



2021-22

# Graduate Academic Catalogue

Office of Academic Affairs, Methodist University

5400 Ramsey St., Fayetteville, NC 28311



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## 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, GA 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 is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is [\(301\) 652-6200](tel:301652-6200) and its web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program 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). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](http://www.aota.org/StateLicensure) webpage.

### *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), 3030 Potomac Avenue, Suite 100 Alexandria, VA 22305-3086; telephone: 703.706.3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [capteonline.org](http://capteonline.org). In needing to contact the program/institution directly, please call 910.630.7004 or email [gmsolano@methodist.edu](mailto:gmsolano@methodist.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.

### *Master of Education*

The Master 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 Fine Arts Complex housing Matthews Center and Huff Concert Hall, 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

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.

## 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.

## 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 three college Deans, Directors or a representative of current Graduate programs, Director of Graduate Online Programs, Director of Library Services, the Registrar, and two at-large faculty elected representatives who serve a term of three years. The Provost is welcome at any meeting as a guest. 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 university's approval process.
3. Serve in an advisory capacity for existing graduate programs.
4. Approve requests sent to the Curriculum Committee by graduate programs.
5. Edit, update, and approve changes to the Graduate Academic Catalogue and Graduate Student Handbook, including curricular and policy items. Send items to Provost for review.
6. Approving and recommending changes related to graduate faculty to the Faculty Senate.
7. Elect a graduate faculty representative to the Institutional Review Board.
8. Elect a graduate faculty representative to the Calendar Committee.

### 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.



## 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. 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.

### 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 Per semester Hour	Letter Grade	Quality Points 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 College Dean 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.

## 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 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 college 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 or the My MU Portal. 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 College 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 College 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 college 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.

## **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, GA 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.

### **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).

### **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.

### **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. 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 LMS (Canvas)**

The username and password for logging into Methodist University's Canvas site are the same as those used for logging into your Methodist University email account. If you need assistance logging into Canvas, please contact the webmaster at [webmaster@methodist.edu](mailto:webmaster@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.

## 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.

## Rescheduling Coursework in the Event of a Campus Closure

1. If courses are canceled due to emergency/unplanned circumstances for three consecutive days, faculty are required to engage students in alternate learning activities.
2. For all unplanned campus closures, faculty are encouraged to reorganize their syllabi to absorb content and classroom work and/or to engage students in other synchronous or asynchronous learning activities. Examples of such learning activities are available on the Teaching and Learning Center web site: <https://www.methodist.edu/tlc/>.
3. Some courses may not follow “traditional” class times (e.g., 50 min MWF or 80 min T Th). A course that meets for three hours on one day may miss an entire week of class if the University is closed for one day. Individual instructors may implement this policy as appropriate in order to satisfy requirements for the course.

4. Students **may not be penalized for closure decisions made by the University**. When classes resume, students should be given no less than 1 week but no more than 30 days or the last day of classes (whichever comes first) to turn in work assigned during unplanned closures. Deadlines that occur during the closure should be extended.

## Section 4 – 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.
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 Office of Financial Aid is located in Joe Stout Hall and is open for operation Monday through Friday from 8:00am-5:00pm. All students are responsible for checking their Methodist e-mail daily for messages from the university. 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 on the student's myMU portal by logging on to [www.methodist.edu](http://www.methodist.edu) and selecting the myMU icon in the upper right corner.

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.studentaid.gov](http://www.studentaid.gov). The student borrower applying for the Unsubsidized loan must complete an Entrance Counseling, Master Promissory Note (MPN), and sign the financial aid offer prior to the last day of the academic semester. The graduate borrower applying for the Graduate PLUS loan (PA, DPT, and OT students only) must complete the Entrance Counseling, Graduate PLUS application, sign the financial aid offer, 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.studentaid.gov](http://www.studentaid.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. A financial aid offer will be completed. An email will be sent informing the student of the financial aid offer 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 (PA, DPT, and OT students only).

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.studentaid.gov](http://www.studentaid.gov). Students may view a listing of their student loan history online at the National Student Loan Data System (NSLDS) website at [www.nslds.ed.gov](http://www.nslds.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. For 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 or via the myMU Portal under the financial aid tab, forms. 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.studentaid.gov](http://www.studentaid.gov). 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 Office of Student Accounts 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. For timely disbursement of funds, students must submit any outstanding information to the Office of Financial Aid as soon as possible.

All students are responsible for checking their Methodist e-mail daily for messages from the university.

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

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.

##### All other Master's Programs

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: 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 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 Office of Student Accounts 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 Office of Student Accounts 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 Office of Student Accounts. 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 5 - 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 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.

## **Other Policies**

### **International Students & the Ceremony of the Flags**

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 6 - Graduate Program Information

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

**Program is currently not accepting applications.**

#### 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)

##### 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.

#### 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 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 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, without opportunity for readmission.
3. Probations, suspensions, and/or dismissals of students are executed by the Provost and are reflected on transcripts.

### **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.

### **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 6100, 6200, 6300, 6400, 6500, 6600,

#### **Coaching Education and Athletic Administration:**

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

Concentration: 21 s.h. PXS 6050, 6100, 6150, 6250, 6350, 6450, 6550,

### **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 6300 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, legal ramifications, and current trends and issues. Examination of ethical issues will include placement, transition, and behavior management. Family involvement, cultural diversity and collaboration will also be explored.

EDU 6630 CURRICULUM ASSESSMENT AND PLANNING FOR STUDENTS WITH 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.

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 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.

Candidates will focus on content literacy instruction and on instruction that is aligned with state standards and tests. Candidates will also focus on literacy that goes beyond that which is tested. Understanding literacy across content areas is a critical aspect of reading instruction. Attention is given to new digital literacies, (b) disciplinary literacies, and (c) English learners and students with disabilities. Emphasis is given to teacher planning and instruction that helps them provide the tools their students need to better comprehend content area reading.

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 6100 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.

#### 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 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 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.

**The Master of Education Program— Academic Calendar 2020-21**

The MEd program will follow the University Academic Calendar.

## Residency Licensure Program

The Post Baccalaureate Residency Licensure Certificate Program is designed for those who have completed a bachelor's degree but now wish to enter the field of education. Specifically, Residency Licensure in North Carolina is an alternative pathway to pursue initial licensure in education. Applicants with a degree from an accredited university AND who are currently teaching in NC public schools are eligible to apply to the Methodist University Post Baccalaureate Residency Licensure Certificate Program.

The program consists of a minimum of 18 semester hours focused on pedagogical practices needed for successful teaching. The course sequence in the residency licensure program is designed to be completed in one year. However, candidates will have up to three years to complete the residency program. Coursework is completed in a blended or hybrid format that allows students to attend class while continuing to teach. Students will take online and blended classes which generally meet face-to-face one day a week as well as through online module work.

Degree Awarded: Post Baccalaureate Residency Licensure Certificate

- Elementary Education
- Special Education
- Middle Grades Education
- Secondary Education
- Art Education
- Physical Education/ Health Education
- Music Education

Note: Candidates may enroll in courses associated with the residency licensure, but a residency license cannot be issued until all Residency Licensure requirements are met.

Important to the program is the “Student Teaching” experience, which allows the student to apply his /her knowledge in his/her assigned classroom. Teacher candidates will complete student teaching in their own classrooms and will be assigned both a faculty supervisor as well as a site based mentor. Teacher candidates, faculty, and site based mentors will work together through observational coaching cycles to provide feedback and support on lesson planning, classroom management, and best practices for teaching.

