



THE

GRADUATE

CATALOG

2019-2020

EMORY & HENRY
COLLEGE

GRADUATE ACADEMIC POLICIES

Students should also check specific policies under each graduate program.

REQUIREMENTS FOR ADMISSION

See Admission Requirements under each graduate program.

CREDIT HOURS

At Emory and Henry, a credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

FOR DIDACTIC (CLASSROOM AND LABORATORY EXPERIENCES)

- 1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work for each week for approximately 15 weeks for one semester, or
- 2) A. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours, or
B. For graduate programs in Health Sciences, at least a minimum of two hours of in-class student work combined with a minimum of 1 hour of out of class student work for other academic activities, including laboratory activities, for each week for approximately 15 weeks for one semester as established by the College and the School of Health Sciences leading to the award of credit hours.

FOR CLINICAL EXPERIENCES

Contact hours are operationally defined as 80 contact hours to 1 semester credit hour. Additionally, contact hours for clinical experiences (e.g., clinical immersions, fieldwork, internships, supervised clinical practice experiences) are defined as clinical experiences, completion of documentation assignments, and out-of-clinic learning experiences (e.g., online lectures, reading assignments, on-campus didactic activities, service learning activities).

This definition follows that specified in the Code of Federal Regulations, Title 34, part 600. Its application to Emory & Henry College courses is as follows:

The standard for credit hour calculation is the 3-credit hour course, meeting for three hours per week (each hour consisting of 50 minutes, to allow transitions time between classes). Depending on holidays and days of the week a class meets, a three-hour course meets for 41 to 43.5 hours per semester. Each course is assigned a three-hour exam period (three full hours) which increases the contact time to 44 to 46.5 hours. In line with the federal definition of two hours of work outside of class for each hour of direct faculty instruction, each three-hour class should require nine hours of work per week (three hours of direct instruction and six hours of homework).

In applying this formula to other methods of delivery, we maintain the principles (1) that the total estimated time spent on task by each student to earn one semester credit hour shall be approximately 45 hours or more for didactic courses and approximately 80 hours for clinical experiences, including regular coursework and final exams and (2) that at least one-third of those hours are directly supervised by faculty, whether through lecture, discussion, supervised laboratory work, supervised internship activity, structured on-line activities, or other means.

GRADES AND GRADE POINTS FOR GRADUATE STUDIES (NON-HEALTH SCIENCES)

Final grades for graduate coursework are assigned as follows:

Letter Grade	Grade Points per Semester Hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00

C-	1.67
F	0
W (Withdrawn)	No credit/no penalty

GRADES AND GRADE POINTS FOR GRADUATE STUDIES (HEALTH SCIENCES)

Final grades for graduate coursework in the School of Health Sciences are assigned as follows:

Letter Grade	Grade Points per Semester Hour
A	4.00
B	3.00
C	2.00
F	0
W (Withdrawn)	No credit/no penalty

TRANSFER CREDIT

For non-Health Science graduate programs, a student may transfer up to six hours of graduate credit from another accredited college or university or from one of the programs at Emory & Henry College. Emory & Henry students accepted into graduate programs as undergraduates may enroll in graduate coursework before beginning a master's program, but a minimum of 150 hours must be earned in order to receive a bachelor and a master's degree at Emory & Henry. Students may need more credit hours in order to fulfill all degree requirements in their respective programs. Appropriateness of work proposed for transfer credit will be determined by the Registrar in consultation with the appropriate Program Director, who in turn will consult with the chairs of the departments if necessary. Occasionally, work from a foreign university may be accepted if it meets the accreditation requirements of a professional accrediting body responsible for free-standing institutions within a specialty, or acceptance of credit for military education. Credit will not be given for portfolios or life experience.

For graduate Health Science programs, see Transfer Credit policies under each program.

WITHDRAWAL FROM CLASS

A student who withdraws before the third class meeting in a term will have no entry on the transcript for that term. A student who withdraws after the third class meeting receives a grade of W (Withdrawn) in the course, except that, for cause involving plagiarism or academic misconduct, the professor, with the approval of the Provost and the appropriate Program Director, may award a grade of F.

CAMPUS SAFETY

Emory & Henry offers "LiveSafe", a state-of-the-art notification app, that is capable of sending notifications instantly and simultaneously to all registered wireless phones and email addresses. Registration is available at <http://www.ehc.edu/alert> or by downloading the app on Google Play or the App Store. This is an opt-in program and you must register in order to receive the alerts. This is the surest way for you to receive notifications critical to your safety and well-being. If you have questions regarding the Campus Alert System, please contact the Dean of Students Office.

INCLEMENT WEATHER

Emory & Henry College offers graduate programs on both the Emory and Marion campuses. Due to the difference in locations, it is possible that classes may be delayed or cancelled on one campus and not the other. When information is sent to local media, the information will distinguish between the Main Campus, located in Emory, and Marion Campus.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather will be made by 6:30 a.m. on the day of the college schedule change. When inclement weather or other circumstances lead to a delayed opening and/or cancellation of classes and office hours at Emory & Henry College, information will be communicated through a variety of sources in the order provided below.

1. Information will be distributed through the Campus Alert System (LiveSafe), which provides an email and text message to registered users only. This is the college's preferred method of communicating emergency messages, and college community members are strongly encouraged to sign up for this free service at <http://www.ehc.edu/alert>.
2. Campus Alert Messages will be posted at the top of www.ehc.edu for one hour following each alert.
3. Information will be sent to the following TV and radio stations, in order of contact: WCYB-TV 5 (Bristol); WJHL-TV 11 (Johnson City); WABN-FM 92.7 (Abingdon); WOLD-FM 102.5 (Marion).

When the College cancels classes and office hours for the day, academic programming and business operations are not held on that day. In the event of a delayed opening of the Marion campus, classes will be delayed but will meet for the normal length of time. When the opening of the Emory campus is on a two-hour delay due to inclement weather, the condensed class schedule listed below applies.

Inclement Weather Plan—Delayed Schedule (Emory Campus)

Monday, Wednesday, Friday	Tuesday, Thursday
Regular Time—Inclement Day	Regular Time—Inclement Day
8 a.m. = 10 – 10:35 a.m.	8 a.m. = 10 – 10:55 a.m.
9 a.m. = 10:40 – 11:15 a.m.	9:30 a.m. = 11 – 11:55 a.m.
10 a.m. = 11:20 – 11:55 a.m.	11 a.m. = 12 – 12:55 p.m.
11 a.m. = 12 – 12:35 p.m.	
12 p.m. = 12:40 – 1:15 p.m.	

Remaining class times will not change.

Graduate students taking evening classes should monitor the local media, LiveSafe app, and E&H website for information on delayed or canceled classes.

In the event of inclement weather resulting in a delayed opening of the college, college offices will open at the time designated in the delayed opening message, and faculty and staff should report at that time. However, since conditions vary throughout the area, employees should exercise judgment as to whether travel conditions may be too hazardous for them to report to work.

An instructor who feels that it is best to cancel his or her class because of inclement weather will notify the Vice President of Health Sciences (or designee) so that appropriate action may be taken. When a class is canceled, the Registrar (or designee) will post an official notice. The instructor is responsible for communicating with individual students in the class concerning makeup work and other information.

Questions from faculty related to closings and/or delays should be directed to the Vice President of Health Sciences at extension 6342. Questions from staff related to closings and/or delays, emergency work, or other issues should be directed to the Human Resources Office staff, extension 6814.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather are made by the Provost (or designee), who confers with the Vice President for Student Life (or designee), the Vice President for Health Sciences, and Security staff about road and other weather conditions. The Vice Presidents for Academic Affairs, Student Life, and Health Sciences are responsible for implementing the communication plan outlined in this policy.

STUDENT RECORDS

Enrollment at the college constitutes student permission to distribute information to advisors and college offices when needed for academic advisement, for verification of academic standing, and for eligibility for honors, awards, scholarships, and participation in sports and activities. Emory & Henry provides for the confidentiality of student education records in accordance with the General Education Provisions Act, Title IV, Public Law 90--247 (or as amended) and under the Family Educational Rights and Privacy Act, as amended. An education record is defined as any and all student records maintained by the institution. The following is a partial list of records maintained in college offices and the officers responsible for each. A complete listing of all educational, directory,

and other records is provided in the *Student Handbook*.

Academic records and transcripts—Registrar

Academic progress reports—Faculty advisors and Registrar

Correspondence on judicial proceedings—Dean of Students

Placement folders (must be compiled by student)—Director of Career Services

Financial aid records—Director of Student Financial Planning

General financial records (including student accounts)—Vice President for Business and Finance

Current students needing to change their name, or update a permanent or mailing address, may do so by completing a Name/Address Change Form and submitting it to the Registrar's Office, located in Wiley 101. The form can be found on the Self Service portal or picked up in the Registrar's Office. (Note: If submitting a name change, supporting documentation must be attached to the form.)

The college shares students' personally identifiable information for relevant reasons with the following: American College Testing Program; College Sports Project; Colleges That Change Lives, Inc.; Council for Aid to Education; Council of Independent Colleges of Virginia; Educational Testing Service, Inc.; National Research Center for College and University Admissions; National Survey of Student Engagement; National Student Clearinghouse; State Council of Higher Education for Virginia; Noel-Levitz and Pharos Resources.

ONLINE STUDENT PRIVACY POLICY

Student Conduct

Technological Responsibilities

As part of their online course experience, students should practice technological responsibility. Students should

- have a back-up plan in place in case of computer difficulties or loss of internet service.
- avoid using "technical problems" as an excuse for late work.
- search online for solutions to error messages or other difficulties before contacting the Help Desk.

Communication and Netiquette

- Students and faculty should communicate respectfully and professionally. Inappropriate language or behavior may result in disciplinary action and/or expulsion.
- Writing Expectations -- Students should
 - use standard English grammar, spelling, punctuation, and capitalization.
 - proofread all work before submitting it.
 - avoid acronyms, emoticons, and abbreviations such as "u" for "you," "B4" for "before," and so on.

Student Privacy

Identity Protection

- All course participants will be issued a username and password. **Students are prohibited from sharing this information for any reason, including allowing others to access course materials.**
- Students must fill out the online consent form available on the E&H website. This form allows students to indicate how and when the College may release personal information. (To inform faculty of **Family Education Rights and Policies Act [FERPA]** rights and obligations, the College will distribute the Information Release Policy and offer presentations at faculty meetings.)
- To verify that the registered student is the same person who completes the coursework, the College will periodically check student IDs.
- Students may also be asked to present identification in the following circumstances:
 - Campus visits
 - Face-to-face classes
 - Video conferences with instructors

Data Protection

All distance education courses are housed and conducted in Moodle, our learning management system. To ensure the security of the student database, the College uses eThink, a cloud-based security system. Backups of

student accounts and work are performed daily.

Institutionally, College software administrators enroll online students using data from our student information system. Faculty track student grades through Moodle. Students may access only courses in which they are enrolled and may view only their own grades.

Participation and Attendance

Attendance Requirements

Just as in traditional classes, professors of online courses often require attendance. Individual instructor requirements will vary, but faculty are required to record students' log-ins at least twice a week. Online students will register their attendance digitally by logging onto the course management system.

Academic Integrity

Distance education students are required to sign and abide by the same academic honesty statement as traditional students. To ensure academic integrity, Emory & Henry College uses Respondus, a secure browser application, and Respondus Monitor, a tool that allows faculty to observe students via webcam. Moodle also offers additional features such as password-protected tests and random-ordered questions.

To indicate their acceptance of the honor code, online students will sign the academic honesty statement in the Orientation for Online Learners course.

Academic Honesty

Identity Checks

To ensure that the enrolled student is the one who actually takes the course, the College has instituted the following identity checks:

- First check: when students enroll and register
- Second check: when students attend face-to-face sessions with faculty or attend on-campus events. (If a class does not require a face-to-face meeting, faculty will be expected to verify a student's identity through a web conference.)

COMPLAINT PROCESS

If a student has an academic complaint, he/she should first try to resolve the issue by talking to the relevant faculty or staff member (who may ask for additional information and/or schedule an appointment to discuss the problem.) If the student does not feel comfortable contacting the faculty/staff member, he/she may address the relevant supervisor (i.e., program chair). A student has the opportunity to appeal a program chair decision to the Graduate Academic Standards committee within 7 days of notification. The decision of the Graduate Academic Standards committee is binding and cannot be appealed elsewhere. Possible issues include grade appeals, student conduct, and student records.

If a student has a Title IX complaint (e.g., harassment), he/she may try to resolve the issue by talking to the program chair. If the program chair and student do not agree on a resolution, the student may submit a formal written, signed complaint to the Director of Human Resources/Title IX Coordinator.

The formal complaint should include

- The actual complaint, stated as specifically as possible;
- A description of the desired outcome.

In the case of issues not covered by the Catalog (above) or student program handbook, students have the right to file a complaint and request resolution. The dean of the relevant area (or a designee) will address the complaint in a timely manner and resolve it appropriately. This policy does not apply to academic grade disputes, Title IX issues, or other published policies or procedures.

If a student prefers to report a concern anonymously, they may call the Powell Resource Center at (276) 944-6180. All calls remain confidential (and anonymous if desired). The PRC contact will submit all inquiries to the appropriate College staff member.

DIRECTORY INFORMATION

Emory & Henry College deems the following student records as Directory Information: student name, major and minor field of study, dates of attendance, enrollment status (e.g., full-time or part-time) and class standing, participation in officially recognized activities, height and weight information for student athletes, degrees, honors and awards received, and most recent education institution attended. Release of student records and information, other than directory information can only be accomplished when the student submits a signed written release form, which is available online and in the Centralized Student Assistance Office.

INCOMPLETE COURSES

A grade of I (Incomplete) may be given when, for valid reasons, the requirements of a course are not met during the semester in which the student registered for the course. In these cases, an Incomplete Grade Agreement Form is submitted to the Centralized Student Assistance Office with signatures from the instructor and the student. The Incomplete grade carries no credit and must be removed by the end of the next semester of the regular academic year. If the work is not finished during that time, the grade is automatically changed to an F. Exceptions to this regulation require approval of the Provost. Incomplete courses are included as credit hours in calculating tuition and fee charges. IP (In Progress) reflects incomplete coursework that cannot be completed in a given semester due to institutional requirements.

