### Spring-Year 2, Term 2

| Course                      | Title   | s.h.      |
|-----------------------------|---|-----------|
| DPT 6030                    | Musculoskeletal Physical Therapy III            | 5         |
| DPT 6120                    | Pediatric Physical Therapy                      | 4         |
| DPT 6130                    | Adult Neurological Physical Therapy II          | 3         |
| DPT 6320                    | Research Design II                              | 1         |
| DPT 6700                    | Cardiopulmonary Physical Therapy                | 3         |
| DPT 6820                    | Diagnostic Imaging & Clinical Electrophysiology | 3         |
| <u>DPT 6920</u>             | <u>Clinical Education Experience II</u>         | <u>1</u>  |
| <b>Total Semester Hours</b> |   | <b>20</b> |

### Summer-Year2, Term 3

| Course                      | Title                                 | s.h.     |
|-----------------------------|---------------------------------------|----------|
| DPT 6840                    | Nutrition for Physical Therapy        | 2        |
| <u>DPT 6940</u>             | <u>Clinical Education Practicum I</u> | <u>5</u> |
| <b>Total Semester Hours</b> |                                       | <b>7</b> |

### Fall-Year 3, Term 1

| Course                      | Title                                    | s.h.      |
|-----------------------------|--|-----------|
| DPT 7100                    | Leadership for Health Professionals      | 2         |
| DPT 7130                    | Business Management for Physical Therapy | 3         |
| DPT 7200                    | Prosthetics and Orthotics                | 3         |
| DPT 7240                    | Physical Therapy for Select Populations  | 2         |
| DPT 7300                    | Research Design III                      | 2         |
| DPT 7500                    | Clinical Symposium III                   | 2         |
| DPT 7600                    | Comprehensive Exam                       | 1         |
| <u>DPT 7700</u>             | <u>Clinical Practicum II</u>             | <u>3</u>  |
| <b>Total Semester Hours</b> |  | <b>18</b> |

### Spring-Year 3, Term 2

| Course                      | Title                         | s.h.       |
|-----------------------------|-------------------------------|------------|
| DPT 7700                    | Clinical Practicum II         | 3          |
| <u>DPT 7720</u>             | <u>Clinical Practicum III</u> | <u>6</u>   |
| <b>Total Semester Hours</b> |                               | <b>9</b>   |
| <b>Total Semester Hours</b> |                               | <b>124</b> |

## Doctor of Physical Therapy Courses

DPT 5010 MEDICAL PHYSIOLOGY AND DISEASES FOR PT

4 s.h.

This course is designed to provide an introduction to Human Physiology and the basic principles in the study of disease. The course is concerned with the basic underpinnings of structure, function, and pathological processes. Emphasis will be placed on general cellular physiology with an overview of pathological processes at the cellular and molecular level;

neurophysiology; muscle physiology; epithelium; and connective tissue. In addition, there will be an introduction to general organ system human physiology and organ system and multisystem pathologies; emphasis will be placed on cardiovascular, pulmonary, renal, endocrine, and gastrointestinal systems and on diseases that occur in patients that are often treated by the physical therapist. Physiology and Pathology serve as an underpinning of mechanisms that lead to impairments, functional limitations, and disabilities that are treated in the hospital and clinic.

#### DPT 5100 FOUNDATION FOR PT PRACTICE

1 s.h.

This course is designed to introduce the student to the foundational language and precepts for professional practice. As the foundation for intra- and inter-professional communication, the first part of this course will introduce the student to commonly used medical terminology. The second portion of this course will introduce the student to the foundational concepts required for appropriate professional behaviors and interactions. This part of the course will emphasize the documents that frame and guide the profession, professional association, and the basic regulations of the physical therapy profession.

#### DPT 5110 CLINICAL SYMPOSIUM I

1 s.h.

This course is designed as a weekly forum for presentation of clinically relevant patient care, and for professional development, using a case-based format and discussion. The focus of this course is the application and integration of didactic information from the classroom into clinical practice. Emphasis is placed on clinical decision making through the presentation and discussion of clinical cases and professional expectations/practice. A clinical case will be selected from a 3<sup>rd</sup> year DPT student's clinical Practicum and presented to the symposium participants. Seminar topics may focus on patient examination, interventions, and/or functional ability. However, evidence supporting the efficacy of examination tools and interventions, along with the clinical reasoning, is required. This course is intended to evoke professional discourse and discussion among students, faculty, and invited clinicians. In addition, this course will highlight the significance and clinical importance of interprofessional collaboration to achieve optimal patient care through case series format upon varied disciplines.

#### DPT 5120 PSYCHOSOCIAL ASPECTS OF PHYSICAL THERAPY

3 s.h.