Course Waivers: Students enrolled in the Post Baccalaureate Residency Licensure Certificate program may qualify for course waivers. Students who have graduated from Methodist University with a BS or BA in Education without licensure or with B. S. in Educational Studies and have passed all content specific licensure exams will be eligible for course waivers.

## Tuition

For the 2020-2021 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 calculated at the graduate course rate. 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.

## Fees

There is a \$300 Licensure exam fee attached to EDU 6900/ PXS 6600 Student Teaching. This fee is non-refundable and will be used to purchase a testing voucher to be used for the required PPAT pedagogy assessment.

There is no graduation fee for the Graduate Certificate program. Billing & Refunds

## Payment and Billing Policy for the Residency Licensure 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.

## **Admission Requirements & Procedures**

### **Residency Program Requirements Year 1**

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.

### **Application for Year 1:**

Interested candidates will apply for the program through the Methodist website. In addition, applicants will submit all transcripts (official or unofficial) for evaluation to the Residency Licensure Program Coordinator. The Residency Licensure Program Coordinator will work with the appropriate Subject Area Program Coordinator, the Chair of the Teacher Education Committee, to create an individualized prescribed course of study for the candidate. The individualized plan of study will contain all courses and state licensure testing the candidate is required to complete. All courses on the plan of study must be taken at Methodist University.

**Year 1 Transcript Review:** During the initial application process (first year), transcripts will be reviewed for each candidate. In some cases, additional course work may be required based on this review. Candidates will be notified of any additional course requirements as part of their individual prescribed plan of study.

Candidates with a GPA lower than a 2.7 cumulative must establish a GPA at Methodist University as part of their individualized plan. Teacher candidates who do not meet the minimum requirements listed above will have an individualized prescribed plan of study comprised of undergraduate courses selected to fulfill the areas of deficit. These will be included as part of their initial plan of study.

### **Year 2 & 3: Program Status Review**

A Residency Licensee may be renewed two times. PBRLP candidates returning for a second or third year in the program must meet the following criteria:

- Must be in good standing within the Residency Program by maintaining a 2.7 GPA.
- Must be employed with an LEA and submit an updated RLP form signed by the LEA.
- Must submit either licensure exam scores or evidence of registration for licensure exams as noted in their plan of study.

As needed, the Residency Program Coordinator will work with the appropriate Subject Area Program Coordinator, the Chair of the Teacher Education Committee, to modify the candidate's individualized prescribed course of study. The individualized plan of study will contain all courses and state licensure testing the candidate is required to complete the MU Residency Program.

NOTE: Additional course work may be identified at this time if the RLP candidate has completed the course work on the initial plan but failed to pass the required licensure exams. Candidates will be placed in one or more of the courses offered not included in their original plan of study. Courses will be selected from the existing graduate level courses aligned with their specific licensure area.

**NOTE:** All courses on the plan of study must be taken at Methodist University.

## **Post Baccalaureate Residency Licensure Certificate Program Course Requirements**

### **Concentration Specific Courses**

#### **Elementary Education**

- EDU 6700 Foundations of Reading 3 s.h.
- EDU5100 Methods for Teaching Elementary Mathematics 3 s.h.
- EDU/PXS 6300: Advanced Behavior Management 3 s.h.
- EDU 6620: Special Education: Legal, Ethical, & Historical 3 s.h.
- EDU 5900: Focus on Teaching in the Field 3 s.h.
- EDU 6900/ PXS 6600: Student Teaching 3 s.h.

#### **Middle Grades Education**

- EDU 6100 Instructional Technology 3 s.h.
- EDU 6730 Literacy Across the Curriculum 3 s.h.
- EDU/PXS 6300: Advanced Behavior Management 3 s.h.
- EDU 6620: Special Education: Legal, Ethical, & Historical 3 s.h.
- EDU 5900: Focus on Teaching in the Field 3 s.h.
- EDU 6900/ PXS 6600: Student Teaching 3 s.h.

#### **Special Education**

- EDU 6700: Foundations of Reading &/or EDU: 5100 Methods for Teaching Elementary Mathematics 3 s.h.
- EDU 6630 Curriculum Planning and Instruction for Students with Disabilities 3 s.h.
- EDU/PXS 6300: Advanced Behavior Management 3 s.h.
- EDU 6620: Special Education: Legal, Ethical, & Historical 3 s.h.
- EDU 5900: Focus on Teaching in the Field 3 s.h.
- EDU 6900/ PXS 6600: Student Teaching 3 s.h.

#### **Secondary Education**

- EDU 6100 Instructional Technology 3 s.h.
- EDU 6730 Literacy Across the Curriculum 3 s.h.
- EDU/PXS 6300: Advanced Behavior Management 3 s.h.
- EDU 6620: Special Education: Legal, Ethical, & Historical 3 s.h.
- EDU 5900: Focus on Teaching in the Field 3 s.h.
- EDU 6900/ PXS 6600: Student Teaching 3 s.h.

#### **Art Education**

- EDU 5900 Focus on Teaching in the Field 3 s.h.
- EDU 6100 Instructional Technology 3 s.h.
- PXS 6300 - Advanced Behavior Management 3 s.h.
- EDU 6900/PXS 6600 - Student Teaching & Program Evaluation 3 s.h.
- EDU 6620 - Special Education: Legal, Ethical & Historical Perspectives 3 s.h.
- EDU 5210 Theory and Practice of Elementary/Middle School Art 3 s.h.

- EDU 5200 Art in Junior High and Secondary School Art 3 s.h.

#### **Music Education**

- EDU 5900 Focus on Teaching in the Field 3 s.h.
- EDU 5350 Foundations of Music Education 3 s.h.
- EDU 5310 World Music 3 s.h.
- EDU 5320 Conducting 3 s.h.
- EDU 5330 Music Theory 3 s.h.
- EDU 5340 Elementary Music Methods 2 s.h.
- EDU 5350 Secondary Music Methods 2 s.h.
- EDU 6900/PXS 6600 - Student Teaching & Program Evaluation 3 s.h.

#### **Physical Education/ Health Education**

- EDU 5900 Focus on Teaching in the Field 3 s.h.
- PXS 6100 - Achievement Based Curriculum Design 3 s.h.
- PXS 6200 - Physical Education for Students with Developmental Disabilities 3 s.h.
- PXS 6400 - Instructional Methods for Physical Activity Settings 3 s.h.
- EDU 6620 - Special Education: Legal, Ethical & Historical Perspectives 3 s.h. **OR** PXS 6300 Advanced Behavior Management 3 s.h.
- EDU 6900/PXS 6600 - Student Teaching & Program Evaluation 3 s.h.

#### **Residency Licensure Course Descriptions**

EDU 5100 Math Methods Course 3 s.h.

This blended course is designed to introduce teacher candidates to approaches and methodologies used in teaching mathematics in the elementary school. Student engage in a variety of instructional activities focused on planning, implementing, and reflecting on instructional practices.

**Offered:** Fall

EDU 5210 Theory and Practice of Elementary/Middle School Art 3 s.h.