WITHDRAWAL FROM EMORY & HENRY

A student who withdraws from Emory & Henry before the close of a semester must receive clearance from the Dean of Students (for Emory campus programs) or the Vice President for Health Sciences (for Marion campus programs). Withdrawal forms are available from the Registrar (Emory campus) or the Vice President of Health Sciences (Marion campus). Withdrawal will be complete and refunds will be issued based on the date the form is signed by the Dean of Students or Vice President for Health Sciences, following an exit interview. Refunds will be given as described in the catalog section on **Refunds in the Event of Withdrawal from the College**.

A student who withdraws from the college during the period specified in the academic calendar for course addition will have no courses recorded on the transcript for the semester. Withdrawals will be recorded as W (Withdrawn) on the transcript after the last day for course addition and continuing through the withdrawal deadline. An additional time period is allotted for withdrawals to be recorded on the transcript and designated by the instructor as either WP (Withdrawn Passing) or WF (Withdrawn Failing). After the WP/WF deadline all withdrawals are designated as WF (Withdrawn Failing) unless the withdrawal is for medical or other demonstrably bona fide reasons acceptable to the review committee of record (Emory campus) or the Graduate Academic Standards Committee (Marion campus).

When seeking a medical withdrawal, students must submit to the Associate Dean for Academic Affairs (Emory campus programs) or Vice President for Health Sciences (Marion campus programs) a paper copy of their request to withdraw for medical reasons no later than seven class days prior to the last day of classes; students should consult the current academic calendar for withdrawal deadlines. To be approved, withdrawals for medical reasons must be certified by a licensed health professional via a letter on the health professional's letterhead (sent to the Associate Dean for Academic Affairs or Vice President of Health Sciences) with sufficient explanation as to the medical justification for the student's withdrawal. Medical withdrawals approved by Graduate Academic Standards are designated as W (Withdrawn).

The Graduate Academic Standards Committee will also require a student receiving a medical withdrawal to provide a letter by a licensed health professional on the professional's letterhead stating that the student is ready to return to a college environment. This should also be sent to the Vice President of Health Sciences (Marion campus programs). In order for a student who has received a medical withdrawal to return for the following semester, this letter should be received by the Vice President of Health Sciences two days before the start of the next semester's classes. Any student who has been gone from the College for at least one full semester must apply for readmission in order to return. **See Readmission of Students in this catalog.**

ACADEMIC CODE AND PROCEDURES FOR DUE PROCESS

Emory & Henry College, as a community of persons "mutually united in a quest for truth," supports the principles of academic freedom and academic due process for both students and faculty. Such rights imply a parallel

responsibility for academic integrity. Students are expected to do their own work on individual assignments and to acknowledge the sources of information summarized or quoted in papers. Faculty should state course expectations clearly, evaluate work fairly and promptly, and deal honestly with intellectual positions. Failure to fulfill these responsibilities or to resolve disagreements about other academic matters impairs the effectiveness of the educational process.

The **Academic Code** for each graduate program is documented in the relevant program handbook and outlines specific rights and responsibilities of faculty and students in regard to academic matters. Each graduate program's handbook describes the procedures of informal resolution of graduate academic grievances and of an official appeal to the appropriate review body (e.g., Graduate Academic Standards Committee). The college's **Honor Code** also articulates students' rights and responsibilities. As members of the Emory & Henry College Community, we recognize Honor to include, among other things, the following:

- A commitment to tell the truth
- A commitment to maintain the sanctity of other's property, including computer data/access
- A commitment to abstain from all forms of cheating and plagiarism
- A commitment to uphold the integrity and confidentiality of College documents, including computer records
- A commitment to deal responsibly with observed infractions of this code
- A commitment to honesty and integrity in all academic settings.

The Honor Pledge is a statement made by each student, affirming that student's responsibility to uphold the Honor Code. Upon matriculation, each student commits to abide by the honor system. Further, each student recognizes their duty to uphold the Honor Code in academic matters by signing each examination, quiz, paper, or other written assignment.

MILITARY SERVICE

A student called to active military service will be allowed a reasonable time to complete course requirements missed during short-term absences. A grade of I (Incomplete) will be assigned if an absence extends through the end of the semester. When completion of course requirements is impractical, a student who leaves the college during the period designated for course addition will have no entries on the transcript. After that period, the transcript will have an entry of W (Withdrawn). It is the student's responsibility to notify the Provost and to provide the appropriate military orders.

If no academic credit is received for the period missed, all tuition and fees paid by the student will be applied to the semester during which the student returns in a full-time capacity. Room and board payments will be refunded on a pro-rata basis. It is the student's responsibility to notify the Dean of Students and to provide the appropriate military orders.

REQUIREMENTS FOR GRADUATION

Graduate students should select courses in their desired track in consultation with the appropriate Program Director or their advisor. The specific degree requirements for each graduate program are outlined below. Students can reasonably expect to complete the degree within a three-year period, including enrollments in fall, spring, and summer terms. All students are expected to complete the degree within a six-year period. Students who go beyond this time limit may have to take additional courses, as determined by the Program Director.

ACADEMIC STANDING AND ACADEMIC PENALTIES

Satisfactory progress requires a 3.00 GPA. Any student in a graduate degree program whose GPA falls below 3.00 after attempting nine or more semester hours of coursework will not be in good standing and will be placed on **academic warning**. If, at the end of the first semester of academic warning, or any subsequent semester, the student again does not attain minimum satisfactory academic progress, he or she may be placed on **academic probation**. If a student fails to raise his or her GPA to a 3.00 after a semester on academic probation, he or she will be dismissed from the program.

Students dismissed from the graduate program may apply for readmission after one semester. Students seeking readmission after having been dismissed must provide evidence of an attempt to improve academic performance during their time away from the graduate program. A non-refundable fee equal to the initial admission fee must

accompany the application for readmission. Students who are readmitted to the program two semesters or more after academic dismissal must meet the requirements of the graduate catalog in force when they are readmitted. Students who have been academically dismissed twice from the graduate program will not be readmitted to the program.

GRADUATE PROGRAM FEES

Refer to the **Fees** section of this catalog for the graduate student tuition as well as any other applicable fees. Note that different graduate programs may have different tuition and fees charged. Unless noted otherwise in this section regarding graduate studies, other fees applicable to graduate students are the same as those for undergraduate students, listed in the **Fees** section of this catalog. Graduate students are also susceptible to the same penalties for delinquent accounts as undergraduate students, as described in the **Fees** section of this catalog. Tuition charges will be refunded in full, subject to any required return of Title IV funding, for graduate students who officially withdraw on or before the third class meeting date. Any deposits or required fees will be forfeited. No tuition will be refunded to students in graduate courses who fail to withdraw officially, or who withdraw officially after the third class, subject to any required return of Title IV funding. Graduate students who withdraw after the third class may actually owe more for their charges, based on required return of Title IV federal funds calculations.

FINANCIAL AID

Graduate students who are U.S. citizens or hold permanent resident status are encouraged to complete a Free Application for Federal Student Aid (FAFSA) no later than eight weeks prior to the beginning of their program in order to determine their eligibility. Students should submit all financial aid paperwork and requests to the Centralized Student Assistance (CSA) Office. For full details on the financial aid process, types of aid, etc., please refer to the Emory & Henry College Financial Aid Handbook, found on the college website under *Costs & Financial Aid, Resources*: <https://www.ehc.edu/financial-aid/resources/index.php>.

Financial aid awards are conditional on students' maintaining satisfactory progress in their graduate program. Satisfactory progress is a qualitative and quantitative requirement. For financial aid purposes, the qualitative requirement parallels the 3.0 minimum grade point average (GPA) necessary to avoid probation in the graduate program. The quantitative requirement is met when a graduate student satisfactorily completes fifty percent (50%) of coursework attempted in any given academic year. A student failing to meet minimum standards must meet with his or her advisor in order to develop a written academic plan to regain satisfactory academic progress. This plan is presented to the Director of Financial Aid for review by committee. If probation is granted and the student has not regained satisfactory academic progress at the end of the probationary period, the student will lose federal financial aid eligibility. A student may still be eligible to receive private student loans from outside agencies that are not tied to satisfactory academic progress. Please note that regardless of satisfactory progress for financial aid purposes, a student cannot be aided for more than 150 percent of his or her program length of attempted courses regardless of whether the student has completed the courses. For example, for a graduate program of 30 semester hours, a student can receive financial aid for up to 45 semester hours **attempted**, but no more, including those classes from which a student has withdrawn.

The academic progress of students who fail to meet minimum qualitative and quantitative standards will be reviewed each academic year. Financial aid will be suspended for any student failing to achieve minimum standards, pending filing of an appeal and written academic plan. If financial aid is suspended, the graduate student has a right of appeal and a full review of the circumstances resulting in insufficient academic progress upon written request to the Director of Financial Aid. Upon review, a waiver of the aid suspension may be granted if it is deemed by the committee that the student can successfully complete the program within an appropriate time. A waiver may not be made to the 150 percent rule.

LIBRARY

The Frederick T. Kelly Library functions as the heart of the College's academic program. Library staff work with faculty and students to develop research skills and to provide a wide range of support services which enhance the teaching and learning experience. The library's print and electronic holdings are designed to support the areas of study offered at the college and to encourage intellectual and personal growth in a liberal arts setting.

Kelly Library provides easy access to more than 391,000 items including books, ebooks, periodicals, government

documents, and DVDs. Kelly Library subscribes to approximately 320 periodicals and newspapers in print and has access to 100,000 full-text periodicals and newspapers in electronic databases available through the Library's website. The Library's electronic resources can be accessed by any College user from on or off campus. The Library's facilities include collaborative study space, private study carrels, Kelly Computer Lab, McGowan Computer Classroom, and the Robert D. and Rachel K. Denham Poetry Collection. The Library is open 90 hours per week when the College is in session. Kelly Library also houses the college archives, rare book collections, the Hunt Room and its Collections, and historical collections of note.

Kelly Library is a member of the Holston Associated Libraries, Inc. (HAL), a consortium of two private colleges and two public library systems. The libraries share a state of the art library automation system with all holdings combined in an online public access catalog, which allows for reciprocal borrowing privileges. Kelly Library also participates in the VIVA (Virtual Library of Virginia) and the Appalachian College Association Central Library consortia, which provide an extensive collection of electronic resources. If students need research materials which are not available in Kelly Library, the materials may be requested online through ILLiad, the college's electronic interlibrary loan system.

Students and faculty have access to research assistance through email, phone, and in person. The professional librarians offer instructional programs, training sessions and orientations, along with academic reference services, and individualized assistance with projects, research questions, and term papers.

INFORMATION TECHNOLOGY SERVICES

The campus is wired for voice, video, and data. Additionally, Emory & Henry has a campus-wide wireless network accessible in all populated parts of the Emory and Marion campuses.

Emory & Henry College provides Internet access for research purposes and an e-mail account for every student. Training in the use of e-mail, Internet access, and supported software applications is available from Information Technology Services. Computers are available in several locations on the Emory and Marion campuses, with specialized software in various locations. Most computer labs on the Emory campus are accessible when not utilized for classes. After hours computer lab access is available in the computer lab located in McGlothlin-Street Hall, room 233, during the fall and spring semesters. Computers are available on the Marion campus in the Library/Resource Room and the group study rooms. The Information Services Help Desk is located on the ground floor of Kelly Library. The telephone number for the Help Desk is 944-6881. The Help Desk can be emailed at ithelpdesk@ehc.edu.

THE ACADEMIC CALENDAR

The academic program operates with a three-semester calendar during the regular school year. The School of Health Sciences follows a 12-month calendar that includes fifteen week fall and spring semesters and a twelve-week summer term. The calendar for the current academic year is available online.

GRADUATE PROGRAMS AND COURSE OFFERINGS

ATHLETIC TRAINING

Professors

Dennis C. Cobler, Chair (MSAT)
Eleanor M. Beltz
Beth Funkhouser
Brienne Kilbourne

Tracks

Master of Science in Athletic Training

MASTER OF SCIENCE IN ATHLETIC TRAINING

The Master of Science in Athletic Training (MSAT) Program is offered on the Emory & Henry College School of Health Sciences Campus in Marion. The MSAT is a 24-month program, consisting of six semesters, including five clinical placements.

PROGRAM MISSION

The mission of the Athletic Training Department is to prepare students for entry-level careers by educating them in the knowledge, clinical skills, and professional behaviors needed to successfully practice as an athletic training professional. We strive to provide students with a comprehensive education that will develop critical thinking and promote civic engagement.

REQUIREMENTS FOR ADMISSION

Admission Requirements include:

- Hold a Bachelor's degree from an accredited institution
- Completed a minimum of 50 observation hours with a certified athletic trainer
- Have a minimum overall cumulative GPA of 2.75 and 3.0 or better in prerequisite courses
- Three letters of recommendation with at least one coming from a certified athletic trainer
- Completed application letter
- Completed interview with MSAT Admissions Committee

Required Prerequisites Courses:	Credit Hours:
● Nutrition	(2-3)
● Exercise Physiology	(3-4)
● Kinesiology /Biomechanics/Physics	(3-4)
● General Biology	(4)
● Statistics	(4)
● Chemistry	(4)
● Human Anatomy and Physiology	(8)
● Psychology	(3)

Recommended

- Introduction to Healthcare Professions (1)
- Medical Terminology (2-3)

Candidates should also complete the GRE and use code 2231 to have the scores directly submitted to Emory & Henry College.

Emory & Henry College is pleased to offer guaranteed admission into the MSAT for students completing their undergraduate degree at Emory & Henry. Prospective students would need to meet all MSAT admission requirements and prerequisite coursework before a seat would be reserved in the program. The most common path for completing these requirements is through the Exercise Science major, although many majors could be utilized, such as Health and Human Performance or Biology. All requirements for admission are listed in the Admission and Tuition Information section on the program webpage. Interested students should contact the Athletic Training Department Chair for more information.

TRANSFER CREDIT

The Athletic Training Program may accept up to 9 credits of program-specific courses that will be considered on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program currently accredited by the Commission on Accreditation for Athletic Training Education (CAATE) and taken within the 2 years prior to requesting consideration for transfer. The courses will be evaluated by the Admissions Committee of the program, including a faculty member with knowledge/ expertise in the content area of the course being considered to determine equivalency to the program courses in the Athletic Training Program at Emory & Henry College.