This course is designed to introduce students to the multiple roles of the physical therapist and the responsibilities inherent in the relationships with clients, colleagues, families, and the profession. Learning experiences will be focused on psychological and social factors relevant to physical therapy practice, and the dynamics associated with effective patient/client-practitioner interactions. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences, spirituality, and coping strategies. Essential to effective patient/client-practitioner interactions is effectual communication. Therefore this course also addresses communication strategies, from theoretical principles to application, which are necessary for students to become engaged professionals.

#### DPT 5140 TEACHING AND LEARNING

2 s.h.

This course is designed to introduce students to their role as teachers to professional colleagues, patients, health care stakeholders, and future students. Emphasis is on integrating and applying teaching and learning theories as they relate to the planning, implementation, and evaluation of instructional units in didactic settings, clinical settings, and the community.

#### DPT 5160 ETHICS AND MORALITY IN CLINICAL PRACTICE

1 s.h.

This course examines ethical issues and moral reasoning processes in health care. Philosophical and faith-based foundations, including the Christian moral tradition, sociocultural influences, professional codes, organizational norms, and personal ethical norms are explored. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students will analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies.

#### DPT 5180 DOCUMENTATION FOR PHYSICAL THERAPISTS

1 s.h.

This course emphasizes the development of effective documentation skills, including exposure to a variety of documentation formats and implications for proper reimbursement. Disablement classification models, behavioral objectives, and functional outcome concepts are applied to organize patient data and identify treatment goals. This

course will emphasize both traditional hand-written documentation and the use electronic medical record (EMR) systems.

#### DPT 5200 HUMAN ANATOMY I

4 s.h.

This is the first course in a two-course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology, and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma, and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the neck, back, thoracic cage/cavity, and upper extremities as a basis for solving clinical problems related to these body regions.

#### DPT 5220 HUMAN ANATOMY II

4 s.h.

This is the second course of the two course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the head, abdomen, pelvis, perineum and lower extremities as a basis for solving clinical problems related to these body regions.

#### DPT 5300 INTRODUCTION TO RESEARCH

3 s.h.

This course is designed to provide a thorough analysis of selected research that allows students to develop an understanding of adequate clinical research design, appropriate analytical procedures, and the nature of research criticism. Research designs across the spectrum of research will be explored in relation to clinical research for physical therapists. Students will analyze data using computer software, participate in discussions regarding selected research designs, and critically review selected professional literature.

#### DPT 5400 BIOMECHANICS

3 s.h.

Biomechanics is concerned with the mechanical/anatomical bases of human movement. An interdisciplinary approach is used in which concepts from anatomy, physiology, and physics (mechanics) are integrated. Quantitative and qualitative biomechanical analyses of human movement are studied from the perspective of kinematic and kinetic descriptions of single and multi-segment motion. This course also investigates tissue biomechanical properties required during the production of movement.

#### DPT 5500 PHYSICAL THERAPY TESTS AND MEASURES

3 s.h.

This course is designed to introduce students to some of the tests and measures that physical therapists use in the clinical examination as a means to gather information about the patient/client. The tests and measures covered include: vital signs, anthropometric measures, musculoskeletal screening tests, postural assessment, goniometry, manual muscle testing, sensory testing, reflex testing, palpation of surface anatomy, and an introduction to joint mobility. This course includes laboratory time in order to facilitate psychomotor learning that is essential to the development of sound clinical decision-making skills.

#### DPT 5520 FOUNDATIONS OF ACUTE CARE AND PATIENT CARE SKILLS

3 s.h.

This course is designed to introduce students to the skills required by the physical therapist in the generalist acute care/in-patient environment. This course will emphasize proper body mechanics, infection control, standard precautions and sterile technique, basic assessment, transfers, bed mobility and positioning, safe use and handling of tubes, clinic safety procedures, prescribing the proper WC and instruction on wheelchair mobility, applying proper therapeutic ROM exercises, and using appropriate assistive devices for gait and transfers.

#### DPT 5540 BIOPHYSICAL AGENTS

3 s.h.

This course covers the physical modalities, hydrotherapy, massage, myofascial release, trigger point therapy, dry needling, and acupressure/ acustimulation. The modalities include thermal modalities, traction, continuous passive



ROM, electrical stimulation, and biofeedback techniques. The indications, contraindications, physiologic basis for therapeutic effect, and known efficacy are discussed in the lecture/discussion component. Students will experience the effect of each modality and develop psychomotor skills in the application of each modality during the laboratory portion of the course.

#### DPT 5560 EXERCISE PRINCIPLES AND PRESCRIPTION

3 s.h.