Study of art in elementary schools, including development of curriculum materials and practicum in teaching. The course will also cover art education theories and practices for Elementary/Middle schools. This course will focus on the overview of artistic growth of children; survey of philosophies, issues, methods, materials, resources, processes, and strategies for teaching art and integrating it into the school curriculum; unit and lesson planning, assessment, and evaluation. Lecture, discussion, studio, and classroom observations.

**Offered:** Fall

EDU 5200 Art in Junior High and Secondary School Art 3 s.h.

Study of art education theory and practice for junior high and secondary schools. Theory and practice of art education for adolescent students in the secondary school. This course will review of theories and issues concerning the study of aesthetics, art history, art criticism, and studio art in art education; survey of methods; observation of various models; generation of materials, resources, and strategies for implementation; teaching experiences utilizing strategies.

**Offered:** Spring

EDU 5330 Music Theory Course 3 s.h.

This course is designed as a remedial Music Theory course intended for successful preparation for the North Carolina Praxis 2 exam. This is a fast-paced course, with roughly two years of Music Theory being covered in one term.



**Offered:** Fall

EDU 5350 Foundations of Music Education

3 s.h.

The course is designed to provide needed content in philosophy, psychology, sociology, and social psychology. However, the focus is in how these areas relate to music education. Also discussed is curriculum, teacher education, research and the consumer, assessment, and a history of music education. This content is critical for people entering the profession at any level of music education. The course is designed to provide experiences in synthesizing field experience competencies and skills, as well as to specifically address issues important to future instruction.

**Offered:** Spring

EDU 5310 World Music

3 s.h.

This is a survey course in which music is studied within the context of culture. This will involve studying music from a global perspective, exploring music both as a phenomenon of sound and a phenomenon of culture. Students will examine representative examples of music in the Western and non-Western world and develop a vocabulary and deeper understanding to discuss the musical and social aspects of each culture. In addition, students will learn to identify style characteristics, structural components, instruments, ensemble types, and dance forms from each culture.

**Offered:** Summer

EDU 5320 Conducting

3 s.h.

A survey and practical application of fundamentals relating to conducting skills and techniques. Students will also focus on rehearsal planning, score preparation, Laban techniques, band/choral literature, and projects heavily dependent on self-evaluation.

**Offered:** Spring

EDU 5340 Elementary Music Methods

2 s.h.

A survey of the fundamentals of music and methods of teaching general music to children in grades kindergarten through six. Due to residency needs, topics also discussed will include the professional in general. This includes an overview of music teaching as a career; diversity, integration, curriculum technology, classroom management, legal issues, personal skills and e-portfolio.

**Offered:** Fall

EDU 5350 Secondary Music Methods

2 s.h.

The course is designed to provide the student with competencies needed for effective teaching of secondary music students. Special emphasis will be on the development of the vocal middle and high school program. The course is designed to provide experiences in synthesizing previously learned competencies and skills, as well as to specifically address issues important to instrumental instruction.

**Offered:** Spring EDU 5900: Focus on Teaching in the Field

3 s.h.

This blended course is designed to provide an internship experience at the appropriate grade level within the licensure area. Student engage in a variety of instructional activities focused on planning, implementing, and reflecting on instructional practices. This course requires observations conducted by both a site based mentor and a faculty supervisor. This course is taken prior to the student teaching course and is designed to give licensure candidates the opportunity to practice research based strategies.

**Offered:** Fall

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.

**Offered:** Summer

EDU 6310/PXS 6300 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.

**Offered:** Fall

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, legal ramifications, and current trends and issues. Examination of ethical issues will include placement, transition, and behavior management. Family involvement, cultural diversity and collaboration will also be explored.

**Offered:** Summer

EDU 6630 CURRICULUM ASSESSMENT AND PLANNING FOR STUDENTS WITH 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.

**Offered:** Fall

EDU 6700 Foundations of Reading 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.

**Offered:** Spring

EDU 6730 LITERACY ACROSS THE CURRICULUM 3 s.h.

Candidates will focus on content literacy instruction and on instruction that is aligned with state standards and tests. Candidates will also focus on literacy that goes beyond that which is tested. Understanding literacy across content areas is a critical aspect of reading instruction. Attention is given to new digital literacies, (b) disciplinary literacies, and (c) English learners and students with disabilities. Emphasis is given to teacher planning and instruction that helps them provide the tools their students need to better comprehend content area reading.

**Offered:** Spring

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.

**Pre-requisite:** EDU 5900 or permission of instructor

**Offered:** As needed

PXS 6100 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.

**Offered:** Fall

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.

**Offered:** Spring

XS 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.

**Offered:** Spring

## The Professional MBA Program

**Program is 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 the 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 2020-2021 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 \$1500 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 2021-2022 academic year are subject to change.

#### Fees

Graduation fee: \$150

#### 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 2020	August 1, 2020
Spring Term I & Term II 2021	December 1, 2020
Summer Term I and Term II 2021	May 1, 2021

### **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.

### **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.

### **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 College Dean 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 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:

0. 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 without opportunity for readmission.

1. 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.

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

### **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 College Dean 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 5020 Applied Business Statistics

MBA 5150 Research Methods

MBA 5200 Advanced Financial Management

MBA 5500 Marketing Management

MBA 5990 Capstone Experience

### Electives (select one)

MBA 5050 Ethical Decision Making

MBA 5300 Global Business Management

### Focus Courses

MBA 5100 Managerial Economics

MBA 5355 Business Law and Ethics

MBA 5400 Organization and Leadership

MBA 5550 Operations Management

Students take one elective and may select from either Business Ethics or Global Business Management

## 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 fail 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 5020 APPLIED BUSINESS STATISTICS

3 s.h.



The student will examine the application of statistical analysis, hypothesis testing, and regression analysis in business decision-making. The course will focus on the utilization of statistical methods as applied to business problems and operations. Descriptive statistics, probability and random variables, sampling and statistical inference, regression analysis, chi-square analysis, and analysis of variance will be investigated. Students will use a statistical software program.

#### MBA 5050 Ethical Decision Making

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 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 lectures, problem sets, and case studies. Prerequisite: Accounting for Managers

#### MBA 5300 GLOBAL BUSINESS MANAGEMENT

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.

#### MBA 5355 BUSINESS LAW AND ETHICS.

3 s.h.

This course surveys the organization and theory of the American legal system and its relationship to business, including contracts, agency, torts, criminal law, and employment law. This course incorporates the study of ethical issues facing managers in today's business environment, and provides a conceptual framework for analyzing and addressing these issues.

#### 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.

## 3 s.h.

MBA 5550 OPERATIONS MANAGEMENT

3 s.h.

MBA 5990 CAPSTONE EXPERIENCE I and II

6 s.h.

## The Professional MBA Program– Academic Calendar 2021-22

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

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

**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.
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.

COVID-19 response to coursework: Two prerequisite courses, up to 8 credit hours (outside of the Medical Terminology requirement), may be graded as 'pass/fail' and the program will relax the in-the-classroom vs. online preference for prerequisites. This policy modification applies *only* to courses taken during the spring 2020 or summer 2020 semester.

#### **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.

Applicants who have completed a foreign or domestic medical school must have achieved a 3.0 overall GPA (program will use WES evaluation for GPA calculation for foreign schools), no history of dismissal from the medical program, and/or no failures on the United States Medical Licensing Exam (USMLE).

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 by clicking [here](#).