In order to consider transfer credit to the Athletic Training Program, the applicant must meet the following criteria:

1. An applicant cannot have been dismissed by another program secondary to not meeting academic or professional standards.
2. An applicant seeking transfer to this MSAT program must meet the minimal standard requirements for acceptance into the program.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

Attaining the MSAT degree requires the successful completion of all didactic courses and clinical rotations as sequenced into six consecutive semesters. All clinical rotations are completed off-campus and students are responsible for all travel and living expenses during the rotations. Satisfactory progress through the Program requires a GPA of B (3.00) in each semester. The minimum passing grade in each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00) or higher. **Students must also pass challenge exams at the end of each semester in the program.** Students are assigned an academic advisor within the program to monitor their progress and to recommend resources for students experiencing academic difficulty. Students who fail to maintain the academic requirements are subject to probation or dismissal. Students dismissed from the Program may apply for readmission after one year.

Summer Year 1		Credits
ATR 501	Human Anatomy 1	4
ATR 500	Foundations in Athletic Training	1
ATR 502	Clinical Skills in Athletic Training	2
ATR 505	Emergency Care	3
Total		10
Fall Year 1		
ATR 515	Clinical Education I	1
ATR 541	Evidence-Based Practice	3
ATR 504	Kinesiology	4
ATR 562	Therapeutic Interventions I	4
ATR 540	Musculoskeletal Examination I	4
Total		16
Spring Year 1		
ATR 516	Clinical Education II	2
ATR 545	Musculoskeletal Examination II	4
ATR 563	Therapeutic Interventions II	4
ATR 565	Musculoskeletal Examination III	2
ATR 600	Health Promotion	2
Total		14
Summer Year 2		
ATR 615	Clinical Education III	2
ATR 680	Gen. Med and Pharmacotherapy	4
ATR 640	Advanced Clinical Procedures	1
ATR 618	Nutrition and Exercise Prescription	4
Total		11
Fall Year 2		
ATR 616	Clinical Education IV	3
ATR 651	Research in Athletic Training	3
ATR 683	Administration and Leadership	3
Total		9
Spring Year 2		
ATR 617	Clinical Education V	5
ATR 660	Seminar in Athletic Training	3
Total		8
Total Program Hours		68

• **ATHLETIC TRAINING COURSES**

ATR 500 FOUNDATIONS IN ATHLETIC TRAINING

This course will cover the history of athletic training and the various professional organizations that are involved in certification, licensure, and accreditation. The role and scope of the practice of athletic training will be discussed as well as the athletic trainer's role in the overall care of the physically active. *One semester hour.*

ATR 501 HUMAN GROSS ANATOMY

Human Gross Anatomy includes lectures and cadaver lab instruction and dissection, in addition to clinical correlations and radiographic anatomy, providing students with in-depth training and experience in head-to-toe human gross anatomy and radiographic imaging pertinent to medical practice. Three hours lecture and three hours lab. *Five semester hours.*

ATR 502 CLINICAL SKILLS IN ATHLETIC TRAINING

This course will cover the primary skills needed to evaluate musculoskeletal injuries. Topics will include basic evaluation procedures (e.g., HOPS, SOAP); taping and wrapping techniques; the selection, fitting, and construction of splints and braces; palpations, and goniometry. One hour lecture and three hours lab. *Two semester hours.*

ATR 504 KINESIOLOGY

This course provides a foundation for the practice of physical rehabilitation. The structural and functional anatomy of the musculoskeletal system is applied to the study of human movement. The course includes both classroom and laboratory instruction with emphasis on movement and function of the upper extremities, axial skeleton, and lower extremities. Normal and abnormal posture and gait as well as an introduction to motor control are included as a part of this course. Three hours lecture and three hours lab. *Four semester hours.*

ATR 505 EMERGENCY CARE FOR HEALTHCARE PROFESSIONALS

This course provides a comprehensive approach to the recognition and management of emergency medical conditions. Students will develop venue-specific emergency action plans. Clinical simulations will enable students to apply emergency care skills and to develop problem solving, critical thinking, and clinical reasoning skills. Two lecture hours and three lab hours. *Three semester hours.*

ATR 515 CLINICAL EDUCATION I

First in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 10 weeks (~8 hours per week) of the 2nd semester of the first year for a total of 80 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in semesters 1 and 2. Prerequisites: Satisfactory completion of first MSAT semester. *One semester hour.*

ATR 516 CLINICAL EDUCATION II

Second in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 10 weeks (~16 hours per week) of the 3rd semester of the first year for a total of 160 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Satisfactory completion of ATR 515, good standing in the MSAT program. *Two semester hours.*

ATR 540 MUSCULOSKELETAL EXAM & DIAGNOSIS I

This course will discuss the principles and structures associated with musculoskeletal examinations of the upper extremities. The anatomy of the upper extremities will be reviewed, mechanisms of injury analyzed, advanced concepts in examination will be discussed, and skills necessary to accurately diagnose related musculoskeletal injuries will be practiced. Evidence-based practice with regard to examination techniques will be a focal point of the course. Extensive time will be spent practicing skills in various laboratory activities. Three hours lecture and three hours lab. *Four semester hours.*

ATR 541 EVIDENCE-BASED PRACTICE

This course is designed to introduce students to the basic information and skills required to understand and utilize clinical research to optimize patient care and improve patient outcomes. Students will learn how to: (a) ask a focused and answerable clinical question; (b) search for the best available evidence; (c) critically appraise the evidence; (d) apply the results to clinical practices; (e) evaluate the outcomes of clinical practices. Instruction will include discussions related to types of research, research design, common measures and instruments used in health care, and the skills necessary to critically evaluate and apply research to clinical practice. *Three semester hours.*

ATR 545 MUSCULOSKELETAL EXAM & DIAGNOSIS II

Students will learn the principles and structure of musculoskeletal examination techniques for the lower extremity and lumbosacral spine. The anatomy of the lower extremities and lumbosacral spine will be reviewed, mechanisms of injury analyzed, advanced concepts in examination will be discussed, and skills necessary to accurately diagnose related musculoskeletal injuries. Documentation in athletic training will be discussed and practiced. Evidence-based practice with regard to examination techniques will be a focal point of the course. Extensive time will be spent practicing skills in various laboratory activities. Three hours lecture and three hours lab. *Four semester hours.*

ATR 562 THERAPEUTIC INTERVENTIONS I

This course will explore the application of electrical, mechanical, and infrared modalities used to assist the body's natural healing process. The healing process and theories of pain control will be discussed in-depth. This course will also explore the concepts of therapeutic exercise as it relates to the athletic training profession. Three lectures hours and three lab hours. *Four semester hours.*

ATR 563 THERAPEUTIC INTERVENTIONS II

This course will provide an in-depth study of theories and principles used in evidence-based therapeutic rehabilitation programs. Didactic and laboratory experience will allow students to learn and apply theories in principals to design evidence-based therapeutic rehabilitations programs that will return patients from injury or dysfunction improving health-related quality of life. Three lecture hours and three lab hours. *Four semester hours.*

ATR 565 MUSCULOSKELETAL EXAM & DIAGNOSIS III

The course will address the anatomy of, and injuries associated with, the head, neck, face and thorax. Considerable time will be dedicated to head injuries with specific attention given to diagnosing and managing concussions. One lecture hour and two lab hours. *Two semester hours.*

ATR 600 HEALTH PROMOTION

This course is designed to introduce students to prevention and wellness for individual and family across the lifespan. Students will learn basic health promotion concepts and theories, in addition to the environmental, sociocultural, influences on development throughout the life. Specific guidelines for assessment and interventions will be discussed within the context of development and the lifespan. *Two semester hours.*

ATR 615 CLINICAL EDUCATION III

Third in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 8 weeks (~20 hours per week) of the 1st semester of the second year for a total of 80 hours. Students are expected to demonstrate content knowledge and competency with

clinical skills learned in previous semesters. Prerequisites: Satisfactory completion of ATR 516, good standing in MSAT Program. *Two semester hours.*

ATR 616 CLINICAL EDUCATION IV

Fourth in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 2 blocks of 6 weeks (~20 hours per week) of the 2nd semester of the second year for a total of 240 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Prerequisites: Satisfactory completion of ATR 615, good standing in MSAT Program. *Three semester hours.*

ATR 617 CLINICAL EDUCATION V

Final in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed through a full immersion at affiliated clinical facilities during the 3rd semester of the second year for a total of 400 hours (~40 hours per week). Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Prerequisites: Satisfactory completion of ATR 616, good standing in MSAT Program. *Five semester hours.*

ATR 618 NUTRITION AND EXERCISE PRESCRIPTION

An in-depth study of the influence of nutrition and exercise on performance, injury, activities of daily living, and quality of life. This course will focus on nutritional assessment, fitness assessment, and the synthesis of the information gained into appropriate, evidence-based nutrition and exercise programs. The programs designed will be developed using principles related to cardiovascular fitness, muscular strength and endurance, body composition, flexibility, and balance. Consideration will be given to diets and ergogenic aids. Didactic and laboratory experience will allow students to learn and apply theories in laboratory and field assessment. Three lecture hours. Three lab hours. *Four semester hours.*

ATR 640 ADVANCED CLINICAL PROCEDURES

This course introduces the student to advanced clinical procedures often used to evaluate or treat dysfunction of body structures. Topics will include imaging (CT, MRI, PET), Phlebotomy, IV, Suturing, Joint Aspiration and Injections, Casting, and Orthotics. Three hour lab. *One semester hour.*

ATR 651 RESEARCH IN ATHLETIC TRAINING

This course is designed to introduce students to the research process. Students will learn how to discriminate among the types of research, research designs, and statistical analysis. Additionally, students will learn how to integrate findings within the context of the current literature and the skills necessary to write and publish knowledge that contributes directly to evidence-based practice. *Three semester hours.*

ATR 660 SEMINAR IN ATHLETIC TRAINING

This course will prepare the AT student to transition to professional practice with emphasis on preparation for the Board of Certification (BOC) exam. Students will critically reflect on their clinical immersion experiences and prepare to transition from student to professional. *Three semester hours.*

ATR 680 GENERAL MEDICAL CONDITIONS AND PHARMACOTHERAPY

The course will discuss causes, recognition, and treatments associated with a host of diseases and disorders affecting those who are physically active. As part of the treatment process, pharmacokinetics will also be discussed regarding what roles various drugs may play in the recovery process. Three hours lecture and two hours lab. *Four semester hours.*

ATR 683 ADMINISTRATION AND LEADERSHIP

This course analyzes elements of organization and administration of athletic training programs in a variety of settings. Students will examine and critique components of: leadership, medical informatics and record keeping, insurance, billing & reimbursement models, budgeting, risk management, legal issues, ethical practice, health care governing bodies, human resources, and employment issues. *Three semester hours.*

ACCREDITATION

The graduate Athletic Training Program at Emory & Henry College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) located at 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184. Students completing the MSAT degree requirements may sit for the BOC examination after receiving approval from the Program Director.

EDUCATION

Reading Specialist (M.A.Ed.)
Professional Studies Master of Education (M.Ed.)
Special Education - General Curriculum
American History (M.A.Ed.)

READING SPECIALIST

Program Director

Janet Justice Crickmer

Tracks

Reading Specialist (M.A.Ed.)

Objectives: To provide practicing and prospective teachers the opportunity to learn contemporary pedagogy in Reading and address contemporary and controversial issues that affect public education. This program is designed to meet Virginia certification standards for reading specialists. **The program is cohort based and implemented face to face or online with two residential experiences. Contact the Neff Center for Teacher Education for more information on the current cohort structure.**

Reading Specialist Requirements:

READ 502	Developmental Teaching of Reading	3
READ 503	Theories of Cognitive Processing: Implications for Teaching	3
READ 504	Assessment in Special and Inclusive Education	3
READ 510	Language and Literacy Development	3
READ 511	Formal Assessment Practicum	3
READ 512	Needs of Dyslexic and Other Exceptional Literacy Learners	3
READ 514	Practicum in Interventions of Reading Difficulties	3
READ 516	Reading Comprehension	3
READ 519	Issues in Multicultural literacy and Research	3
READ 520	Modern Grammar: Theory and Practice	3
Total		30

When students have completed 24 semester hours of coursework, they will be required either to take a written comprehensive examination or to complete an integrative project. A follow-up oral examination may be required.

Although the M.A.Ed. and M.Ed. are teaching degrees rather than research degrees, a culminating writing project will be required that can take two directions. In most programs, students will write a comprehensive paper in which they will analyze what they have learned, and the implications of their discoveries for what they expect to happen in their classrooms. In the reading program, this project usually takes the form of a comprehensive case study wherein students demonstrate what they have learned.

REQUIREMENTS FOR ADMISSION (M.A.ED. PROGRAMS)

Admission to a Master of Arts in Education degree program requires a baccalaureate degree from an accredited undergraduate institution with a minimum GPA of 2.75 overall and 3.0 in the major; completion of the Graduate Record Examination; submission of a writing sample of high quality; and review by an admissions committee. For experienced teachers and other individuals of exceptional promise, the admissions committee may modify the GPA requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, submit a completed application for graduate admission, and provide official copies of any professional tests they have completed.

• READING SPECIALIST COURSES

READ 502 DEVELOPMENTAL TEACHING OF READING

Advanced practicum focusing on the use of informal, direct measures to assess the language competence of students from kindergarten to grade 12 in both whole-class and one-on-one settings. Administration of a variety of reading and comprehension inventories, assessment of developmental word knowledge and writing at children's instruction literacy level. Prerequisite: admission to M.A.Ed. program or permission of instructor.

Three semester hours.

READ 503 THEORIES OF COGNITIVE PROCESSING: IMPLICATIONS FOR TEACHING

Intermediate level course designed to introduce and explore prominent theories of intellectual, personality, and moral and social development of children and adolescents as they develop in diverse contexts. Emphasis on how children learn, and the importance of the social context that surrounds and influences cognitive development and learning. Construction of a practical understanding of human adaptation that will enable more effective teaching.

Three semester hours.