This course provides the scientific basis and principles of therapeutic exercise prescription, as well as practical application and hands-on experience in performing various therapeutic exercise techniques correctly. Aquatic physical therapy techniques, training, and performance enhancement approaches to exercise will also be addressed.

#### DPT 5600 FUNCTIONAL NEUROANATOMY

3 s.h.

This course introduces students to neuroscience principles necessary for clinical practice. Throughout the course, information builds from the structure and function of the individual cell, to how cells connect and communicate, to how cells coalesce into functional systems responsible for the control of particular aspects of behavior. The primary focus of the course is functional systems (e.g. motor, sensory, visual, and vestibular systems). Within each functional system, we will examine the adequate stimulus, sensory receptors, afferent pathways, control center, efferent pathways, effectors, and functional deficits if the system is damaged.

#### DPT 5710 EXERCISE PHYSIOLOGY AND WELLNESS

4 s.h.

This course provides the foundational basis for understanding the body's physiological responses to physical activity and exercise, focusing on both acute responses and chronic physiologic adaptations to physical activity and exercise, as well as methods for testing fitness and exercise readiness. The course also provides an overarching view of health and wellness, the inter-relationship of human physiology, exercise, health and wellness, and the growing dynamic of these factors in physical therapy practice. Wellness topics will include multiple dimensions of physical wellness, mental, and social wellness. Areas covered include: Bioenergetics (energy substrate and energy transfer at rest and with activity); Cardiopulmonary adaptations to activity; Neuromuscular and Endocrine adaptations to activity; Training for physiologic and performance adaptations; Exercise Testing/Fitness Assessment; Physical, Mental, and Social Wellness and their impact on Community and Societal Health.

#### DPT 5800 GERIATRICS AND AGING

2 s.h.

This course is an overview of adult development, including physical and psychological issues related to the geriatric population. This course will focus on theories of aging, attitudes toward aging, older adult health care needs, long term care, and family/caregiver issues. Cognitive impairments, biological alterations, and common pathologies related the aging process will also be discussed. Community-based activities will enhance the integration of this material.

#### DPT 5850 PHARMACOLOGY FOR PHYSICAL THERAPY (HYBRID)

2 s.h.

To present the primary drug classes and the physiologic basis of their action. Drugs will be grouped according to their general effects and the type of disorders they are routinely used to treat. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will likewise address how drug therapy interacts with physical therapy, and how drugs can exert beneficial effects as well as adverse side effects that impact on rehabilitation.

#### DPT 5900 MUSCULOSKELETAL PHYSICAL THERAPY I

2 s.h.

This course provides an in-depth study of musculoskeletal examination and evaluation and orthopedic manual physical therapy. Students will learn to integrate concepts of various approaches to physical therapy management, along with an in-depth study of the evaluation, diagnosis, and physical management of musculoskeletal dysfunction of the cervical spine, temporomandibular joint, and thoracic spine. Additionally, students will learn specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of these regions. Various orthopedic manual physical therapy approaches including special tests, thrust and non-thrust joint mobilization techniques, will be introduced. The student will also learn to incorporate appropriate therapeutic exercise regimens for various musculoskeletal conditions of these regions. Finally, students will learn an integrated clinical reasoning model

by which to develop reflection on, reflection in, and reflection for action within the clinic and their interactions in musculoskeletal physical therapy.

#### DPT 6010 MUSCULOSKELETAL PHYSICAL THERAPY II

5 s.h.

This course provides an in-depth study of the evaluation, diagnosis and physical management of musculoskeletal dysfunction involving the upper extremities, to include the shoulder, elbow, wrist and hand. Students will learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of these regions. Various orthopedic manual physical therapy approaches including special tests, thrust and non-thrust joint mobilization techniques, will be introduced. The student will also learn to incorporate appropriate therapeutic exercise regimens for various musculoskeletal conditions of these upper quadrant regions.

#### DPT 6030 MUSCULOSKELETAL PHYSICAL THERAPY III

5 s.h.

This course provides an in-depth study of the evaluation, diagnosis and physical management of musculoskeletal dysfunction of the lumbar spine, pelvis and lower extremities of the human body. Students will learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of these regions. Various orthopedic manual physical therapy approaches including thrust and non-thrust techniques, are introduced. The student will also learn to design appropriate therapeutic exercises for various musculoskeletal conditions of these lower quarter regions.

#### DPT 6110 ADULT NEUROLOGICAL PHYSICAL THERAPY I

3 s.h.

This is the first of two courses exploring the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasis is placed on three content areas: 1) theoretical models of how human movement is controlled under normal and pathological conditions, 2) knowledge of the etiology, clinical presentation, and natural history of recovery, and 3) techniques to examine and intervene in the most common movement impairments and functional limitations due to neurologic damage.