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.
- Applicants who have completed a foreign medical school must have achieved a 3.0 overall GPA (program will use WES evaluation for GPA calculation), no history of dismissal from the medical program, and/or no failures on the United States Medical Licensing Exam (USMLE).
- 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 2022 may begin the application on April 30, 2021. Applications and GRE scores must be e-submitted, complete and verified by CASPA by January 15, 2022.

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. The Methodist University PA Program has established three preference programs with the following institutions listed below. Details regarding each program may be found by clicking [here](#).

- Methodist University: Early Assurance Program and Admissions Preference
- University of North Carolina at Pembroke
- Meredith College Pre-Health Post-Baccalaureate Program

## 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 2021-2022 (Class of 2023)

Year 1 Tuition [Fall 2021, Spring 2022, Summer 2022]: \$43,950 (\$14,650/semester)

Note: Year 2 (Fall 2022, Spring 2023, Summer 2023) and Year 3 (Fall 2023) tuition and fees will increase from Year 1 costs.

### Institutional Fees

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 by clicking [here](#).

## 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](#) 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, 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, 5520, 5530, 5540, 5570, 5580, 5590, 5600, 5650, 5680 and 5690

### **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. (70%)

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, College of Health Sciences and Human Services 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).

### **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 70% on each examination or written assignment. Any performance less than a 70% 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 requests 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 2022)

<b>FALL I SEMESTER 2021</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Sem. Hours</b>
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
	<b>Total</b>	<b>20</b>

SPRING SEMESTER 2022		
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 5770	OB/GYN	2
PHA 5740	Cardiology	3
PHA 5800	Pulmonology	2
	<b>Total</b>	<b>24</b>
SUMMER SEMESTER 2022		
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 5820	Neurology	2
PHA 5760	Urology/Nephrology	2

PHA 5750	Orthopedics	2
PHA 5860	Clinical Immunology and Infectious Disease	2
	<b>Total</b>	<b>24</b>
FALL II SEMESTER 2022		
<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	4
PHA 5790	Otolaryngology	1
PHA 5850	Critical Thinking	2
PHA 5900	History and Physical III	2
PHA 5840	Oncology	1
PHA 5830	Hematology	1
PHA 5710	Clinical Research Project	3
	<b>Total</b>	<b>18</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 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.

#### 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

4s.h.

This course will instruct and refresh skills that will be used during clinical rotations such as suturing, EKG reading, radiology, etc. In addition, the students will review professionalism, dispensing laws, and HIPAA/OSHA standards. 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

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 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 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 written examinations 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 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 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 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 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 subspecialties, to include: Allergy/Immunology, Cardiology, Dermatology, Gastroenterology, Hematology- Oncology, Neonatology, Neurology, Ophthalmology, Otolaryngology, Pulmonology, Radiology, Rheumatology, and Urology.

#### PHA 5680 ELECTIVE II

5 s.h.

During this 5- week elective rotation, students will be able to select from the following medical specialties and subspecialties, to include: Cardiology, Gastroenterology, Hematology-Oncology, Infectious Disease, Orthopedics, Pulmonology, and Urology. Additional specialties may be selected for approval by the Program.

#### PHA 5690 PRIMARY CARE

5 s.h.

This 5-week rotation provides students with clinical experience in a primary care (family medicine, pediatrics, or 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 primary care 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.

**Additional specialties may be selected for approval by the Program.**

### Master of Medical Science in Physician Assistant Studies – 2021-2022 Academic Calendar

#### Didactic Year: Class of 2023

Fall Semester 2021: August 12, 2021– December 08, 2021

Spring Semester 2022: January 10, 2022 – May 5, 2022

Summer Semester 2022: May 09, 2022 – August 24, 2022

Fall Semester II 2022: August 29, 2022 – December 16, 2022

## Doctor of Occupational Therapy Program

### Accreditation

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is [\(301\) 652-AOTA](tel:3016526262) and its web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program 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). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

### 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 College of Health Sciences and Human Services.

### 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 using 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 does not discriminate 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. Any candidate should be able to perform all educational requirements in a reasonably independent manner, or with reasonable accommodation. This 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-”. Candidates are expected to have no more than two prerequisite courses remaining to be taken after they apply.
2. All prerequisite courses must have been completed within ten years prior to application.
  - a. **Required Coursework**
  - b. 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. Abnormal Psychology, 3 credits: An abnormal psychology or a psychopathology course fulfills this requirement.
  - c. 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.
  - d. 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.
  - e. 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.

#### Recommended Coursework

- f. Upper-Level Science, 3 credits: Any 200-level or above biology course. Suggested courses include: Advanced General Biology, Microbiology, Genetics, Cellular Physiology, Cognitive Neuroscience, Zoology, Biochemistry, Exercise Physiology, and/or Pathophysiology.
    - i. Physics: Any 100-level course
  - g. Kinesiology or Biomechanics, 3 credits: An introductory biomechanics or kinesiology course. Suggested courses include: Applied Kinesiology, Kinetic Anatomy, and Motor Learning courses are also accepted.
3. 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.
4. 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. For the 2021-22 (Class of 2025) admission cycle, the admissions committee will accept a variety of virtual and other experiences to meet the shadowing requirement, due to restrictions related to the COVID-19 public health crisis. See the program website for details.

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 information, courses, and grades entered by the applicant will be reviewed, verified, and scored by the Director of Admissions and Alumni Relations. Once the application has been scored, the information will be forwarded to the MU OTD Admissions Committee.

## 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

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.
- More than the 50 required hours of occupational therapy-related experience or observation
- At least 4 of the 5 required prerequisite courses completed at the time of application.
- 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.
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- 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, military experience, involvement in undergraduate student organizations, community organizations and artistic or other creative pursuits. Therefore, if an applicant demonstrates a range of **life experiences** and/or **leadership endeavors**, points will be awarded to the PAS.
- **Recommended Course Work** as listed under the Program Prerequisites.

### 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

Evaluating, awarding, and accepting of transfer credits are at the discretion of the individual graduate programs at Methodist University. 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 College of Health Sciences and Human Services, 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 107 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 2021-2022 (Class of 2024)

1 <sup>st</sup> Year Tuition and Fees	\$39,645
Total Estimated Tuition and Fees	\$118,935

#### Institutional Fees

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-fees/> 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)

<u>Week</u>	<u>Refund Amount</u>
1	90%
2	80%
3 – 5	60%
6 – 9	40%
10– 12	20%
<u>&gt; 12</u>	<u>0%</u>

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 5020, OTD 5050, OTD 5250, OTD 5280, OTD 5400 OTD 5110, OTD 5300, OTD 5420, OTD 5450, OTD 5500, OTD 5600, OTD 5310, OTD 5620, OTD 5750, OTD 5120, OTD 5320, OTD 5800, OTD 6000, OTD 6020, OTD 6240, OTD 5330, OTD 6100, OTD 6120, OTD 6150, OTD 6180, OTD 6260, OTD 5350, 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 2.75 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, and College of Health Sciences and Human Services, but shall not be withheld arbitrarily. There is no contract, stated or implied, between Methodist University, Department of Occupational Therapy, and/or College of Health Sciences and Human Services, 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 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 2.75 (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 credit 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 capstone project that was developed during the Clinical and Community Research Workshop series and during the Capstone Experiential Component.
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 required leave of absence may be required under any of the following:
2. A student fails a course by receiving a grade below a C (69.999 or less) in didactic courses or a Fieldwork course;
3. A student requires more than two cumulative course reexaminations;
4. A student exhibits a significant breach in: professional conduct standards as described in the essentials functions.
5. policy, professional behaviors policy, ethical standards, or fails to adhere to safety standards.
6. 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 2.750 during a probationary period and maintain a 2.750 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.