READ 504 ASSESSMENT IN SPECIAL AND INCLUSIVE EDUCATION

Overview of assessment processes and concerns, including fundamental legal and ethical considerations and pre-referral and entitlement decision-making. Issues related to norm-referenced tests and teacher-made tests. Basic concepts of measurement. *Three semester hours.*

READ 510 LANGUAGE AND LITERACY DEVELOPMENT

Theoretical overview of language acquisition. Relation of language to literacy development, including phonological processing, syntax, semantics, and pragmatics. Classroom-based strategies for oral and written language development and language intervention. Prerequisite: admission to M.A.Ed. program or permission of instructor.

Three semester hours.

READ 511 FORMAL ASSESSMENT PRACTICUM

Administering, scoring, and interpreting standardized literacy-related tests and formulating appropriate interventions. Education practicum fee. Prerequisite: admission to M.A.Ed. program or permission of instructor.

Three semester hours.

READ 512 NEEDS OF DYSLEXIC AND OTHER EXCEPTIONAL LITERACY LEARNERS

Overview and characteristics of exceptional readers and writers, including learners with dyslexia. Review of scientifically-based research interventions. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 514 PRACTICUM IN INTERVENTIONS OF READING DIFFICULTIES

Use of diagnostic tools and remediation strategies in teaching reading development, use of counseling techniques with teachers and parents of children with reading difficulties. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 516 READING COMPREHENSION

Exploration of the interactive mechanisms which readers use when constructing meaning from written texts. Special attention given to cognitive processes, expository and narrative text structures, and issues in comprehending content specific texts. Needs of ESL readers also addressed. Prerequisite: admission to M.A.Ed.

program or permission of instructor. *Three semester hours.*

READ 519 ISSUES IN MULTICULTURAL LITERACY AND RESEARCH

Exploration of the role of a specialist as a leader, supervisor, and literacy advocate. Examination of research methodologies used in reading and literacy research and how to use these methods to inform other administrators, the general public, parents, and students about best practice. *Three semester hours.*

READ 520 MODERN GRAMMAR: THEORY AND PRACTICE

Overview of modern systems of grammar, including the study of phonetics, phonology, morphology, syntax, and semantics. Theory related to practice and teaching. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 525 COMPOSITION THEORY: RESEARCH AND APPLICATIONS

Examination of rhetorical theory and contemporary writing research as they apply to classroom practice. Software applications included. *Three semester hours.*

PROFESSIONAL STUDIES MASTER OF EDUCATION

Program Director

Douglas E. Arnold

Tracks

Professional Studies Master of Education (M.Ed.)

Objective: To provide prospective teachers with significant professional development at the master’s level.

Five-Year Program Bachelor’s Degree and Master of Education Degree

Students may select a Five-Year Program leading to the appropriate bachelor’s degree and a professional studies master of education degree. This option provides more subject area content for teacher preparation students at the undergraduate level and significant professional preparation in the fifth year. Students may also select a special education option that meets the endorsement requirements for special education - general curriculum K-12. Students must complete 33 graduate semester hours to receive the master’s degree.

Interested E&H undergraduate students should apply to enroll in the five-year teacher preparation program before taking EDUC 300-level and above courses. In addition, all other undergraduate program requirements must be completed. Students accepted into the Five-Year program should complete EDUC 505, EDUC 524, and either 549 (E-Elementary) or 549 (S-Secondary) in their senior year, which will count no more than 9 credit hours toward the graduate degree. Students should consult the Director of the Teacher Preparation Program or M.Ed. Program Director

Students Coming to Emory & Henry College with a Bachelor’s Degree (Fast Track M.Ed.):

Persons holding a bachelor’s degree may be eligible to apply to the Professional Studies Master’s Degree Program. Students should consult the Director of the Teacher Preparation Program or M.Ed. Program Director.

REQUIREMENTS FOR ADMISSION (M.ED. PROGRAM)

Admission to the Master of Education degree program requires a completed application, official transcript(s) from undergraduate institution(s) with a minimum GPA of 3.0 overall and 3.0 in the major; submission of a writing sample of high quality; review by an admissions committee; and passing scores on Praxis I Math (or exemption) and the Virginia Communication and Literacy Assessment (VCLA). Prospective graduate students are required to provide two recommendations from individuals familiar with their work, submit a completed application for graduate admission, and provide official copies of required professional assessments they have completed.

M.Ed. Course Requirements:

<i>One course from:*</i>		
EDUC 501	Practicum in Education	3

EDUC 501B	Practicum in Interventions for Students with disabilities in Special and Inclusive Education	
EDUC 505	Human Growth and Development	3
EDUC 524	Assessing for Learning	3
EDUC 545	Foundations of Education	3
EDUC 570	Survey of Exceptional Children	3
EDUC 549E EDUC 549S	Practicum in Diagnosis and Remediation of Reading Problems Reading, Writing, and Instruction in Content Area	3
PROFESSIONAL SEMESTER		
<i>One course from:*</i> EDUC 520 EDUC 540 EDUC 560	Seminar: Teaching in Elementary and Middle Schools Seminar: Teaching in Secondary School (9-12) Seminar: Teaching in the K-12 Special and Inclusive Classroom	2
<i>One course from:*</i> EDUC 530 EDUC 550	Curriculum and Instruction in Social Science for Elementary and Middle Schools Curriculum and Instruction in Secondary School	3
<i>One course from:*</i> EDUC 521 EDUC 541 EDUC 561	Supervised Teaching in Primary, Elementary or Middle School Supervised Teaching in Secondary School Supervised Teaching in K-12 Special and Inclusive Education	10
Total		33

*Based on licensure endorsement area

Any undergraduate work required for Virginia Board of Education licensure also will be required including an additional reading course for middle school licensure. Before any student may enter the professional semester, s/he must have passed all required assessments including Praxis II and RVE (elementary and special education only).

FIVE -YEAR PROGRAM – PROFESSIONAL STUDIES MASTER OF EDUCATION: SPECIAL EDUCATION – GENERAL CURRICULUM K -12 ENDORSEMENT TRACK

Students may select a five-year program leading to the appropriate bachelor’s degree and a Professional Studies Master’s degree while meeting the certification requirements for endorsement in special education-general curriculum K-12. Students in this track also meet certification requirements for general education endorsements. This option provides more subject area content for teacher preparation students at the undergraduate level and significant professional preparation in the fifth year.

Professional Requirements:

EDUC 310	Teaching Reading and Language Arts	3
<i>One course from:</i> EDUC 410 EDUC 549E	Practicum in Diagnosis and Remediation of Reading Problems Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 501B	Practicum in Interventions for Students with disabilities in Special and Inclusive Education	3
EDUC 505	Human Growth and Development	3
EDUC 524	Assessing for Learning	3
<i>One course from:</i> EDUC 530 EDUC 550	Curriculum and Instruction in Social Science for Elementary and Middle Schools Curriculum and Instruction in Secondary School	3

EDUC 545	Foundations of Education	3
<i>One course from:</i>		3
EDUC 449	Reading, Writing, and Instruction in Content Area	
EDUC 549S	Reading, Writing, and Instruction in Content Area	
EDUC 560	Seminar: Teaching in the K-12 Special and Inclusive Classroom	2
EDUC 561	Student Teaching in K-12 Special and Inclusive Education	10
EDUC 570	Survey of Exceptional Children	3
<i>One course from:</i>		3
SPED 402	Curriculum Design and Instruction in Special Education	
SPED 502	Curriculum Design and Instruction in Special Education	
<i>One course from:</i>		3
SPED 403	Assessment and Collaboration in Special and Inclusive Education	
SPED 503	Assessment and Collaboration in Special and Inclusive Education	
<i>One course from:</i>		3
SPED 422	Managing the Learning Environment	
SPED 522	Managing the Learning Environment	
Total		48

Any undergraduate work required for Virginia Board of Education licensure also will be required. Students should consult the Director of the Teacher Education Program or the Director of the M.Ed. Program.

Professional Semester

Supervised clinical teaching is required of students for teacher licensure. The student is expected to devote full time to this activity, taking only the required 15 semester hours of the professional semester; ten in supervised teaching along with the seminar in teaching and the appropriate methods course. Jobs and extracurricular activities should be avoided.

Student teaching requires a full semester of actual classroom experience under supervision – including observation, participation, responsible teaching, and conferences. All travel and personal expenses are the responsibility of the student. Prerequisites: overall GPA of at least 3.0, and 3.0 in major subject field at Emory & Henry, successful Program Interview, and admission to the teacher preparation program, including passing of Praxis I math test or Virginia Department of Education approved alternatives, Praxis II, Virginia Communications and Literacy Assessment, and Reading for Virginia Educators, if required for licensure. Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements. Students who enter the M.Ed. program with a baccalaureate degree do not complete a senior project in their major area.

• PROFESSIONAL EDUCATION COURSES

EDUC 501 PRACTICUM IN EDUCATION

Classroom instruction and approximately one hundred hours field-based experience. Prerequisite: permission of instructor and Education Department. Education practicum fee. *Three semester hours.*

EDUC 501B PRACTICUM IN INTERVENTIONS FOR STUDENTS WITH DISABILITIES IN SPECIAL AND INCLUSIVE EDUCATION

Required of all persons seeking a licensure that includes special education-general curriculum K-12. Approximately one hundred hours on-site experience in an inclusive setting. Prerequisite: permission of instructor and Education Department. Education practicum fee. *Three semester hours.*

EDUC 505 HUMAN GROWTH AND DEVELOPMENT

Growth and development from birth through adolescence, contributing to an understanding of the physical, social, intellectual, emotional, and psychological development of children and youth, and the ability to use this understanding in guiding teaching and learning experiences. Focus on implications for education, early childhood through adolescence. Includes a service-learning component. *Three semester hours.*

EDUC 520 SEMINAR: TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

Required as part of supervised-teaching block. General review, consolidation, and amplification of instructional

techniques. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Identification and referral of exceptional children. Assessment strategies, Virginia Standards of Learning. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 521 SUPERVISED TEACHING IN ELEMENTARY OR MIDDLE SCHOOL

Supervised teaching fee. *Ten semester hours.*

EDUC 524 Assessing for Learning

Understanding, skill development, and application of creating, selecting, and implementing valid and reliable assessments including needs of diverse learners. Why we assess students, how to appropriately assess, creating authentic assessments, types of assessments, how to analyze assessment data, and using assessment information to drive instructional decision making. Includes action research component. *Three semester hours*

EDUC 530 CURRICULUM AND INSTRUCTION IN SOCIAL SCIENCE FOR ELEMENTARY AND MIDDLE SCHOOLS

Current curricular methods, materials, philosophies, and Virginia Standards of Learning in elementary and middle school social studies and writing education. Developing and identifying social studies and writing materials and approaches. *Three semester hours.*

EDUC 540 SEMINAR: TEACHING IN SECONDARY SCHOOL (6-12)

Required as part of supervised-teaching block. General review, consolidation, and amplification of instructional techniques. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Identification and referral of exceptional children. Assessment strategies, Virginia Standards of Learning. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 541 SUPERVISED TEACHING IN SECONDARY SCHOOL

Supervised teaching fee. *Ten semester hours.*

EDUC 545 FOUNDATIONS OF EDUCATION

History and contemporary issues in general and special education. Historical, philosophical, social, political, and cultural factors affecting the nature of schooling, curriculum, and individual education attainment for students with and without disabilities. Legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with and without disabilities. Virginia Standards of Learning and the organization of schools. *Three semester hours.*

EDUC 549E PRACTICUM IN DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

Techniques in evaluation of the reading process, difficulties encountered by children in the reading-learning process, and diagnostic techniques used by the classroom teacher. Individualized instruction; pragmatic corrective measures. Prerequisites: 310 and senior status. *Three semester hours.*

EDUC 549S READING, WRITING, AND INSTRUCTION IN CONTENT AREAS

Instructional techniques useful to secondary teachers in supporting and guiding students prior to, during, and after reading, writing, and learning experiences. Discipline-specific methods during content instruction, including the appropriate use of technology and texts, and specific strategies for supporting students with cultural, linguistic, and other learning differences. Must be taken in the semester immediately prior to student teaching. *Three semester hours.*

EDUC 550 CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOL

Organization and direction of classroom activities and experiences. Varied teaching methods, techniques and strategies, lesson planning, and Virginia Standards of Learning. Guest lecturers, individual or small group study directed by department representatives. Student presentations to demonstrate grasp of content. *Three semester hours.*

EDUC 560 SEMINAR: TEACHING IN THE K-12 SPECIAL AND INCLUSIVE CLASSROOM

Required as part of supervised teaching block. General review, consolidation, and amplification of instructional techniques in special and inclusive education settings. Overview of educational administration, career education,

multi-cultural and multi-ethnic concerns in education. Review of identification and referral of exceptional children, assessment strategies, and Virginia Standards of Learning. Transition, consultation, and collaboration issues in special and inclusive education. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 561 STUDENT TEACHING IN K-12 SPECIAL AND INCLUSIVE EDUCATION

Supervised teaching fee. *Ten semester hours.*

EDUC 570 SURVEY OF EXCEPTIONAL CHILDREN

Diverse and exceptional students, their learning needs, and protection under the law. Focus on creating instructional contexts and using appropriate teaching strategies to accommodate the special learning needs of students who are academically at-risk, including but not limited to students who are labeled learning dis/Abled, emotionally disturbed, developmentally delayed, autistic, other health impaired, traumatic brain injury, multiple disabilities, gifted and talented, and those who come from culturally, linguistically, socioeconomically, or multiculturally diverse backgrounds. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: Education 305 or 505. *Three semester hours.*

EDUC 600 GRADUATE SEMINAR

Selected content, pedagogy, movements, or issues in the K-12 curriculum. Prerequisites: graduate status and permission of instructor. *One to four semester hours.*

EDUC 601 INDEPENDENT STUDY

Advanced independent research in a special area of education. Prerequisite: permission of the Director of the M.A.Ed. Program in consultation with the Chair of the English Department and the Chair of the Education Division. *One to four semester hours.*

SPED 502 CURRICULUM DESIGN AND INSTRUCTION IN SPECIAL EDUCATION

Understanding and application of service delivery, curriculum, and instruction of students with high incidence disabilities. Theories, characteristics, etiology, and needs of students with specific learning disabilities, students with emotional disturbance, multiple disabilities, autism, OHI, and students with mental retardation. Application in the classroom setting. A research paper and/or action research project and presentation to the class are required for graduate credit. Prerequisite: 370 or 570. *Three semester hours.*

SPED 503 ASSESSMENT AND COLLABORATION IN SPECIAL AND INCLUSIVE EDUCATION

Understanding of the assessment and evaluation of students with disabilities. Hands-on application of assessment and evaluation strategies with targeted students in public school settings. Collaboration among general and special educators and family members as a key component of successful inclusive education within the context of the assessment process. Overview of assessment processes and concerns, including fundamental legal and ethical considerations and pre-referral and entitlement decision-making. Basic concepts of measurement. Formulating appropriate interventions. A research paper and/or action research project and presentation to the class are required for graduate credit. Prerequisite: 370 or 570. Education Practicum Fee. *Three semester hours.*

SPED 522 MANAGING THE LEARNING ENVIRONMENT

Understanding and application of diverse educational approaches to classroom management techniques, and individual and small-group intervention strategies which address emotional well-being, behavioral conduct, self-direction, and conflict management skills. Consideration of medical approaches to behavioral and emotional problems. Experience with functional assessment of learning environments and individual behavior and the development of positive behavioral support plans with school-age students identified as presenting significantly challenging behaviors including but not limited to students labeled ADD/ADHD or emotional disturbance. Prerequisites: 305 or 505, and 370 or 570. *Three semester hours.*

HISTORY

Program Director

Tracks

Objectives: To provide a degree appropriate for a person seeking certification to teach history or social studies with endorsement for Virginia and states with reciprocal agreements concerning credentials. To provide the proof required for competency and mastery according to federal guidelines.