#### DPT 6120 PEDIATRIC PHYSICAL THERAPY

4 s.h.

This course is designed to provide learning opportunities in the area of early growth and development and pediatric physical therapy. An emphasis on clinical decision-making from a biopsychosocial and evidence-based perspective underlies the course. It covers primarily development and neurologic problems of childhood that are addressed by physical therapy. Students develop a working knowledge of diagnostic categories, PT problems, evaluation tools, and intervention strategies and techniques that are common to pediatric practice.

#### DPT 6130 ADULT NEUROLOGICAL PHYSICAL THERAPY II

3 s.h.

This is the second course of adult neurological rehabilitation that continues to explore the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasis is placed on three content areas: 1) theoretical models of how human movement is controlled under normal and pathological conditions, 2) knowledge of the etiology, clinical presentation, and natural history of recovery, and 3) techniques to examine and intervene in the most common movement impairments and functional limitations due to neurologic damage.

#### DPT 6220 CLINICAL SYMPOSIUM II

1 s.h.

This course is designed as a weekly forum for presentation of clinically relevant patient care, and for professional development, using a case-based format and discussion. The focus of this course is the application and integration of didactic information from the classroom into clinical practice. Emphasis is placed on clinical decision-making through the presentation and discussion of clinical cases and professional expectations/practice. A clinical case will be selected from a 3<sup>rd</sup> year DPT student's clinical Practicum and presented to the symposium participants. Seminar topics may focus on patient examination, interventions, and/or functional ability. However, evidence supporting the efficacy of examination tools and interventions, along with the clinical reasoning, is required. This course is intended to evoke

professional discourse and discussion among students, faculty, and invited clinicians. In addition, this course will highlight the significance and clinical importance of interprofessional collaboration to achieve optimal patient care through case series format upon varied disciplines.

#### DPT 6300 RESEARCH DESIGN I

1 s.h.

This course is the first of a three-course sequence for the culminating research experience in the DPT Program. In this course, students will develop a research proposal and successfully complete all appropriate applications for the Institutional Review Board (IRB). This endeavor is the first component of the process that will be continued in DPT 6420 and DPT 7400 in which the project is formally completed and presented. This proposal will be done under the advisement of faculty with expertise in the research and content areas.

#### DPT 6320 RESEARCH DESIGN II

1 s.h.

This course is the second of a three-course sequence for the culminating research experience in the DPT Program. In this course, students will collect data for proposed research projects, perform appropriate literature search for primary and secondary analyses, obtain relevant literature, and complete the initial portions of a written manuscript through an iterative process with peers, the instructor, and any clinical or faculty advisors involved in the project. This endeavor is the continuation of the process begun in DPT 6300 in which the project was formally developed and the IRB process successfully completed.

#### DPT 6400 MEDICAL SCREENING FOR REFERRAL

3 s.h.

This course is intended to provide the students with the knowledge and clinical skills designed for screening patients for medical conditions. Medical screening is addressed through comparison of systematic signs and symptoms. Appropriate screening tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Emphasis will be placed on the clinical decision-making role of a primary care practitioner by performing a thorough patient interview and systems review to differentiate dysfunction within the scope of PT practice from those that indicate referral to other practitioners.

#### DPT 6500 GAIT AND MOVEMENT ANALYSIS

2 s.h.

This course will provide an overview of observational and motion capture techniques for the analysis of human motion. This course is intended to advance student analysis of the kinematics and kinetics of human movement in two and three dimensions with an emphasis on methods used in motion capture, including joint and segment position, acceleration, velocity, force, torque, work, and power. Major topics will include measurement and analysis of kinematic and kinetic biomechanical signals during gait, running, and other sport-related activities. Basic biomechanical modeling and introduction to data analysis techniques for biomechanical data will be discussed. Gait analysis applications covered in the course include the description of able-bodied gait, an examination of gait abnormalities, and pathologies.

#### DPT 6600 WOUND CARE

2 s.h.

This course is designed to introduce students to the clinical practice of wound care. Emphasis will be placed on examination, evaluation, diagnosis, prognosis, interventions, and outcomes for persons with integumentary disorders most frequently encountered in physical therapy practice. Wound risk factors, wound healing, reliability, and validity of wound assessment tools, and the efficacy of dressings and treatment approaches, will also be addressed.

#### DPT 6700 CARDIOPULMONARY PHYSICAL THERAPY

3 s.h.

This course is designed to provide the student with a general foundation in examination, evaluation, diagnosis, prognosis, interventions, and outcomes for persons with cardiovascular and pulmonary disorders. Using an evidence-based approach, application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions will be covered.