## 2021 – 2022

### Fall- Year 1, Term 1

Course Number	Course Title	s.h.
<b>OTD 5250</b>	Anatomical Structure and Function Human Performance	5
<b>OTD 5020</b>	Professional Writing Seminar	1
<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>18 s.h.</b>

### Spring- Year 1, Term 2

Course Number	Course Title	s.h.
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<b>OTD 5110</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**

Course Number	Course Title	<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 6700</b>	Introduction to Doctoral Capstone Experience & Project	1
<b>OTD 6260</b>	Clinical Case-Based Learning II	2
		<b>19 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	s.h.
<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	s.h.
<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 5020: PROFESSIONAL WRITING SEMINAR (1 s.h.)

This course exposes students to professional writing and helps them transition to graduate-level writing skills necessary to ensure their success in the Methodist University Occupational Therapy Doctoral Program. This course will provide the

foundation required to effectively write at the graduate level when pursuing research, formatting academic papers, professional communication techniques, peer review/editing, and other forms of professional writing. Upon completion of this course, students will enhance and implement the skills necessary to write and communicate at a professional graduate level. Assignments/learning activities will include: effective use of APA format, completion of peer reviews, professional communication, and consistent utilization of the Methodist University Writing Center for additional support.

#### 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 (3 s.h.)

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 (3 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 6700: INTRODUCTION TO DOCTORAL CAPSTONE EXPERIENCE & PROJECT (1 s.h.)

This course is part of the experiential capstone component of the MU OTD Program. Students engage in planning and developing individual the capstone experience by drafting a learning plan with learning goals and learning activities to execute part III and IV of the Capstone Curriculum (Capstone Practice Model & Culminating Capstone Project) during summer year 3 as students develop advanced skills (those beyond a generalist level).

#### 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, OTD 6700

### **Doctor of Occupational Therapy – Academic Calendar 2020-21**

The OTD program will follow the University Academic Calendar.

## Doctor of Physical Therapy Program

### Accreditation

The Methodist University Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: CAPTE online.org. In need to contact the program/institution directly, please call (910) 630-7216 or email [gusolino@methodist.edu](mailto:gusolino@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 College of Health Sciences and Human Services.

### Mission, Vision, Goals

#### Mission

Promoting the health of society by enhancing movement through contemporary, evidence-based physical therapy education, fostering servant leadership, efficacious clinical reasoning, and compassionate reflective practice.

#### Vision

Recognized for collaborating as servant-leaders for healthcare who act compassionately, demonstrate excellence in clinical reasoning, and utilize a holistic approach to advance society’s health and the overall human experience.

#### 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

### 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.

### Admission 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. At the time of application, candidates are expected to have no more than two prerequisite courses remaining to be taken during the spring semester after the application closing date. Exceptions may be considered at the discretion of the Admissions Committee. All prerequisite courses must be completed prior to starting the DPT 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, Zoology, 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.
5. 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. Course content will be reviewed by Program content experts to determine if courses are acceptable as prerequisites.
6. Advanced placement credits are not accepted for prerequisite courses.

7. 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.
8. 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.
9. All applicants are required to complete Altus Suite as part of their application for the 2021/2022 admissions cycle. Altus Suite consists of a two-part online assessment of non-cognitive skills, interpersonal characteristics, and personal values and priorities that we believe are important for successful students and graduates of our program. Altus Suite consists of:
  - a. **Casper:** A 60-90 minute online situational judgement test (SJT).
  - b. **Snapshot:** A 10-minute one way interview with standardized questions

### General 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 Program.

### **Role of the Director of Admissions for the PT Program in the Admissions Process**

1. For each application cycle, the Director of Admissions for the PT program will perform the following duties:
  - a. Verify that the applicant has completed all the required prerequisite coursework and note outstanding courses, if any,
  - b. Initiate Phase I of the application review process (see below),
  - c. Enter the applicants' data into an Excel spreadsheet and forward to the DPT Admissions Committee to complete phase I of the application review process.
2. Once the application has been verified, the information will be forwarded to the DPT Program Admissions Committee for completion of Phase I in the application review process.

### **Initial Phase (Phase I) of the Applicant Review Process**

The initial phase of the admissions 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 admissions process to score the applicants. The Admissions Committee will use the following criteria:

- Undergraduate cumulative Grade Point Average (GPA)
- GPA of prerequisite course work
- Science GPA
- Graduate Record Examination scores
- Personal essay
- Situational Judgement Test. This will be administered through Altus Assessments.

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

- Assessment of the volunteer experience, clinical employment or other clinical activities 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.
- Graduate-level GPA. Students with graduate-level experience earn additional points based on their cumulative GPA of all graduate-level courses.
- Graduate-level GPA. Students with graduate-level experience earn additional points based on their cumulative GPA of all graduate-level courses.

The outcome of Phase I of the admissions process will determine if the applicant is offered the opportunity to participate in Phase II.

### **Phase II of the Applicant Review Process**

Phase II of the application process consists of an interview with DPT faculty and students. Following completion of both Phase I & II, the faculty and Admissions Committee shall identify whether the applicant has met the criteria for acceptance to the DPT Program.

### **Provisional Acceptance**

The MU DPT Program operates a rolling admissions process with a soft deadline in October and applications closing in January. Therefore, at the time of application, students may have prerequisites outstanding. As mentioned under the Admission Requirements, applicants are expected to have no more than two prerequisite courses remaining to be taken during the spring semester after they apply. If a student has outstanding prerequisites at the time of applying, they will receive a provisional acceptance to the program. Before being enrolled in the DPT program, students must submit their final transcripts to the Director of Admissions to demonstrate completion of the outstanding courses and to ensure that

they have satisfactorily met all obligations. The information is forwarded to the Admissions Chairman, who in consultation with the Program Director, provides the student permission to enroll in the DPT program.

### 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 two avenues for admission into the DPT Program: the Traditional Pathway and the Health Sciences Pathway.

#### Traditional Pathway

This pathway will require candidates to possess a bachelor's degree from an accredited college or university (degree in any field) or be in their senior year of undergraduate study. A completed bachelor's degree will be required prior to enrollment in the DPT Program, as evidenced by a final official college/university transcript, as well as completion of all the prerequisite courses as described in the admissions requirements.

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 MU undergraduate students with the opportunity for mentorship, access to the Pre-PT Club and assistance with the DPT admissions process. The Health Sciences Pathway will challenge the MU candidate academically in preparation for admission into the DPT Program upon successful completion of a MU bachelor's degree.

This pathway is open to all traditional freshman students admitted to MU who desire to pursue a bachelor's degree in the following majors:

- [Kinesiology](#)
- [Biology](#)

MU students applying for admission through this pathway will still be required to complete the same DPT prerequisite courses as outside applicants and will apply in the same manner through [PTCAS](#). **Applicants applying through the Health Sciences Pathway will be scored on the same admissions criteria as outlined in the admissions process.**

Involvement in the Health Sciences Pathway is not a guarantee of admission.