Requirements:

HIST 502	Colonial and Revolutionary America	3
HIST 503	Middle Period America	3
HIST 505	Historiography and Methods	3
HIST 507	Civil War and Reconstruction	3
HIST 516	History and Geography of Virginia and Tennessee	3
<i>One course from:</i>		3
HIST 517	Modern American Studies	
HIST 519	Pragmatism and Modern American Ideas	
HIST 520	Industrialization and Economic Development	3
<i>One course from:</i>		3
HIST 536	World Wars	
HIST 539	Europe in the Postwar Era	
HIST 540	History of England	
HIST 552	Latin America	3
HIST 560	Seminar	3
Total		30

When students have completed 24 semester hours of coursework, they may be required either to take a written comprehensive examination or to complete an integrative project. A follow-up oral examination may be required.

Although the M.A.Ed. is primarily a teaching degrees rather than a research degree, a culminating writing project will be required that can take two directions. In some cases, students will write a comprehensive paper in which they will analyze what they have learned, and the implications of their discoveries for what they expect to happen in their classrooms. In other cases, students will pursue an original research project involving primary and secondary research.

REQUIREMENTS FOR ADMISSION (M.A.ED. PROGRAMS)

Admission to a Master of Arts in Education degree program requires a baccalaureate degree from an accredited undergraduate institution with a minimum GPA of 2.75 overall and 3.0 in the major; completion of the Graduate Record Examination; submission of a writing sample of high quality; and review by an admissions committee. For experienced teachers and other individuals of exceptional promise, the admissions committee may modify the GPA requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, submit a completed application for graduate admission, and provide official copies of any professional tests they have completed.

• HISTORY COURSES

HIST 502 COLONIAL AND REVOLUTIONARY AMERICA

Events and ideas involved in the long colonial era, especially in Virginia, and the seminal intellectual and cultural conceptions of the American Revolution. *Three semester hours.*

HIST 503 MIDDLE PERIOD AMERICA

Events and ideas involved in the critical formative period of nation-building in the early and middle nineteenth century, with special emphasis on cultural patterns in religion and ideology, economic aspects of developing trade, commerce and slavery, and emerging regional tensions between North and South. *Three semester hours.*

HIST 505 HISTORIOGRAPHY AND METHODS

Appraisal of major themes in historical writing and major approaches to historical problems, emphasizing a

comparative approach to selected historical traditions. *Three semester hours.*

HIST 507 CIVIL WAR AND RECONSTRUCTION

Origins and consequences of the American Civil War. Emphasis on regionalism, sectionalism, and nationalism; economic interdependencies and conflicts; abolitionist saints and pro-slavery divines, and other cultural counterpoints; modern war and ancient traditions; battlefield tactics and broader social strategies; compromise and the deferred commitments to equality and social justice during the post-bellum Reconstruction period.

Three semester hours.

HIST 516 HISTORY AND GEOGRAPHY OF VIRGINIA AND TENNESSEE

Comparative study of geography and history of two southern states. Emphasis on graduate-level research and teacher responsibilities in the public schools with regard to the standards of learning. *Three semester hours.*

HIST 517 MODERN AMERICAN STUDIES

An American Studies approach to cultural development and ideological growth in modern American society, with special emphasis on regional patterns. *Three semester hours.*

HIST 519 PRAGMATISM AND MODERN AMERICAN IDEAS

Philosophical and intellectual currents in the U. S. states since 1911, with special emphasis on pragmatic ideas and reformism in late liberal rationalism. *Three semester hours.*

HIST 520 INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT

Industrialization and rise of managerial bourgeoisie, petite bourgeoisie, proletariat, and laboring class from the early post-bellum era to the present; organizational capitalism and imperialism, radical protests, the “take-off” phase of industrial development and high mass consumption in the post-industrial era. *Three semester hours.*

HIST 536 WORLD WARS

The two World Wars in imperialist context and with cross-cultural perspective. Economic causes and consequences, and ideological currents. Battlefield tactics and broader social strategies. *Three semester hours.*

HIST 539 EUROPE IN THE POSTWAR ERA

Close examination of the history of Eastern and Western Europe from the end of World War II to the present. Focus on the political and economic reconstruction of early postwar Europe, the role of Europe in the Cold War, the emergence of the “New Europe” in the post-communist period, and the transformation of Europe’s political, economic, and cultural relations with the United States. *Three semester hours.*

HIST 540 HISTORY OF ENGLAND

Interpretive analysis of key questions and issues of English history from the Norman Conquest to the present. Topics include the process of nation-building on the island of Great Britain, the development of parliamentary democracy, and the role of England in colonization, imperialism, and industrialization. *Three semester hours.*

HIST 550 SPECIAL TOPICS IN AMERICAN HISTORY

Selected topics in history chosen by instructor in response to students. May be re-taken for credit for different topics. *Three semester hours.*

HIST 552 LATIN AMERICA

Comparative analysis of structural continuities and revolutions in Latin American history since the pre-Columbian era. *Three semester hours.*

HIST 600 SEMINAR

Capstone course involving original research and investigation of important secondary sources, leading to a major research paper concerning developments in American history, with emphasis on educational problems and classroom challenges. *Three semester hours.*

COMMUNITY AND ORGANIZATIONAL LEADERSHIP (M.A.COL)

Program Director
Talmage A. Stanley

Tracks
Master of Arts in Community and Organizational Leadership
(M.A.COL)

Objectives: To equip early and mid-career professionals with the skills necessary to be more effective leaders within communities and organizations; to offer an interdisciplinary approach to questions and issues of leadership and community development in both the public and private sectors, for proactive leadership focused on building communities. The Masters of Community and Organizational Leadership has two tracks: 5-Year B.A./MCOL and the Mid-Career M.A.

REQUIREMENTS FOR ADMISSION

B.A./MCOL: Admission to the 5-Year Combined BA/MCOL degree program requires a GPA of 2.75 overall and 3.0 in the major; submission of an essay in response to a prompt provided, two letters of recommendation from faculty familiar with their work, a completed application for graduate admission, and review by an admissions committee. In some cases for individuals of exceptional promise or leaders with a remarkable record of achievement, the admissions committee may modify the GPA requirement.

Mid-Career M.A.: Admission to the Mid-Career Master of Arts in Community and Organizational Leadership degree program requires a baccalaureate degree from an accredited undergraduate institution, with a minimum GPA of 2.75 overall and 3.0 in the major; at least three years of relevant work experience, submission of an essay in response to a prompt provided, and review by an admissions committee. In some cases for individuals of exceptional promise or leaders with a remarkable record of achievement, the admissions committee may modify the GPA or work requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, and submit a completed application for graduate admission.

Requirements for the 5-Year B.A./MCOL:

MCOL 501	Organizational Leadership	3
MCOL 502	Budgeting and Finance Management for Community Organizations	3
MCOL 511	Research Methods	3
MCOL 513	Grant Development and Writing	3
MCOL 518	Strategic Planning and Evaluation	3
MCOL 532	Capacity Building for Effective Nonprofits	3
MCOL 535	Communications for Effective Leadership	3
<i>One course from:</i>		3
MCOL 504	Topics in Economics	
MCOL 505	Topics in Geography	
MCOL 506	Topics in Civic Innovation	
MCOL 507	Topics in Sociology	
<i>One course from:</i>		3
MCOL 510	Human Resources Leadership	
MCOL 512	Leadership for Philanthropy	
MCOL 515	Ethical and Legal Issues in Leadership	
MCOL 520	Public Policy, Advocacy, and Collaboration	
MCOL 530	Introduction to Nonprofit Organizations	
MCOL 600	Capstone Seminar	6
Total		33

5-Year B.A./MCOL: Students may select a five-year program leading to the appropriate bachelor’s degree and a Masters in Community and Organizational Leadership. Undergraduates should apply to enroll after completing 57 hours (or junior status) and before completing 87 hours. Students accepted into the program will complete MCOL 501, 511, and one of the following: 504, 505, 506, or 507 in their senior year which will count no more than nine credit hours toward the graduate degree. Students must complete 32 graduate credit hours to receive the Master’s degree.

Requirements for the Mid-Career M.A.:

MCOL 501	Organizational Leadership	3
MCOL 502	Budgeting and Finance Management for Community Organizations	3
MCOL 513	Grant Development and Writing	3
MCOL 518	Strategic Planning and Evaluation	3
MCOL 532	Capacity Building for Effective Nonprofits	3
MCOL 535	Communications for Effective Leadership	3
<i>Three courses from:</i>		9
MCOL 510	Human Resources Leadership	
MCOL 512	Leadership for Philanthropy	
MCOL 515	Ethical and Legal Issues in Leadership	
MCOL 520	Public Policy, Advocacy, and Collaboration	
MCOL 530	Introduction to Nonprofit Organizations	
MCOL 600	Capstone Seminar	6
Total		33

- **COMMUNITY AND ORGANIZATIONAL LEADERSHIP COURSES**

MCOL 501 ORGANIZATIONAL LEADERSHIP

Introduction to issues and questions of organizational leadership; differences between management and leadership; development of students' personal vision of leadership. *Three semester hours.*

MCOL 502 BUDGETING AND FINANCE MANAGEMENT FOR COMMUNITY ORGANIZATIONS

Introduction and overview of processes of fiscal leadership for community organizations. Questions of public finance and reporting. *Three semester hours.*

MCOL 504 TOPICS IN ECONOMICS

Selected topics in economics chosen by the department in response to program need. *Three semester hours.*

MCOL 505 TOPICS IN GEOGRAPHY

Selected topics in geography chosen by the department in response to program need. *Three semester hours.*

MCOL 506 TOPICS IN CIVIC INNOVATION

Selected topics in civic innovation chosen by the department in response to program need. *Three semester hours.*

MCOL 507 TOPICS IN SOCIOLOGY

Selected topics in sociology chosen by the department in response to program need. *Three semester hours.*

MCOL 510 HUMAN RESOURCES LEADERSHIP

Best practices in the recruitment, training, appraisal, and retention of human resources within sustainable and diverse organizations. Understanding of employment law related to human resources; ways that leaders can build effective interpersonal relationships within organizations. *Three semester hours.*

MCOL 511 RESEARCH METHODS

Quantitative and qualitative approaches to organizing, analyzing and interpreting data. *Three semester hours.*

MCOL 512 LEADERSHIP FOR PHILANTHROPY

Leadership skills for developing philanthropic resources for communities and organizations. Effective identification, recruitment, and retention of donors, funding foundations, and volunteers. Planning, implementing, and supervising a range of fund development strategies. *Three semester hours.*

MCOL 513 GRANT DEVELOPMENT AND WRITING

Overview to the process of grant development, writing and administration. Identification of potential funding sources, understanding guidelines and the review process, grant-writing, developing realistic budgets, and packaging grant submissions. *Two semester hours.*

MCOL 515 ETHICAL AND LEGAL ISSUES IN LEADERSHIP

Processes of ethical decision-making, balancing individual needs and goals with those of the community or organization. Legal ramifications of organizational questions and issues. *Three semester hours.*

MCOL 518 STRATEGIC PLANNING AND EVALUATION

Strategic planning in communities and social sector organizations. Methods for effective evaluation, connecting strategic planning and evaluation with sustainability and capacity building of organizations, and with community health and vitality. *Three semester hours.*

MCOL 520 PUBLIC POLICY, ADVOCACY, AND COLLABORATION

Building and transforming organizations focused on sustainable communities. Diagnosing community needs and assets, helping the community to determine priorities, prescribing mutually agreed-upon solutions and responses to diagnosed needs. Working with elected officials and appointed civil servants, reporting to and communicating with public officials. *Three semester hours.*

MCOL 530 INTRODUCTION TO NONPROFIT ORGANIZATIONS

Developing by-laws and applying for incorporation as a nonprofit organization, tax codes and state and federal policies governing nonprofit organizations. Approaches to governance, the responsibilities of boards of directors, the development of effective boards of directors, and the relationship between program staff, executive leadership, and governing boards. Integrating an organization's mission and values into all aspects of programming and fund development. *Three semester hours.*

MCOL 532 CAPACITY BUILDING FOR EFFECTIVE NONPROFITS

Linking organizational capacity and community capacity. Principles and processes of expanding the capacities of individuals and organizations for community leadership. Resource allocation and development, volunteer engagement and utilization. Increasing an organization's preparedness to plan, implementing a collaborative, integrated decision-making structure. *Three semester hours.*

MCOL 535 COMMUNICATIONS FOR EFFECTIVE LEADERSHIP

Public and internal communication skills and strategies to enhance and strengthen communities and social sector organizations. Communication with boards of directors, executive leadership, professional staff, volunteers, and external constituencies. Communicating in situations of conflict, negotiation skills, and means of maintaining effective communication lines under difficult circumstances. Various models of effective public relations strategies, community relations, and media relationships. *Three semester hours.*