#### DPT 6820 DIAGNOSTIC IMAGING AND CLINICAL ELECTROPHYSIOLOGY

3 s.h.

This course is designed to introduce students to the foundations and principles of diagnostic imaging and procedures used in clinical management. This course will emphasize plain film radiography, computed tomography, magnetic resonance imaging, ultrasound, nuclear medicine, and electrophysiological studies. Rationales and guidelines for

examination selection of each modality are discussed. Basic interpretation of diagnostic imaging and performing, as well as interpretation of EMG and nerve conduction studies, is included.

**DPT 6840 NUTRITION FOR PHYSICAL THERAPY** 2 s.h.

This course is an introduction to the principles of nutrition and their influence on health. Also discussed are the principles of nutrition and exercise, with emphasis on counseling, patients, energy, fluid balance, and evaluating nutrition in literature.

**DPT 6900 CLINICAL EDUCATION EXPERIENCE I** 1 s.h.

This is the first of two part-time clinical education experiences. The focus of this course is to facilitate the application and integration of didactic information from the classroom into clinical practice through clinical problem solving and psychomotor skills application, and to help students develop appropriate affective behaviors. This course consists of one day per week clinical experiences for a period of 10 weeks (minimum of 8 hours/day). The two clinical education experiences (I and II) should be varied among IP, OP, Rehab, (and others), as clinical contracts allow.

**DPT 6920 CLINICAL EDUCATION EXPERIENCE II** 1 s.h.

This is the second part-time clinical education experience. The focus of this course is to continue to facilitate the application and integration of didactic information from the classroom into clinical practice by progressing further clinical problem solving and psychomotor skills, and to help students further develop appropriate affective behaviors. This course consists of one day per week clinical experience for a period of 10 weeks (minimum of 8 hours/day). The two clinical education experiences (I and II) should be varied among IP, OP, Rehab, (and others), as clinical contracts allow.

**DPT 6940 CLINICAL EDUCATION PRACTICUM I** 5 s.h.

This is the first of three, full-time clinical education experiences. The focus of this course is to continue to foster the application and integration of didactic information from the classroom into clinical practice by expanding clinical problem solving and psychomotor skills application, and to train students to integrate appropriate affective behaviors. New concepts and skills specific to the clinical experience will be incorporated. The amount of assistance required from the clinical instructor will gradually decrease as the student progresses within this Clinical Practicum. This course consists of 40 hours per week of clinical experience for a period of 10 weeks. The three clinical education experiences should be varied among IP, OP, Rehab, (and others), as clinical contracts allow. It is expected that students achieve intermediate-level of performance in professional practice and patient management criteria on the clinical performance instrument (CPI), and an in-service or service in kind is required.

**DPT 7100 LEADERSHIP FOR HEALTH PROFESSIONALS** 2 s.h.

This course is designed to provide a foundation in leadership practice and theory to foster leadership in health organizations and across interconnected disciplines. This course will address leadership through a study of the individual and the values that create the basis for all decisions made by leaders. Emphasis will be placed on the study and exploration of the values, conditions, and organizational factors that a healthcare manager needs to have and understand in order to lead effectively.

**DPT 7130 BUSINESS MANAGEMENT FOR PHYSICAL THERAPY** 3 s.h.

This course is designed to introduce students to the business principles necessary for organizing, planning, directing, and managing a physical therapy practice or specialty service. This course provides an overview of a health care business management model from a fiscal, personnel, and administrative perspective. The impact of a changing healthcare system on reimbursement, program cost effectiveness, outcome management, cultural diversity, and ethical decision making is also addressed.

**DPT 7200 PROSTHETICS AND ORTHOTICS** 3 s.h.

This course includes a review of the prescription, fabrication, and training of various types of adaptive equipment used in the physical therapy management of patients with neurological, musculoskeletal, and cardiovascular dysfunction. Topics will include spinal, hip, knee, ankle, and foot orthoses and braces, lower extremity prosthetics, wheelchair design, custom seating, mobility devices, recreational devices, and home modifications.

#### DPT 7240 PHYSICAL THERAPY FOR SELECT POPULATIONS

2 s.h.

This course provides a study of specialty topics within the profession of physical therapy, such as Women's Health and Pelvic Health, Industrial Rehabilitation, and Oncology. Students will learn evaluation, diagnosis, and physical therapy interventions related to noted select populations. Students will also be introduced to the study of ergonomics and performance of job analysis.

#### DPT 7300 RESEARCH DESIGN III

2 s.h.