#### Affiliated Agreements

Methodist University Department of Physical Therapy is affiliated with six schools through articulation agreements. These schools have the opportunity for consideration for admission into the MU DPT Program as outlined in the MU DPT affiliate agreements. The following schools are affiliated with MU DPT:

- Baptist Health Sciences University
- Bridgewater College
- Saint Elizabeth University
- Northern Vermont University
- Waynesburg University
- Winthrop University

Students applying for admission through this pathway are required to meet the same admissions requirements and complete the same prerequisite courses as candidates applying through the Traditional Pathway. Applicants are also scored on the same admission criteria as described in the admissions process. **Being a student or graduate of an affiliated school is not a guarantee of admission to the 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 2021-2022

Tuition	\$37,575 (\$12,525/semester)
Fees	\$3,000 (\$1,000/semester)

#### Institutional Fees

Graduation Fee (charged in the final semester)	\$150
Vehicle Registration Fee	\$45/Year

\*Tuition and fees are subject to change.

### 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 DPT Degree:

Didactic Courses: DPT 5010, DPT 5100, DPT 5120, DPT 5140, DPT 5200, DPT 5300, DPT 5500, DPT 5180, DPT 5220, DPT 5400, DPT 5900, DPT 5520, DPT 5540, DPT 5600, DPT 5560, DPT 5710, DPT 5800, DPT 5850, DPT 6010, DPT 6110, DPT 6300, DPT 6410, DPT 6500, DPT 6600, DPT 6030, DPT 6120, DPT 6130, DPT 6320, DPT 6700, DPT 6420, DPT 6840, DPT 7100, DPT 7130, DPT 7200, DPT 7240, DPT 7300, DPT 7600

Clinical Courses: DPT 6900, DPT 6920, DPT 6940, DPT 7700, and DPT 7720.

Elective Courses: DPT 6950 and DPT 7950

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 *DPT Student Handbook pages 49 and 52, respectively*). 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 courses with a minimum cumulative GPA of a 2.800.
2. Successful completion of all clinical education courses.
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 DPT Degree is a discretionary right residing with the faculty and administration of Methodist University, Department of Physical Therapy, and College of Health Sciences and Human Services, but shall not be withheld arbitrarily. There is no contract, stated or implied, between Methodist University, Department of Physical Therapy, College of Health Sciences and Human Services, and the student guaranteeing that a degree or certificate will be conferred at any stated time, if at all.

### 1. 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

### Student Retention, Progression, Withdrawal and Dismissal

#### Academic Warning

The student will be placed on academic warning should any of the following occur:

1. The student receives 2 or more course grade(s) of less than 75.000 (C grade) throughout the curriculum, or
2. The student receives a course grade of less than 75.000 (C grade) and 1 or more course grade(s) of 75.000-79.999 (C+ grade) in a single semester.

The student will be required to complete the following:

1. The student will communicate with their course instructor or instructor of record to identify ways to improve their academic performance (e.g., face-to-face, electronic, etc.), and
2. The student will complete a comprehensive Corrective Action Plan (Appendix C).

Academic warning will not be reflected on the student's official academic transcript; however, it is reflective of academic performance history and will be maintained within the student's academic file.

A student on Academic Warning who fails to complete a Corrective Action Plan will be placed on Academic Probation.

#### Academic Probation

The goal of academic probation is to assist students who have been identified as having one or more deficits in the learning process and/or information base and to assist in resolving the deficit(s) through a Corrective Action Plan and a period of academic probation.

The student will be placed on academic probation when any of the following occur:

1. The student receives 2 or more grades between 70.000-74.999 (C grade) in a single semester throughout the curriculum.
2. The student receives 1 grade between 65.000-69.999 (D grade) through the didactic and non-clinical courses (*exception: clinical education and practicum courses*) throughout the curriculum.
3. The student achieves a cumulative GPA less than 2.80.
4. The student on Academic Warning fails to complete a Corrective Action Plan.

Academic probation is executed by the Provost and is a permanent part of the student's academic record and noted on their official transcript. Students must maintain and/or exceed a cumulative GPA of 2.80 level of academic performance



to be removed from academic probation and/or be eligible for graduation from the Methodist University Doctor of Physical Therapy Program.

Should a student earn a grade of less than 75.000 (C grade) on any assignment, quiz, or examination they are strongly encouraged to meet with their course instructor or instructor of record to identify ways to improve their academic performance by identifying circumstances which may have contributed to poor academic performance and strategies that will facilitate success as they move forward. In addition to meeting with course instructors, students are encouraged to meet with their advisors immediately following a poor academic performance(s) to develop a voluntary corrective action plan. Suggested activities include but are not limited to: active participation in tutoring and academic support, counseling concerning appropriate study habits, and identification of learning resources.

### Remediation of Practical Examinations

In all clinical skills courses (Physical Therapy Tests and Measures, Foundations of Acute Care and Patient Care Skills, Biophysical Agents, Exercise Prescription, Musculoskeletal PT I, II and III, Adult Neurological Physical Therapy I and II, Pediatric Physical Therapy, etc.), students will take practical examinations in the lab portions of those courses to demonstrate competence of the specific clinical skills learned. The DPT Program is obligated to ensure each student is well prepared and safe to administer evaluative tests and treatment interventions prior to clinical experiences. Therefore, every student is expected to earn a minimum score of C (70.000) on every practical examination in order to "pass" the course and be eligible to proceed in the curriculum and/or begin a clinical education experience.

Those who do not earn a score of C (70.000) on a practical examination, even though having strong performance in all other components of the course (e.g., written exams, assignments, projects, papers etc.), will be offered a practical re-examination. The following describes the process for remediation of a practical examination:

1. Immediately following a deficient performance on an initial attempt of a practical examination, the course coordinator will provide a copy of the grading rubric and a written summary to the student indicating areas of deficiency.
2. Once notified, the student must schedule a meeting with the course coordinator, examiner (if available), and advisor to develop a remediation plan.
3. Suggested activities and strategies to be used for remediation include, but are not limited to:
  - a. Information sessions and individualized tutoring.
  - b. Identification of a clinician/instructor to practice skills.
  - c. Appropriate activities to enrich the content such as clinic time with an instructor.
  - d. Counseling concerning appropriate study habits and learning resources.
4. The remediation plan must include the following components:
  - a. A description of the remediation activities;
  - b. A firm timeline to complete the remediation;
  - c. A description of the consequences should the student not meet the obligation(s) set forth in the plan.
5. After completing the remediation plan, the student will be given a practical re-examination, which must be videotaped.
6. Students who are unsuccessful in ultimately achieving a minimum score of C (70.000) through the practical re-examination process will receive a course grade of F and will be required to take a leave of absence (see below).
7. If successfully completed, the student will receive a grade of a C (70.000).
8. Course coordinators will report the student name and course number to the Student Affairs Committee indicating that the student required a course re-examination.

If students require 2 or more practical re-examinations in a single course, they will automatically receive a course grade of an "F" or fail and be required to take a leave of absence (see below). A student is allowed a maximum of 4 practical examination retakes across the 8 semester DPT curriculum. Regardless of the student's academic standing, if they require more than 4 practical re-examinations, including retakes that occurred before the customized remediation plan, the student will be dismissed from the program.