MCOL 540 INTRODUCTION TO THE UNITED STATES HEALTHCARE SYSTEM

Organization, financing, and delivery of healthcare in the United States, contrasting private and public sectors, the effects of market competition and government regulation on healthcare policy and delivery. Ways that medical providers are paid and major issues currently facing physicians, hospitals, and the pharmaceutical industry. *Three semester hours.*

MCOL 542 FINANCING AND DELIVERY OF HEALTH SERVICES FOR VULNERABLE POPULATIONS

Public policy issues associated with the organization, financing, and delivery of health services to vulnerable populations and safety net providers. Competitive market forces, financing, organizational subsidies, population factors, and federal, state, and local policies regarding health services. *Three semester hours.*

MCOL 545 LEADERSHIP FOR HEALTH SERVICES ORGANIZATIONS

Leadership development, human resources management, approaches to process improvement, and negotiating change in health services organizations. Case studies of application of concepts to improving productivity and health outcomes in hospitals, primary care organizations, and integrated delivery systems. *Three semester hours.*

MCOL 600 CAPSTONE SEMINAR

This seminar integrates the intellectual insights, civic tools, leadership skills, and understandings acquired through the Master's curriculum. It provides the organizational partner with a tangible product that expands its programming, increases organizational efficiency, or extends its mission. Public presentation of learning, with a

paper and portfolio documenting the work accomplished through the M.A., integrating major themes, ideas, and insights of the course of study. *Six semester hours.*

OCCUPATIONAL THERAPY

Professors

John Jackson, Chair (MOT)
Angelika Brocklehurst
Teri Gilley
Ron Sheppard
Lynne Umbarger
Stephanie Williams

Tracks

Master of Occupational Therapy

The Master of Occupational Therapy (MOT) Program is offered on the Emory & Henry College School of Health Sciences Campus in Marion. The MOT program is a 27-month program, consisting of seven consecutive semesters, including two 12 week clinical fieldworks. *The MOT program is transitioning to an entry-level doctoral program in occupational therapy (OTD) with a tentative start in Fall 2020. A letter of intent has been submitted to ACOTE and Application for Candidacy was submitted in August, 2019. ACOTE will make a decision in December, 2019.*

PROGRAM MISSION

Emory & Henry College's motto is "Increase in Excellence" and has an intention to be a learning community with a commitment to freedom and civic virtue. The mission of the Master of Occupational Therapy Program is to graduate competent entry-level occupational therapists that are occupation-centered and possess leadership, advocacy, critical thinking and professional reasoning skills that will enable them to serve and meet the occupational therapy needs of communities. Graduates will have necessary skills to work in a variety of settings including rural healthcare settings to meet the needs of those who are underserved in areas of health disparities.

VISION

The vision of the Occupational Therapy Program is to be innovative and a national leader in occupational therapy graduate education and to transform the lives of others in order to promote a positive change in the region, nation and world communities.

REQUIREMENTS FOR ADMISSION

Admission Requirements:

- Hold a Bachelor's degree from an accredited institution.
- Completed a minimum of 40 documented hours of observations with an Occupational Therapist.
- Have a minimum overall cumulative GPA of 2.75 and 3.0 for prerequisite courses.
- Have a grade of 'C' or better in all required prerequisite courses.
- Completion of the Graduate Record Examination (GRE) using Emory & Henry College's OTCASETS #7409.
- Completion of CPR for Professionals certification and immunizations prior to enrollment.
- 3 letters of recommendation from professionals with at least one from an Occupational Therapist.
- 500-word essay.

Required Prerequisite Courses:

- | | |
|---|---------|
| ● Human Anatomy and Physiology | 8 hours |
| ● Physics and/or Kinesiology | 3 hours |
| ● Abnormal Psychology | 3 hours |
| ● Human or Psychology Development | 3 hours |
| ● Statistics or Research Design | 3 hours |
| ● Sociology and/or Philosophy and/or Ethics | 3 hours |

*No AP or CLEP credit will be allowed for the prerequisite courses. All prerequisites are subject to evaluation.

There may be a few course alternatives but these will need to be approved by the program director. Admission will be on a competitive and space available basis. The MOT Admissions Committee uses an internal rubric scoring system to score items such as overall GPA, prerequisite GPA, last 60 hours GPA, GRE scores, application essay, references, onsite interview, etc. Additional points are scored for Emory & Henry College graduates as well as current residents of Southwest Virginia as defined by the Virginia Health Workforce Development Authority. A bachelor's degree can be in progress but must be completed prior to enrollment of the program. CPR for professionals and all immunizations must be current prior to enrollment in the program. At time of enrollment, each student must sign a Technical Standards/Essential Functions form.

The Master of Occupational Therapy program at Emory & Henry College will participate in the Occupational Therapist Centralized Application Service, known as OTCAS, in the 2019-2020 admissions cycle. Applicants applying to the entry-level occupational therapist education program for the 2020 class should apply online using the OTCAS application beginning in July 2019 (<https://otcas.liasoncas.com>). Deadline for the application will be December 4, 2019.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

Attaining the MOT degree requires the successful completion of all didactic courses and clinical fieldworks as sequenced into seven consecutive semesters. The two full-time, clinical fieldworks are completed at off-campus sites, and students are responsible for all travel and living expenses during the fieldworks. Satisfactory progress through the Program requires a GPA of B (3.00) in each semester. The minimum passing grade in each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00).

TRANSFER CREDIT

The Occupational Therapy Program may accept up to 9 credits of program-specific courses that will be considered on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program currently accredited by the program's accrediting body and taken within the 2 years prior to requesting consideration for transfer. The courses will be evaluated by the Admissions Committee of the program, including a faculty member with knowledge/expertise in the content area of the course being considered, to determine equivalency to program courses in the Occupational Therapy Program at Emory & Henry.

1. An applicant cannot have been dismissed by another program secondary to not meeting academic or professional standards.
2. An applicant seeking transfer to the MOT program must meet the minimal standard requirements for acceptance into the program.

Transfers of credits for prerequisite courses are determined by the office of admissions and the MOT program director. Typically, transfer of credits from another occupational therapy program will not be accepted but exceptions may be determined by the office of admissions and the MOT program director. Up to 9 transfer credits of equivalent professional-level coursework, as deemed equivalent by the office of admissions and the MOT program director may be accepted from a student who requests to be considered for transfer to the Emory & Henry Occupational Therapy Program. Any student seeking transfer to the MOT Program at Emory & Henry College must be in good academic and professional behavior standards in his/her current occupational therapy program.

Students are assigned an academic advisor within the program to monitor their progress and to recommend resources for students experiencing academic difficulty. Students who fail to maintain the academic requirements and/or ethical policies are subject to probation or dismissal. Students dismissed from the Program may apply for readmission after one year.

Please refer to the Program's Student Handbook for details on all academic policies.

CURRICULUM SEQUENCE

Fall Year 1		Credits
OT 500	Human Anatomy 1	3

OT 501	Human Anatomy 2	2
OT 502	Kinesiology for OT	3
OT 510	Foundations in OT	2
OT 511	OT Across the Lifespan	2
OT 551	OT Process in Mental Health	3
Total		15
Spring Year 1		
OT 503	Applied Neuro Science	4
OT 512	OT Theory	3
OT 513	Modalities	2
OT 541	Evidence-Based Practice	2
OT 551	OT Process in Pediatrics	3
Total		14
Summer Year 1		
OT 521	Clinical Reasoning 1	2
OT 542	Applied Research in OT	3
OT 553	Assistive Technology Across Lifespan	3
OT 5581	Fieldwork 1:1	1
Total		9
Fall Year 2		
OT 514	Professional Development	2
OT 543	Research Project 1	2
OT 554	OT Process in Adults/Older Adults	4
OT 555	OT Process in Hand/UE Rehabilitation	3
OT 556	OT Process in Community/Rural Health	3
Total		14
Spring Year 2		
OT 515	Management and Organization in OT	3
OT 522	Clinical Reasoning 2	2
OT 544	Research Project 2	2
OT 582	Fieldwork 1:2	2
OT 601	Advanced Practice in OT	4
Total		13
Summer Year 2		
OT 602	Fieldwork 2:1	6
OT 610	Fieldwork Seminar	1
Total		7
Fall Year 3		
OT 603	Fieldwork 2:2	6
OT 611	Clinical Reasoning 3	3
Total		9
Total		81

•MOT COURSES
OT 500 HUMAN ANATOMY 1 (DPT700)

This course is the classroom component which will cover normal human gross anatomy with emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary systems across the lifespan. Other anatomical systems will be covered briefly, especially as they relate to the function of the five emphasized systems. This course is designed to help students establish a foundational understanding of the neuromusculoskeletal systems of the human body for the practice of occupational therapy. We will take a regional approach covering the arms, trunk, head, and legs. At the end of the class students will have an understanding of how the structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction. *Three semester hours.*

OT 501 HUMAN ANATOMY 2 (DPT701)

This course is the laboratory component involving cadaver dissection to complement the study of systems covered in OT500 (i.e. musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary). Additionally, there will be a dry lab incorporating surface anatomy exercises, using anatomical models and utilizing a variety of audiovisual means including medical imaging. *Two semester hours.*

OT 502 KINESIOLOGY FOR OT

This course provides knowledge and understanding of basic concepts of kinesiology including normal human movement and how movements occur at the joint level. Training is provided for range of motion and manual muscle testing procedures. Student domains of learning used: Sciences/Knowledge and Assessment/Intervention Skills. Two lecture hours and three lab hours. *Three semester hours.*

OT 503 APPLIED NEURO SCIENCE

This course will study basics of neuroanatomy and the nervous system and how neurological conditions have an impact on occupational performance. Neurological screening and assessments for cognitive, visual perception, functional mobility issues and other areas of the OT framework will be covered as well as clinic safety. Student domains of learning used: Sciences/Knowledge and Assessment/Intervention Skills. Three lecture hours and three lab hours. *Four semester hours.*

OT 510 FOUNDATIONS IN OT

This course provides an introduction to history and philosophy and key terminology used in the profession including framework, role and meaning of occupation, occupational science, ethics, and task/activity analysis. Student domain of learning used: Sciences/Knowledge. Two lecture hours. *Two semester hours.*

OT 511 OT ACROSS THE LIFESPAN

This course looks at human and occupational development throughout the lifespan. Discusses health literacy and OT's role in many different settings such as early child intervention, schools, hospitals, outpatient centers, home health, community, higher education, consultant, contract, entrepreneur and other emerging practice areas. Introduction to OT associations on a state, national and international level. Student domain of learning used: Sciences/Knowledge. Two lecture hours. *Two semester hours.*

OT 512 OT THEORY

This course compares, contrasts and applies use of theories, models of practice and frames of reference in the evaluation and intervention process. Discusses role of occupation in health promotion and how health conditions affect occupational performance. Student domains of learning used: Sciences/Knowledge and Assessment/Intervention skills. Three lecture hours. *Three semester hours.*

OT 513 MODALITIES

This course covers theoretical concepts, indications, contraindications, and clinical reasoning for the selection/application for the safe use of various types of superficial thermal/mechanical and deep thermal/electrotherapeutic modalities. Students will be required to complete competencies (skills assessments) for proper and safe use of the modalities. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention Skills and Clinical/Professional Applications. Two lecture hours. *Two semester hours.*

OT 514 PROFESSIONAL DEVELOPMENT

This course addresses many professional issues involving global areas, OT associations, legislature, policy development, reimbursement and appeals mechanisms, credentialing, roles of OT and OTA, state licensure practice acts, ethical conflicts, professional development, liability and fieldwork education. Students will

participate in an advocacy activity through a grant design and/or writing activity to promote OT services for the local and/or other communities. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 515 MANAGEMENT AND ORGANIZATION IN OT

This course covers all aspects of management, supervision, and organization in occupational therapy and healthcare. Course includes topics such as ethics, role of OT/OTA, practice outcomes, quality improvement, consultation, liability, advocacy, interviewing, credentialing, reimbursement/payor systems, legislation, program development, marketing and writing a business plan. This course will include a service learning component. Student domain of learning used: Assessment/Intervention Skills, Clinical/Professional Application and Clinic/Fieldwork Education. Three lecture hours. *Three semester hours.*

OT 521 CLINICAL REASONING 1

This course uses case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomically factors, theoretical concepts, and development of occupation-based intervention plans in the practice areas of pediatrics and mental health. Course will emphasize preparation for board exam in these areas including an annual competency and exam. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 522 CLINICAL REASONING 2

This course uses case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomically factors, theoretical concepts, documentation, and development of occupation-based intervention plans in the practice areas of adults, older adults, hand/upper extremity conditions, and assistive technology issues. Course will emphasize preparation for board exam in these areas including an annual competency and exam. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 541 EVIDENCE-BASED PRACTICE

This course examines the topic of evidence-based practice including introduction to research design, use of statistics, standardized test scores, validity and reliability and ability to produce critically appraised topics. Discusses importance of scholarly activities as well as professional advocacy. Student domains of learning used: Sciences/Knowledge and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 542 APPLIED RESEARCH IN OT

This course provides instruction for understanding and use of most commonly used quantitative and qualitative statistics. Students will be able to design a scholarly proposal including research question, literature review, sample, design, measurement, and data analysis. Students will be required to complete IRB training. Student domain of learning used: Clinical/Professional Reasoning. Three lecture hours. *Three semester hours.*

OT 543 RESEARCH PROJECT 1

This course includes a group research project supervised by a faculty member. Students will develop a research design project, complete a written proposal, seek IRB approval and begin preparation for implementation. Student domain of learning used: Clinical/Professional Application. *Two semester hours.*

OT 544 RESEARCH PROJECT 2

This course includes a group research project supervised by a faculty member. Students will implement an approved research project including data collection, data analysis of results, and completion of a written scholarly report that is presented at a local/state or national conference and/or publication. Student domain of learning used: Clinical/Professional Application. *Two semester hours.*

OT 551 OT PROCESS IN MENTAL HEALTH

This course focuses on identifying occupational needs through assessment/intervention for clients with mental health and/or psychosocial issues. Teaches appropriate selection and implementation of assessments and interventions including group-based intervention, group dynamics, therapeutic use of self, stress management, and living skills training. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Three lecture hours. *Three semester hours.*