This course is the third of a three-course sequence and is the culminating research experience in the DPT Program. In this course, students will complete a written manuscript through an iterative process with peers, the instructor, and any clinical or faculty advisors involved in the project. This endeavor is the continuation of the endeavor begun in DPT6300 and DPT 6320 in which the project, either a primary analysis or a secondary analysis (systematic review) was formally developed, initiated, and the initial portions of the manuscript were completed.

#### DPT 7500 CLINICAL SYMPOSIUM III

2 s.h.

This course is designed as a weekly forum for presentation of clinically relevant patient care, and for professional development, using a case-based format and discussion. The focus of this course is the application and integration of didactic information from the classroom into clinical practice. Emphasis is placed on clinical decision making through the presentation and discussion of clinical cases and professional expectations/practice. A clinical case will be selected from a 3<sup>rd</sup> year DPT student's clinical Practicum and presented to the symposium participants. Seminar topics may focus on patient examination, interventions, and/or functional ability. However, evidence supporting the efficacy of examination tools and interventions, along with the clinical reasoning, is required. This course is intended to evoke professional discourse and discussion among students, faculty, and invited clinicians. In addition, this course will highlight the significance and clinical importance of interprofessional collaboration to achieve optimal patient care through case series format upon varied disciplines.

#### DPT 7600 COMPREHENSIVE EXAMINATION

1 s.h.

This is a preparatory course designed to encourage student review and integration of curricular content areas in preparation for clinical practice. The students will be provided with clinical cases that incorporate neurological, cardiopulmonary, and musculoskeletal dysfunctions across the life span and in a variety of clinical settings. These cases serve as the foundation for review of content areas and focused discussions. This course concludes with comprehensive oral and written examinations. These examinations are intended to demonstrate competency in all content areas and safe clinical decision-making skills to identify students' readiness to enter the final two full-time clinical Practicums. Both portions of the comprehensive examination must be passed to proceed with the final two full-time clinical Practicums.

#### DPT 7700 CLINICAL EDUCATION PRACTICUM II

6 s.h.

This is the second of three, full-time clinical education experiences. The focus of this course is to continue to foster the application and integration of didactic information from the classroom into clinical practice by expanding clinical problem solving and psychomotor skills application, and to continue the training of students in the integration of appropriate affective behaviors to prepare for entry level clinical practice. New concepts and skills specific to the clinical experience will be incorporated. The amount of assistance required from the clinical instructor will gradually decrease as the student progresses within this Clinical Practicum. This course consists of 40 hours per week of clinical experience for a period of 12 weeks. The three clinical education experiences should be varied among IP, OP, Rehab, (and others), as clinical contracts allow. It is expected that students achieve advanced intermediate level of performance in professional practice and patient management criteria on the clinical performance instrument (CPI), and an in-service (or service-in-kind) is required. (note: this course is split across 2 semesters)

#### DPT 7720 CLINICAL EDUCATION PRACTICUM III

6 s.h.

This is the third and final of three, full-time clinical education experiences. The focus of this course is to continue to foster the application and integration of didactic information from the classroom into clinical practice by expanding clinical problem solving and psychomotor skills application, and integration of appropriate affective behaviors to prepare for entry level clinical practice. New concepts and skills specific to the clinical experience will be incorporated. The

amount of assistance required from the clinical instructor will gradually decrease as the student progresses within this Clinical Practicum. This course consists of 40 hours per week of clinical experience for a period of 12 weeks. The three clinical education experiences should be varied among IP, OP, Rehab, (and others), as clinical contracts allow. It is expected that students achieve entry-level of performance in professional practice and patient management criteria on the clinical performance instrument (CPI), and an in-service (or service-in-kind) is required.

### Doctor of Physical Therapy – Academic Calendar 2018-19

The DPT program will follow the University Academic Calendar.

## Section 8 – Graduate Faculty

### Master of Education

|                        |  |
|------------------------|--|
| Jennifer Broome (2016) | Chair, Education<br>Assistant Professor of Education<br>B.A., M.Ed., University of North Carolina at Greensboro<br>Ph.D., New York University  |
| Beth Carter (2015)     | Associate Professor of Education<br>B.S., M.A., East Carolina University<br>Ed.D., Regent University   |
| Patricia Fecher (2016) | Director, Field Experience and Student Teaching<br>B.S., Bowling Green State University<br>M.S., University of Dayton  |
| John Herring (2006)    | Program Coordinator, Physical Education and Health Education<br>Assistant Professor of Physical Education and Exercise Science<br>B.S. Frostburg State University<br>M.Ed. Frostburg State University<br>North Carolina Teaching Licensure in Physical Education & Health Education (K-12) |
| Kyrstin Krist (2012)   | Faculty Athletic Representative<br>Associate Professor of Physical Education & Exercise Science<br>B.S., Virginia Polytechnic Institute and State University<br>Ph.D., University of South Carolina  |
| Grayson Lipford (2011) | Chair, Department of Physical Education and Exercise Science<br>Coordinator, Exercise & Sport Science<br>Associate Professor of Education & Exercise Science<br>B.S., Longwood University<br>M.S., James Madison University<br>Ph.D., CSCS, Virginia Commonwealth University               |
| Bruce Morgan (2011)    | Director, Instructional Technology & e-learning<br>B.A., Johnson State College<br>M.S., University of Wyoming<br>Ph.D., University of Wyoming  |
| Yvonne Nolan (2003)    | Professor of Education (2012),<br>Coordinator, Special Education<br>B.S., Gordon College<br>M.A., California State University<br>Ed.D., Nova Southeastern University   |
| Jamie Robbins (2015)   | Associate Professor of Physical Education & Exercise Science<br>B.A., University of Michigan<br>M.A., University of North Carolina at Chapel Hill<br>Ph.D., Michigan State University  |