## Remediation of Clinical Courses

7. Students must receive an “A or a C” in all clinical education courses.
8. Students may only receive an incomplete or “I” for a clinical education course if they meet the following criteria:
  - a. They are passing the course as defined by the CI in consultation with the DCE and;
  - b. There are extenuating circumstances that may prevent the student from the successful completion of the clinical affiliation. Any extenuating circumstances must :
    - i. Approved by the DCE and faculty,
    - ii. Be communicated to the CI within 24 hours,
    - iii. Student performance as determined by the Part-Time Clinical Experience Evaluation Tool and Clinical Performance Instrument is in good standing; and
9. Students who receive a grade of “I” will seek academic advisement from the DCE. The DCE may modify the student’s program of study with the approval of the entire faculty:
  - c. If an incomplete grade is assigned during Clinical Education Experience I, the first part-time clinical experience, the DCE may:
    - iv. Ask the SCCE in consultation with the CI, if they are willing to extend the affiliation time for 2<sup>nd</sup> part-time clinical affiliation (Clinical Education Experience II). In accordance with the University Incomplete grade policy, if the student successfully completes Clinical Education Experience II they will also receive an “A” for Clinical Education Experience I.
    - v. Ensure that the time required to extend the clinic must allow sufficient time to complete the equivalent clinical hours during and not extend into the summer semester (year 2, term 3).
    - vi. If neither of the 1<sup>st</sup> two options will work, the student will be required to take complete a customized remediation plan and join the next DPT class and retake the clinical education course. Depending on the availability of clinical sites, a similar clinical experience will be assigned.
  - d. If an incomplete grade is assigned during Clinical Education Experience II, the second part-time clinical experience and the student is not able to resolve the incomplete grade by the start of Clinical Practicum I; the student will be required to take complete a customized remediation plan, join the next DPT class, and retake the Clinical Education Course. Depending on the availability of clinical sites, a similar clinical experience will be assigned.
  - e. If an incomplete grade is assigned during the 1<sup>st</sup> 10-week full-time clinical affiliation, Clinical Practicum I and the student is not able to resolve the incomplete grade by the start of the Year 3 Fall semester; the student will be required to take complete a customized remediation plan, join the next DPT class, and retake the Clinical Practicum. Depending on the availability of clinical sites, a similar clinical experience will be assigned.
  - f. If an incomplete grade is assigned during the either of the final two 12-week full-time clinical practicums and the extenuating circumstances are resolved, the DCE may:
    - vii. Extend time necessary to resolve the incomplete grade;
    - viii. Delay the student’s graduation, and;
    - ix. Restart the full-time clinical practicum by placing the student in another but similar clinical affiliation site, or;
    - x. In consultation with the SCCE, restart the full-time clinical practicum but assign them to a new CI within the same clinical site.
10. Prior to assigning a grade of “F” by the DCE, the student may be offered an extension if:
  - g. The student has difficulty grasping one specific part of the clinical course work and
  - h. The student has demonstrated appropriate knowledge and skills in other areas of the clinical course.
  - i. The clinical faculty and the DCE agree that the deficiency can be remediated within an extended time frame determined by the DCE and CI/SCCE and;
  - j. The clinic is willing and able to extend the clinical experience.

11. A student will automatically receive a grade of “F” in a clinical education course if the following circumstances occur, if supported by the appropriate documentation:
  - k. The CI requests the students be removed from the clinical affiliation site.
  - l. Student is deemed unsafe by the CI.
12. Students who receive an “F” in the Clinical Education Experience I and II courses will be required to complete a customized remediation plan (see Academic Promotion and Retention Policy).
  - m. Depending on clinical site availability, upon a student’s return they will be required to repeat the failed Clinical Education Experience in similar clinical environment.
  - n. Failure on a second attempt of the Clinical Education Experience will be considered as a second failure and in accordance with the Academic Promotion and Retention Policy the Student will be dismissed from the program.
13. Students who receive an “F” in the Clinical Education Practicum I (10-week full-time clinical rotation) will be required to complete a customized remediation plan (see Academic Promotion and Retention Policy).
  - o. Depending on clinical site availability, upon a student’s return they will be required to repeat the failed Clinical Education Practicum (10-week full-time clinical rotation) in similar clinical environment.
  - p. Failure on a second attempt of the Clinical Education Practicum will be considered as a second failure and in accordance with the Academic Promotion and Retention Policy, the student will be dismissed from the program.
  - q. If the student passes the 2<sup>nd</sup> attempt of Clinical Education Practicum I, they will be allowed to move forward in the program with their new cohort. However, if the student fails to pass any subsequent clinical or academic course it will be considered a second failure. Therefore, in accordance with the Academic Promotion and Retention Policy, the student will be dismissed from the program.
14. Students who receive an “F” in the Clinical Education Practicum II or III (12-week full-time clinical rotations) will be required to remediate the Practicum in a timeframe established by the DCEs and clinical facility.
  - r. Depending on clinical site availability, the student will be required to repeat the failed Clinical Education Practicum (12-week full-time clinical rotation) in similar clinical environment.
  - s. Failure on a second attempt of the Clinical Education Practicum II or III will be considered as a second failure and in accordance with the Academic Promotion and Retention Policy; the student will be dismissed from the program.
  - t. If the student passes the 2<sup>nd</sup> attempt of Clinical Education Practicum II and III, they will be allowed to move forward in the program and/or graduate depending on the practicum.
  - u. This process may delay the start of Clinical Practicum III, and/or
  - v. This process may delay the student’s graduation.

### University Incomplete Grade 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).

## Academic Promotion and Retention Policy

### Principles

1. Each individual enrolled in the DPT program at Methodist University should be provided with every reasonable opportunity to succeed in their academic endeavors while in pursuit of the education necessary to become a practicing physical therapist.
2. The faculty of Methodist University's DPT program has the obligation to provide the most appropriate education in terms of both rigor and content to assure that individuals graduating from the DPT program are prepared to meet the demands of the profession of Physical Therapy with the highest degree of competence, ethics, morality, and social obligation.
3. All students enrolled in the DPT program at Methodist University must assume responsibility for their personal learning success.

### Evaluation and Retention in the Program

The faculty of the Methodist University Physical Therapy program is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of a physical therapist. At regular times throughout the length of the program, normally before the start of each semester, the Student Affairs Committee, will evaluate student current standings in the program. Information will be collected from all sources relevant to the academic and professional behavior of the student and will include input from course instructors, clinical supervisors, student services officers, and advisors' reports. At risk students will be notified by the Student Affairs Committee of their current standing and should schedule a meeting with their advisor.

### Satisfactory Academic Progress

The faculty of the Methodist University Physical Therapy program have established specific guidelines for satisfactory academic progress for students enrolled in the 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 and GPA Requirements
  - a. Individual course grades: Students must achieve a grade of C (70.000) or above in all clinical education courses.
  - b. Cumulative grade point average: Students 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 time frame is defined as the maximum number of credit hours a student may attempt in pursuit of a degree. The maximum time frame for completion of the DPT 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 and in this catalogue under [academic integrity](#).
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.

## Consequences of Substandard Performance

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 customized remediation plan 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 Dean of Students. A 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.

A 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. 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.

## Customized Plan for Remediation

A customized plan for remediation is at the discretion of the Program Director with consultation of Program faculty and may be required under either of the following:

1. A student fails a clinical education course by receiving a grade of F;
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 the remediation plan. Students should review financial arrangements with the Business Office and the Office of Financial Aid.

Students who are placed on a customized plan for remediation 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 customized plan for remediation is imposed, the Program Director with consultation of Program faculty may recommend or require that the student meet additional conditions (e.g., documentation of remedial academic work) prior to resuming progression in the program. 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.