OT 552 OT PROCESS IN PEDIATRICS

This course focuses on identifying the occupational needs through assessment/intervention for the pediatric population. The role of OT for birth to three, school-based practice, and clinic/hospital based practice are covered including professional reasoning, group interventions, feeding/eating/swallowing, selection of appropriate assessments/interventions, standardized testing and documentation of OT services. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours and three lab hours. *Three semester hours.*

OT 553 ASSISTIVE TECHNOLOGY ACROSS LIFESPAN

This course covers assessments and interventions involving assistive technology across the lifespan. Students will be able to complete wheelchair evaluations, home assessments, ergonomic assessments, teach compensatory strategies, and show understanding of environmental control systems/computer access/ and augmentative-communication technologies. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours and three lab hours. *Three semester hours.*

OT 554 OT PROCESS IN ADULTS/OLDER ADULTS

This course covers all aspects of identifying occupational needs of adults and older adults through assessments and interventions. This course includes selecting and implementing appropriate assessments and interventions for many different types of adult conditions and various adult treatment settings. Training includes areas such as self-care, self-management, health management, compensatory strategies, grading and adapting activities, and referring to specialists. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Three lecture hours and three lab hours. *Four semester hours.*

OT 555 OT PROCESS IN HAND/UE REHABILITATION

This course covers all aspects of identifying occupational needs in hand and upper extremity conditions, trauma, and/or injury through assessments and interventions. This course includes many different upper extremity conditions, specialized tests, static and dynamic splinting techniques, joint mobilization and handling techniques, massage methods, kinesio taping, and application of modalities. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours and three lab hours. *Three semester hours.*

OT 556 OT PROCESS IN COMMUNITY/RURAL HEALTH

This course covers all aspects of identifying occupational needs in the community and for clients in rural health. This course will include topics dealing with global issues, OT associations at an international/national/state/local level, designing quality improvement plan, program development, training/educational methods and community based rehabilitation. This course will include engagement in a community service learning project. Student domains of learning used: Assessment/Intervention Skills, Clinical/Professional Application and Clinic/Fieldwork Education. Three lecture hours. *Three semester hours.*

OT 581 FIELDWORK 1:1

This course provides fieldwork education that focuses on the application of evaluation, intervention and training skills working with pediatrics and/or clients with mental health and/or psychosocial issues. Activities will be implemented with individuals and/or groups. Students will comply with high ethical, confidential, and practice standards. This course will require an average of 8 hours a week in a clinic or other setting. Student domain of learning used: Clinic/Fieldwork Education. *One semester hour.*

OT 582 FIELDWORK 1:2

This course provides fieldwork education in a physical dysfunction setting where students apply clinical and professional reasoning in safely selecting and implementing assessments and interventions to meet the occupational needs of clients. This course will require an average of 8 hours a week in a clinic or other OT setting. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Two semester hours.*

OT 601 ADVANCED PRACTICE IN OT

This course provides a content review of current practice and evidence-based practice in specialty and emerging areas in OT. Students participate in clinical training activities in a variety of practice areas of OT in the community throughout the semester. Course will include preparation for national board exam. Students will design

and present a continuing education hour course to local practitioners and/or other health professionals. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. Three lecture hours and three lab hours. *Four semester hours.*

OT 602 FIELDWORK 2:1

Prerequisites for this course include successful completion of all previous professional and fieldwork courses and approval of Program Director. This course includes clinical training for 40 hours per week for 12 weeks in an OT setting supervised by an occupational therapist. This course will prepare the student for being competent in occupational therapy entry-level practice including using clinical and professional reasoning skills. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Six semester hours.*

OT 603 FIELDWORK 2:2

Prerequisites for this course include successful completion of all previous professional and fieldwork courses and approval of Program Director. This course includes clinical training for 40 hours per week for 12 weeks in an OT setting supervised by an occupational therapist. This course will prepare the student for being competent in occupational therapy entry-level practice including using clinical and professional reasoning skills. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Six semester hours.*

OT 610 FIELDWORK SEMINAR

This course will be provided in an online format while students are participating in Fieldwork 2:1. This course will promote student reflection, professional reasoning and integration of previous course material and current OT practice experience at fieldwork site. Student domains of learning used: Assessment/Intervention Skills and Clinic/Fieldwork Education. *One semester hour.*

OT 611 CLINICAL REASONING 3

This course will be provided in an online format with at least one weekend workshop. This course will provide reflection of fieldwork experiences including safe practice ideas, ethical considerations, therapeutic use of self, impact of contextual factors, and professional responsibility for fieldwork education. Also, this course will include opportunities for national board exam preparation. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Three semester hours.*

ACCREDITATION

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. 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.

PHYSICAL THERAPY

Professors

Jean Irion, Chair
Kristi Angelopoulou
Steven Bitticker
Julia Castleberry
Eric Coley
Roberta Gatlin
John Graham

Tracks

Doctor of Physical Therapy

Glenn Irion
Ashlee Medley

The Doctor of Physical Therapy (DPT) Program is offered on the Emory & Henry College School of Health Sciences campus in Marion. The DPT is a 3-year program, consisting of nine consecutive semesters, including three full-time clinical rotations.

PROGRAM MISSION

To prepare competent, caring and ethical entry-level physical therapists who are able to provide evidence-based, patient-centered care in an ever-changing health care system. Our program promotes academic excellence as well as civic and professional engagement at all levels, including the college, local, national and international communities.

REQUIREMENTS FOR ADMISSION/ADMISSION POLICY

Applicants who meet the following minimum eligibility requirements for the DPT program at E&H may be invited for a formal interview (based upon competitiveness with other applicants) pending:

- A baccalaureate degree from an accredited institution with either a minimum cumulative grade point average (GPA) of 2.75 (based on a 4.0 scale) or last 60 hours cumulative GPA of 2.75.
- A minimum cumulative prerequisite GPA of 3.0 (see required prerequisite course list below).
- A minimum of 40 hours of clinical experience (volunteer or work-related) with a licensed physical therapist. A variety of settings is highly recommended.
- Completion of the Graduate Record Exam (GRE) taken within five years prior to application.
- Three letters of recommendation: One (1) must be from a physical therapist; one (1) must be from a professor or instructor familiar with applicant's academic work; the third can be from multiple accepted sources (see PTCAS website).
- Proficiency in verbal and written communication (will be determined via interview and PTCAS application essay).
- Foreign applicants whose native language is not English must achieve a minimum of 79 on iBT TOEFL examination or a Band 6 on the IELTS. Also, please submit an approved credential report for coursework completed outside the United States.
- Emory & Henry College has a strong history and reputation for preparing students to be critical thinkers and to be civically engaged. Emory & Henry College espouses serving the rural community in which it is located and the underserved throughout the area. As such, applicants are required to provide an example (in 1-2 paragraphs) of how they have worked to improve lives in their communities, and how this has impacted their personal growth in School-specific Question #3 on PTCAS.
- Early decision requirements include: minimum cumulative GPA of 3.5

The prerequisite courses are shown in the table below. Applicants should have successfully completed all of the prerequisites, either as part of their baccalaureate degree or independently, prior to being admitted into the Program.

Prerequisite Courses	Credit
General Biology	8
Human Anatomy and Physiology*	8
Chemistry*	8
Physics*	8
Statistics or Biostatistics	3
Psychology	6

Social Sciences	3
Math**	3

*All science courses must have a lab component and be intended for a science major.

**Pre-calculus or higher; if pre-calculus is a two-part course, both parts must be completed.

TRANSFER CREDIT

The Physical Therapy Program may accept up to 9 credits of program-specific courses that will be considered on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program currently accredited by the program's accrediting body and taken within the 2 years prior to requesting consideration for transfer. The courses will be evaluated by the Admissions Committee of the program, including a faculty member with knowledge/expertise in the content area of the course being considered, to determine equivalency to program courses in the Physical Therapy Program at Emory & Henry.

In order to consider transfer of credit to these programs, the applicant must meet the following criteria:

1. An applicant cannot have been dismissed by another program secondary to not meeting academic or professional standards.
2. An applicant seeking transfer to the DPT program must meet the minimal standard requirements for acceptance into the program.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

Attaining the DPT degree requires the successful completion of all didactic courses and clinical immersion/rotations as sequenced into nine consecutive semesters. The three full-time, clinical rotations are completed at off-campus sites, and students are responsible for all travel and living expenses during the internships. Satisfactory progress through the Program requires a GPA of B (3.00) in each semester. The minimum passing grade in each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00). Students are assigned an academic mentor within the program to monitor their progress and to recommend resources for students experiencing academic difficulty. Students who fail to maintain the academic requirements are subject to probation or dismissal. Students dismissed from the Program may apply for readmission after one year. Please refer to the Program's Student Handbook for details on all academic policies.

CURRICULUM SEQUENCE

Fall Year 1		Credits
DPT 700	Human Gross Anatomy	3
DPT 701	Human Gross Anatomy Lab	2
DPT 702	Human Histology	1
DPT 704	Kinesiology	4
DPT 706	Applied Physiology for Health Sciences	3
DPT 721a	Patient Care Skills: Foundations A	1
DPT 722	Patient Care Skills: Tests & Measures	2
DPT 731	Professional Issues I	2
Total		18
Spring Year 1		
DPT 703	Human Neuroscience	3
DPT 711	Applied Exercise Physiology	3
DPT 714	Pathophysiology I	2
DPT 721b	Patient Care Skills: Foundations B	1
DPT 733	Professional Issues II	3
DPT 740	Critical Inquiry I: Evidence Based Practice	2
DPT 751	Musculoskeletal Physical Therapy I	4
Total		18

Summer Year 1		
DPT 715	Pathophysiology II	2
DPT 716	Pharmacology	2
DPT 724	Therapeutic Interventions	1
DPT 742	Critical Inquiry II: Research Methods	2
DPT 752	Musculoskeletal Physical Therapy II	3
DPT 780	Clinical Immersion I	1
DPT 760	Health Promotion and Wellness	2
DPT 864	Human Learning	1
Total		14
Fall Year 2		
DPT 831	Professional Issues III	2
DPT 840	Critical Inquiry III: Research Proposal	2
DPT 851	Musculoskeletal Physical Therapy III	3
DPT 853	Neuromuscular Physical Therapy I	4
DPT 856	Cardiopulmonary Physical Therapy	3
DPT 861	Lifespan Human Development	2
DPT 863	Rural Health/Primary Care	2
Total		18
Spring Year 2		
DPT 832	Administration & Management in Health Care	3
DPT 835	Intraprofessional Physical Therapy Practice	1
DPT 841	Critical Inquiry IV: Data Collection and Analysis	2
DPT 852	Musculoskeletal Physical Therapy IV	4
DPT 854	Neuromuscular Physical Therapy II	3
DPT 855	Pediatric Physical Therapy	3
DPT 880	Clinical Immersion II	2
Total		18
Summer Year 2		
DPT 813	Imaging	2
DPT 857	Integumentary PT	3
DPT 858	Management of Multisystem Impairments	3
DPT 859	Orthotics and Prosthetics	2
DPT 862	Screening for Referral	2
Total		12
Fall Year 3		
DPT 833	Leadership in Daily Practice	1
DPT 981	Full-time Clinical Rotation I (12 weeks)	6
Total		7
Spring Year 3		
DPT 834	Public Policy and Physical Therapy	2
DPT 982	Full-time Clinical Rotation II (12 weeks)	6
Total		8
Summer Year 3		
DPT 983	Full-time Clinical Rotation III (12 weeks)	6

Total		6
Total		119

•DPT COURSES

DPT 700 HUMAN GROSS ANATOMY

This course is the classroom component which will cover normal human gross anatomy with emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary systems across the lifespan. Other anatomical systems will be covered briefly, especially as they relate to the function of the five emphasized systems. This course is designed to help students establish a foundational understanding of the neuromusculoskeletal systems of the human body for the practice of physical therapy. We will take a regional approach covering the arms, trunk, head, and legs. At the end of the class students will have an understanding of how the structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction. *Three semester hours.*

DPT 701 HUMAN GROSS ANATOMY LABORATORY

This course is the laboratory component involving cadaver dissection to complement the study of systems covered in DPT700 (i.e. musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary). Additionally, there will be a dry lab incorporating surface anatomy exercises, using anatomical models and utilizing a variety of audiovisual means including medical imaging. *Two semester hours.*

DPT 702 HUMAN HISTOLOGY

Study of human histology with emphasis on cellular and extracellular components of the musculoskeletal, neural, cardiopulmonary and integumentary tissues. Introduction to relationships between structure and function, as the basis for pathological processes. *One semester hour.*

DPT 703 HUMAN NEUROSCIENCE

Detailed study of the structure and function of the central and peripheral nervous systems including morphology and developmental neuroanatomy. Relationship between neuroanatomy, motor control and sensory responses are discussed. Two lecture hours and one lab hour. *Three semester hours.*

DPT 704 KINESIOLOGY

This course provides a foundation for the practice of physical rehabilitation. The structural and functional anatomy of the musculoskeletal system is applied to the study of human movement. The course includes both classroom and laboratory instruction with emphasis on movement and function of the upper extremities, axial skeleton, and lower extremities. Normal and abnormal posture and gait as well as an introduction to motor control are included as a part of this course. Three lecture hours and one lab hour. *Four semester hours.*

DPT 706 APPLIED PHYSIOLOGY FOR HEALTH SCIENCES

A survey of physiological principles underlying clinical practice in the health sciences. This course is designed to prepare students for further courses in pathophysiology and those related to specific physiological systems, including neuromusculoskeletal, integumentary, and cardiovascular and pulmonary systems. *Three semester hours.*

DPT 711 APPLIED EXERCISE PHYSIOLOGY

A study of the effect of physical activity on human physiology with an emphasis on the musculoskeletal, cardiovascular, pulmonary and endocrine systems, including the acute and chronic adaptations associated with physical activity. Modes of exercise, environmental considerations, and selected clinical populations are also covered in this course. Additional content includes instruction designed to integrate the development, implementation, and evaluation of basic therapeutic exercise commonly used in physical therapy practice, as well as the administration of physical, thermal and mechanical interventions consistent with patient diagnosis and prognosis. Two lecture hours and three lab hours. *Three semester hours.*