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| Gregory Stewart (2018) | Director, Master of Education Program<br>Assistant Professor of Physical Education & Exercise Science<br>B.S. East Carolina University<br>M.Ed. East Carolina University<br>Ph.D. University of South Carolina |
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## Master of Justice Administration

|                              |  |
|------------------------------|--|
| Mark D. Bowman (2009)        | Associate Professor of Justice Studies.<br>Director, Center for Excellence in Justice Administration<br>B.A., University of Arkansas at Little Rock<br>M.P.S.L., Christopher Newport University<br>Ph.D., Old Dominion University      |
| Darl H. Champion, Sr. (1993) | Professor Emeritus<br>Director, Master of Justice Administration Program<br>B.A., Indiana University of Pennsylvania<br>M.C.J., University of South Carolina<br>Ed.D., North Carolina State University                                 |
| Michael Potts (1994)         | Professor of Philosophy<br>B.A., David Lipscomb College<br>M.Th., Harding University Graduate School of Religion<br>M.A., Vanderbilt University<br>Ph.D., University of Georgia  |
| Eric S. See (2007)           | Professor of Justice Studies<br>Chair, Department of Justice Studies, Applied Forensic Science, and Cyber Crime<br>B.S., Bowling Green State University<br>M.S., University of Cincinnati<br>Ph.D., Indiana University of Pennsylvania |
| Sarah A. See (2015)          | Instructor of Justice Studies<br>B.A., Indiana University of Pennsylvania<br>M.A., Indiana University of Pennsylvania  |

## Professional MBA Program

|                     |  |
|---------------------|--|
| Josiah Baker (2011) | Interim MBA Director<br>Nimocks Professor of International Business (2018)<br>Professor of Finance & Economics (2019)<br>B.A., M.A.A.E., University of Central Florida; M.A.,<br>M.A. University of Kentucky;<br>M.A., Ph.D., The Catholic University of America |
| Hem Basnet (2015)   | Chair, Financial Economics & Marketing<br>Associate Professor of Financial Economics<br>M.A., The City College of New York<br>Ph.D., Southern Illinois University  |



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| Dena Breece (2014)      | Associate Dean, Reeves School of Business<br>Assistant Professor of Accounting<br>B.S., Methodist College;<br>M.B.A., Campbell University,<br>Ph.D., Trident University International<br>CPA                              |
| Matthew Dobra (2012)    | Nimocks Professor of Buiness (2018)<br>Professor of Economics (2019)<br>B.A., Loyola University<br>Ph.D., George Mason University   |
| Oz Hamzah (2014)        | Director, Resort & Club Management<br>Assistant Professor of Business Administration<br>B.S., Shaw University;<br>M.S., M.B.A., University of North Carolina at Pembroke  |
| Mary Kirchner (1996)    | Chair, Accounting, Business Administration, and Management<br>Professor of Accounting (2006)<br>B.A. with distinction, University of Alabama;<br>M.A., University of Iowa;<br>M.Acc., Ph.D., University of Tennessee; CPA |
| Jon-David Knode (2008)  | Associate Professor of Marketing (2013)<br>B.S., M.B.A., Salisbury University<br>Ph.D., University of Baltimore   |
| Jen-Hsiang Lin (1988)   | Professor of Business Administration & Economics (1997)<br>B.S., Chinese Culture University<br>M.S., National Chung-Hsing University<br>Ph.D., North Carolina State University  |
| Donna Pelham (2008)     | Associate Professor of Business Administration & Accounting (2014)<br>B.A., Texas Lutheran College<br>J.D., University of North Carolina School of Law add “, CPA, CFE”   |
| Kimberly Scruton (2010) | Dean, Reeves School of Business<br>Associate Professor of Management<br>B.S., West Liberty University<br>M.S., Central Michigan University<br>Ed.D., Shenandoah University  |