## Methodist University Involuntary Withdrawal Policy

In unusual and extraordinary circumstances where the emotional and/or physical welfare of the student and/or elements of the University community are in jeopardy, it may become necessary to take steps temporarily separating a student or students from the University community. Under such circumstances, and with medical and/or psychological consultation, the University, through the Dean of Students or his/her designee, reserves the rights to exercise its responsibility to

involuntary withdraw a student from the University. Further, the University reserves the right to interview a student who has been withdrawn when and if that student contemplates readmission.

### Requirements to Return to the Program Following a Voluntary Leave of Absence or Customized Remediation Plan

In order to return to the program following an eligible voluntary leave of absence or customized remediation plan, each student must complete the following:

1. Develop and sign a contract with the program director and in consultation with student advisor and other faculty as necessary, and
2. Notify the program director of their intent to return by the specified date on the contract, and
3. In the event of a medical leave of absence, provide medical clearance to return to the program as outlined in the contract,
4. Re-enroll in the MUDPT Program when approved, and
5. Successfully complete all requirements as listed on the student's contract for the customized remediation plan.

### 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 customized remediation plan.
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 leave of absence or customized remediation plan.

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.

## Course Sequence

### Plan of Study

#### Fall-Year 1, Term 1

Course	Title	Credits
DPT 5010	Medical Physiology and Diseases for PT	4
DPT 5100	Foundations for PT Practice	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	2
DPT 5500	Physical Therapy Tests and Measures	3
<b>Total Semester Credits Hours</b>		<b>19</b>

#### Spring-Year 1, Term 2

Course	Title	Credits
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
DPT 5600	Functional Neuroanatomy	3
<b>Total Semester Credits Hours</b>		<b>19</b>

#### Summer-Year 1, Term 3

Course	Title	Credits
DPT 5560	Exercise Principles and Prescription	3
DPT 5710	Exercise Physiology and Wellness	4
DPT 5800	Geriatrics and Aging	2
DPT 5850	Pharmacology for Physical Therapy	2
<b>Total Semester Credits Hours</b>		<b>11</b>

#### Fall-Year 2, Term 1

Course	Title	Credits
DPT 6010	Musculoskeletal Physical Therapy II	4
DPT 6110	Adult Neurological Physical Therapy I	3
DPT 6300	Research Design I	1
DPT 6410	Medical Screening and Diagnostic Imaging for the Upper Extremity	2
DPT 6500	Gait and Movement Analysis	2
DPT 6600	Wound Care	2
DPT 6900	Clinical Education Experience I	1
<b>Total Semester Credits Hours</b>		<b>15</b>

#### Spring-Year 2, Term 2

Course	Title	Credits
DPT 6030	Musculoskeletal Physical Therapy III	4
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 6420	Medical Screening and Imaging for the Lower Extremity	2
DPT 6920	Clinical Education Experience II	1
<b>Total Semester Credits Hours</b>		<b>18</b>

#### Summer-Year 2, Term 3

Course	Title	Credits
DPT 6840	Nutrition for Physical Therapy	2
DPT 6940	Clinical Education Practicum I	5
<b>Total Semester Credits Hours</b>		<b>7</b>

#### Fall-Year 3, Term 1

Course	Title	Credits
DPT 7100	Leadership for Health Professionals	1
DPT 7130	Business Management for Physical Therapy	2
DPT 7200	Prosthetics and Orthotics	3
DPT 7240	Physical Therapy for Select Populations	2
DPT 7300	Research Design III	1
DPT 7600	Comprehensive Exam	1
DPT 7700	Clinical Practicum II	6
<b>Total Semester Credits Hours</b>		<b>16</b>

#### Spring-Year 3, Term 2

Course	Title	Credits
DPT 7720	Clinical Practicum III	6
<b>Total Semester Credits Hours</b>		<b>6</b>
<b>Total Credit Hours</b>		<b>111</b>

#### Elective Courses

Course	Title	Credits
DPT 6950/7950	Clinical Sciences Review Course	1-6



## 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, part of this course will be devoted to introducing the student to commonly used medical terminology. Another 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. Ethical issues and the moral reasoning process in health care will be examined, including the philosophical, sociocultural, and professional influences. Students will analyze ethical dilemmas and evaluate ethical theory.

### DPT 5120 PSYCHOSOCIAL ASPECTS OF PHYSICAL THERAPY s.h.

3

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 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 2 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      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 is the first of three courses which introduce and emphasize management of patients with musculoskeletal dysfunction. Additionally, this course incorporates the study of physical therapy, musculoskeletal examination and evaluation within orthopedic manual physical therapy. Students will learn to integrate concepts of various approaches to physical therapy management, along with an overview of the evaluation, diagnosis, and physical management of musculoskeletal dysfunction. Clinical applications and case-based learning is used to emphasize the process of patient management across the biopsychosocial spectrum. 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. Upon completion of this course students will be prepared to utilize the World Health Organization International Classification of Function model to identify, assess, and apply appropriate concepts of musculoskeletal physical therapy within clinical scenarios and case-based learning.

**DPT 6010 MUSCULOSKELETAL PHYSICAL THERAPY II 4 S.H.**

This course provides an in-depth study of the evaluation, diagnosis and physical management of musculoskeletal dysfunction of the cervical spine, temporomandibular joint and upper 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 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 4 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  
s.h.**

**3**

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 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 6410 DIAGNOSTIC IMAGING AND MEDICAL SCREENING FOR THE UPPER EXTREMITY**

**2 s.h.**

This course is designed to introduce students to the foundations and principles of diagnostic imaging and medical screening procedures for the cervical spine, thoracic spine, and the upper extremity as 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 interpretation of EMG and nerve conduction studies is included. Medical Screening is addressed through comparison of systematic signs and symptomatic presentation of pathology. 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 6420 DIAGNOSTIC IMAGING AND MEDICAL SCREENING FOR THE LOWER EXTREMITY**

**2 s.h.**

This course is designed to introduce students to the foundations and principles of diagnostic imaging and medical screening procedures for the lumbar spine, pelvis, and the lower extremity as 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 interpretation of EMG and nerve conduction studies is included. Medical Screening is addressed through comparison of systematic signs and symptomatic presentation of pathology. 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 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 1 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 to understand in order to lead effectively.

**DPT 7130 BUSINESS MANAGEMENT FOR PHYSICAL THERAPY  
s.h.**

**2**

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 1 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 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.

DPT 6950/7950 CLINICAL SCIENCES REVIEW COURSE 1-6 S.H.

This course is designed to provide DPT program students the opportunity to continue to progress within the DPT curriculum. The DPT student completes planned learning opportunities to continue to advance in the DPT Program. The course provides the progressing DPT student an individual and customized plan to maximize available learning opportunities within the DPT curriculum. Through the individual learning plan students maintain contemporary knowledge, apply more in-depth learning in identified key areas of concentration, and enhance professional formation. In consultation and collaboration with DPT Program faculty and the academic advisor, students gain further professional and practice abilities in individual clinical skills and abilities as a developing DPT professional. Credit to be determined by the Clinical Sciences Review Course Individualized Education Learning Plan Agreement. Prerequisite: Successful matriculation into the Doctor of Physical Therapy Program.

### **Doctor of Physical Therapy – Academic Calendar 2021-2022**

The DPT program will follow the University Academic Calendar.