### Master of Medical Science in Physician Assistant Studies

|                        |   |
|------------------------|---|
| Christopher Aul (1995) | Associate Professor of Medical Science<br>Medical Director, Physician Assistant Program<br>Medical Advisor to the Sports Medicine Program<br>B.A., Wabash College<br>M.D., Washington University School of Medicine |
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| Christina Perry (2010)                | Associate Professor of Clinical Medicine<br>Director, Physician Assistant Program<br>B.H.S., P.A.-C., Methodist University<br>M.P.A.S., University of Nebraska<br>D.H.Sc., Nova Southeastern University                  |
| Scott Fisher (2018)                   | Assistant Professor of Clinical Medicine<br>Academic Coordinator, Physician Assistant Program<br>B.S., M.P.A.S., University Nebraska Medical Center<br>D.Sc., Baylor University  |
| Susan Greer Fisher (2015)             | Assistant Professor of Clinical Medicine<br>Director of Clinical Studies, Physician Assistant Program<br>B.S., M.P.A.S., University Nebraska Medical Center<br>D.Sc., Baylor University                                  |
| William Greenwood (2011)              | Associate Professor of Clinical Medicine<br>B.S., M.S., Eastern New Mexico University<br>M.D., University of New Mexico  |
| Deborah Morris (2010)                 | Associate Professor of Clinical Medicine<br>Director of Didactic Studies, Physician Assistant Program<br>B.A., Lehigh University<br>PA Certificate, Yale University<br>M.D., University of North Carolina at Chapel Hill |
| James Thomas (2016)                   | Associate Professor of Clinical Medicine<br>B.S., University of Florida<br>M.D., University of Florida College of Medicine   |
| <b>Doctor of Occupational Therapy</b> |  |
| Earthlyn Armstrong (2019)             | B.A., University of Massachusetts<br>M.A., Springfield College   |
| Cindy Erb (2018)                      | Instructor of Occupational Therapy<br>B.S., Mount Mary University<br>M.S.H., Cardinal Stritch University<br>OTD(c), South University   |
| Matthew Foreman (2017)                | Assistant Professor of Occupational Therapy<br>B.S., Ph.D., Washington University in St. Louis   |
| Meredith Gronski (2016)               | Assistant Professor of Occupational Therapy<br>Director, Occupational Therapy Program<br>Chair, Department of Occupational Therapy<br>B.A., OTD, Washington University in St. Louis                                      |
| Dana Kolbfleisch (2018)               | Assistant Professor of Occupational Therapy<br>B.S., MOT, University of Pittsburgh<br>OTD, Chatham University  |
| Amy Spence (2016)                     | Assistant Professor of Occupational Therapy  |

Academic Fieldwork Coordinator  
B.S., M.D.Ed. University of Dayton  
OTD, Chatham University

## Doctor of Physical Therapy

Stacia Britton (2014)

Assistant Professor of Physical Therapy  
Academic Coordinator of Clinical Education  
B.S., Elon University  
D.P.T., Elon University  
Neurologic Clinical Specialist (ABPTS)

Matthew Condo (2019)

Assistant Professor of Physical Therapy  
B.S., The Ohio State University  
D.P.T., The University of St. Augustine  
Ed.D., The University of St. Augustine

John Fox (2014)

Assistant Professor of Physical Therapy  
B.S., Union University  
M.A. Ed., Union University  
Ph.D., Auburn University

Blake Justice (2015)

Associate Professor of Physical Therapy  
B.S., Appalachian State University  
M.S., Appalachian State University  
Ph.D. University of Pittsburgh

Lori Lieneke (2017)

Assistant Professor of Physical Therapy  
Associate Director, Physical Therapy Program  
B.S., (2) West Virginia University  
D.P.T., University of North Carolina, Chapel Hill  
Orthopedic Certified Specialist (ABPTS)

Mica Mitchell (2018)

Assistant Professor Physical Therapy  
B.S., Methodist College  
M.S.P.T., East Carolina University  
D.P.T., Rocky Mountain University of Health Professions  
Pediatric Certified Specialist (ABPTS)

Joel Sattgast (2017)

Assistant Professor Physical Therapy  
B.S., Concordia University  
D.P.T. Creighton University  
Orthopedic Clinical Specialist (ABPTS)

Penny Schulken (2014)

Assistant Professor of Physical Therapy  
Academic Coordinator of Clinical Education  
B.S., University of Wisconsin  
M.B.A., Fayetteville State University  
D.P.T., Marymount University  
Orthopedic Clinical Specialist (ABPTS)