DPT 714 PATHOPHYSIOLOGY I

A study of the general principles of pathophysiology impacting the practice of physical therapy and how they are managed medically and surgically in addition to the role of the physical therapist. This first course of the

pathophysiology sequence is focused on cell injury and the body's responses, inflammation, disorders of vascular flow and shock, genetic disease, the immune system, neoplastic disease, infectious disease and diseases of the blood vessels and blood cells. *Two semester hours.*

DPT 715 PATHOPHYSIOLOGY II

A continuation of pathophysiology I focused on body systems. Management by healthcare professionals beyond physical therapy is discussed. The acute and chronic effects of diseases of body systems on human function/performance and achievement of outcomes of therapeutic intervention are explored. *Two semester hours.*

DPT 716 PHARMACOLOGY

A study of pharmacological principles in relation to rehabilitation of patients with systems impairments, with inclusion of the possible benefits and side effects of pharmacological agents in patients undergoing physical rehabilitation. *Two semester hours.*

DPT 721a PATIENT CARE SKILLS: FOUNDATIONS A

The first part of an introductory course in basic skills and patient management processes in the physical therapy setting, including basic safety, vital signs, patient handling and transfer techniques, and basic soft tissue mobilization. One lecture and lab hour. *One semester hour.*

DPT 721b PATIENT CARE SKILLS: FOUNDATIONS B

The second part of an introductory course in basic skills and patient management processes in the physical therapy setting, including basic safety, vital signs, patient handling and transfer techniques, and basic soft tissue mobilization. One lecture and lab hour. *One semester hour.*

DPT 722 PATIENT CARE SKILLS: TESTS AND MEASURES

Continuation of DPT 721 with further application of the patient management model, clinical documentation, and addition of specific tests and measures commonly used in physical therapy clinical practice, including palpation, sensory, goniometry and manual muscle testing. One lecture hour and one lab hour. *Two semester hours.*

DPT 724 THERAPEUTIC INTERVENTIONS

This course provides students with instruction designed to help them determine a patient's need for therapeutic (physical, thermal, and mechanical) interventions, as well as to integrate the administration of and the evaluation of the impact of therapeutic interventions commonly used in physical therapy practice, consistent with patient diagnosis and prognosis. Critical appraisal of the literature is addressed, in order to apply the best evidence to practice and the clinical decision making process. *One semester hour.*

DPT 731 PROFESSIONAL ISSUES I

First in a series of three courses integrated throughout the curriculum to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this course include the history of the profession, role of the professional association, values of the profession, ethical and legal contemporary practice issues and an introduction to civic engagement within the physical therapy curriculum. Emphasis in this first course is on the history of the profession and the evolution of a doctoral profession. *Two semester hours.*

DPT 733 PROFESSIONAL ISSUES II

Second in a series of three courses integrated throughout the curriculum to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this course include: health care systems; documentation in selected physical therapy settings; the physical therapist assistant, interprofessional practice; culture and health care; psychiatric diagnoses and psychosocial considerations in patient management; and legal and ethical responsibilities to vulnerable populations. *Three semester hours.*

DPT 740 CRITICAL INQUIRY I: EVIDENCE BASED PRACTICE

First in a series of four courses to prepare students to understand and utilize the professional literature. Students will learn how to formulate focused clinical questions, to search for the best available evidence, to critically appraise the evidence, and to integrate evidence to assist in clinical decision making. Emphasis in the first course

will be on the concept of evidence as a foundation for clinical practice and the research process. *Two semester hours.*

DPT 742 CRITICAL INQUIRY II: RESEARCH METHODS

Introduction to experimental and quasi-experimental research. Areas of investigation will include research design, methodology, data collection, statistical analysis, scientific writing, and presentation styles. Content will include quantitative and qualitative design, analyses and statistics. An overview of the IRB process and CITI training will be included. *Two semester hours.*

DPT 751 MUSCULOSKELETAL PHYSICAL THERAPY I

This is the first course in a series of four that will apply the physical therapist patient/client management model to patients (across the lifespan) with musculoskeletal conditions. Students are instructed in, and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic interventions) of the patient/client with conditions associated with the upper quarter. Three lecture hours and one lab hour. *Four semester hours.*

DPT 752 MUSCULOSKELETAL PHYSICAL THERAPY II

This is the second course in a series of four that will apply the physical therapist patient/client management model to patients (across the lifespan) with musculoskeletal conditions. Students are instructed in, and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic interventions) of the patient/client with conditions associated with the lower extremities. Two lecture hours and one lab hour. *Three semester hours.*

DPT 760 HEALTH PROMOTION AND WELLNESS

Study of fundamentals of health promotion and wellness in individuals and populations seen in physical therapy practice. *Two semester hours.*

DPT 780 CLINICAL IMMERSION I

First of 2 integrated clinical education courses that are embedded within the first 6 didactic semesters of the DPT curriculum. These courses will focus on clinical practice with students working individually or in pairs with a clinical faculty member (i.e. physical therapist clinical instructor) to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). In this first course, students will be expected to demonstrate skills and knowledge gained from the first 3 semesters of coursework. This course is completed in the classroom (information sessions) and at affiliated clinical facilities during the third semester in Year 1 for a total of 80 clinical hours. *One semester hour.*

DPT 813 IMAGING

This course introduces the student to equipment, procedures and use of medical imaging for examination and evaluation of dysfunction of body structures. Examination topics included are radiographs, arthrography, CT scans, PET scans, MRI, ultrasonography and nuclear studies. Case studies will be used to integrate imaging data in the patient/client management plan. *Two semester hours.*

DPT 831 PROFESSIONAL ISSUES III

This course is a third in a series of three courses to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this third course include consideration of legal, ethical, generational communication, and psychosocial and end-of-life issues in patient management. In addition, expansion of knowledge is included in the areas of protected populations, cultural competence, inter-professional practice, shared decision-making, and patient/client/caregiver-provider communication. *Two semester hours.*

DPT 832 ADMINISTRATION AND MANAGEMENT IN HEALTH CARE

Emphasis is on the role of administration and management in physical therapy practice. Student service learning projects are continued. *Three semester hours.*

DPT 833 LEADERSHIP IN DAILY PRACTICE

Physical therapists play key roles in leadership. This course creates a framework for students to develop skills for leadership in daily practice. The Core Competencies of Leadership will be explored. Other topics include: leadership styles, differentiate management from leadership, integrate a mission and strategic planning, decision-

making strategies for conflict mediation, and communicating to improve outcomes. Application of leadership skills will be facilitated with case scenarios in class and application activities, in a concurrent clinical immersion course. Emphasis will be learning by doing to model key elements of leadership team work, effective behaviors, goal setting and achievement. *Two semester hours.*

DPT 834: HEALTH POLICY AND PHYSICAL THERAPY

This course introduces the student to public policymaking in the United States, with an emphasis on current health care policy affecting physical therapy practice specifically and healthcare in general. Students will engage in active learning experiences to develop a working knowledge of public policy and to provide them with skills and resources to be an effective advocate for their patients/clients and the profession. Current state and federal legislative and regulatory issues will be the focus in this course. Students will reflect on and discuss these issues in the context of their current and present clinical experiences in the program. Teaching methodology includes a mix of guided self-directed learning activities and online interactive discussion while on a final full-time internship. Critical thinking skills are emphasized in all activities. *Two semester hours.*

DPT 835 INTRAPROFESSIONAL PRACTICE

This course will focus on the clinical interactions between Physical Therapists (PTs) and Physical Therapist Assistants (PTAs). Students will interact with students from the Wytheville Community College PTA program to discuss differences between the two programs and current topics relevant to the clinical interactions between PTs and PTAs. *One semester hour.*

DPT 840 CRITICAL INQUIRY III: RESEARCH PROJECT

Continuation of Critical Inquiry with emphasis is on the research process, including the identification of a research problem, development of a refined research question and formulation a research proposal. Students will submit an IRB application, and collect data upon approval. *Two Semester Hours.*

DPT 841 CRITICAL INQUIRY IV: RESEARCH PRESENTATION

Culmination of the Critical Inquiry course series with an emphasis on writing results and discussion, and presenting research in both a poster and platform format. Assessment of research presentations is also emphasized. *Two semester hours.*

DPT 851 MUSCULOSKELETAL PHYSICAL THERAPY III

A continuation of the musculoskeletal series of courses which includes etiology, medical management, physical therapy examination, evaluation and intervention of selected musculoskeletal disorders with an emphasis on the lower thoracic spine, lumbar spine and pelvis. Two lecture hours and one lab hour. *Three semester hours.*

DPT 852 MUSCULOSKELETAL PHYSICAL THERAPY IV

A continuation of the musculoskeletal series of courses which includes etiology, medical management, physical therapy examination, evaluation and intervention of selected musculoskeletal disorders with an emphasis on the cervical and upper thoracic spine and the temporomandibular joint. Three lecture hours and one lab hour. *Four semester hours.*

DPT 853 NEUROMUSCULAR PHYSICAL THERAPY I

This is the first course in a series of two that will apply the physical therapist patient/client management model to patients with neuromuscular conditions. Students are instructed in and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic exercise/ other intervention) of the patient/client with conditions associated with the neuromuscular system across the lifespan. Three lecture hours and one lab hour. *Four semester hours.*

DPT 854 NEUROMUSCULAR PHYSICAL THERAPY II

The course is the second in a two-course sequence of neuromuscular patient management content areas. This course builds and adds to the framework of entry-level physical therapy practice for client centered care of neuromuscular conditions. Students are instructed in and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic exercise/ other intervention) of the patient/client with conditions associated with the neuromuscular system across the lifespan. Two lecture hours and one lab hour. *Three semester hours.*

DPT 855 PEDIATRIC PHYSICAL THERAPY

Application of the patient management model will be applied to pediatric cases including typical and atypical child development. Childhood conditions, including inborn or acquired, genetic, neurological and orthopedic disorders will be addressed with the emphasis on the physical therapy evaluation, examination and intervention. The importance of providing pediatric physical therapy within the variety of childhood environments and the interaction within the patient family centered care model will be addressed. Two lecture hours and one lab hour. *Three credit hours.*

DPT 856 CARDIOPULMONARY PHYSICAL THERAPY

Introductory application of the patient management model to patients with cardiopulmonary disorders. Examination, evaluation, and management of the patient with cardiopulmonary disorders common to physical therapy practice are presented. Two lecture hours and one lab hour. *Three semester hours.*

DPT 857 INTEGUMENTARY PHYSICAL THERAPY

Introductory application of the patient management model to patients with integumentary disorders. Examination, evaluation and management of the patient with integumentary disorders common to physical therapy practice, including burns, are emphasized. *Three semester hours.*

DPT 859 ORTHOTICS AND PROSTHETICS

Concepts and application of orthotic and prosthetic devices commonly used in physical therapy settings, with an emphasis on the lower extremity issues. *Two semester hours.*

DPT 858 MANAGEMENT OF MULTI-SYSTEM IMPAIRMENTS

Application of the patient management model to patients with co-morbidities affecting the primary diagnosis. Emphasis is on the development and modification of the patients' plan of care with regard to their prognosis. *Three semester hours.*

DPT 861 LIFESPAN HUMAN DEVELOPMENT

This course provides an overview of human development and serves as an introduction to the principles of normal growth and development across body systems as we age. Students will apply the components of physical therapy practice: screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, outcomes across the lifespan. Opportunities for exploring development and community resources will be provided through discussions, community and interprofessional engagement, reflective assignments, and critical thinking. This course prepares students as entry level physical therapists to examine effectively and provide physical therapy interventions across the lifespan perspective. *Two semester hours.*

DPT 862 SCREENING FOR REFERRAL

A course focusing on the use of screening tests and clinical tools to enhance the therapist's role as an independent practitioner with the ability to identify medical conditions of concern that require referral to an appropriate health care provider. *Two semester hours.*

DPT 863 RURAL HEALTH/PRIMARY CARE

This course engages students in analyzing healthcare access; community needs assessment, health literacy, and interprofessional clinical practice across the lifespan in rural areas. Primary, secondary and tertiary care models will be discussed with emphasis on medical screening, referrals, and scope of practice. Critical inquiry into evidence-based practice strategies, technology and potential inroads within the field of physical therapy will guide students to enter the workforce as entry level physical therapists. *Two semester hours.*

DPT 864 HUMAN LEARNING

This course incorporates application of the principles of human learning to patient/client management, including patient/family/caregivers, and community education. Roles of the physical therapist as a clinical educator and academician are discussed, as well as opportunities/responsibilities for lifelong learning and professional development. *One semester hour.*

DPT 880 CLINICAL IMMERSION II

Second of two integrated clinical education courses that are embedded within the first 6 didactic semesters of the DPT curriculum. These courses will focus on clinical practice with students working individually or in pairs with a clinical faculty member (i.e. physical therapist clinical instructor) to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). In this second course, students will be expected to demonstrate skills and knowledge gained from the first 5 semesters of coursework. This course is completed in the classroom (information sessions) and at affiliated clinical facilities during the fifth semester in Year 2 for a total of 160 clinical hours. *Two semester hours.*

DPT 981 FULL-TIME CLINICAL ROTATION I

The first of three full-time clinical experiences, providing students with hands-on practice under the supervision of a licensed physical therapist. Students begin to collect clinical data with non-complex patients to develop their case studies. Emphasis is on legal and ethical issues, critical thinking and evidence-based practice. Full-time, 12 weeks. *Six semester hours.*

DPT 982 FULL-TIME CLINICAL ROTATION II

The second of three full-time clinical experiences, providing students with hands-on practice under the supervision of a licensed physical therapist. Students practice tests and measures and interventions in patients with multiple morbidities. Emphasis is on the relationship of the co-morbidities with primary physical therapy cases, critical thinking and evidence-based practice. Full-time, 12 weeks. *Six semester hours.*

DPT 983 FULL-TIME CLINICAL ROTATION III

The third of three full-time clinical experiences, providing students with hands-on practice under the supervision of a licensed physical therapist. Students are guided to practice physical therapy in patients with varying complexities, as well as to participate in the overall patient management. Preparation for independent entry-level practice is emphasized. Full-time, 12 weeks. *Six semester hours.*

ACCREDITATION

Graduation from a physical therapy education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapy Program at Emory & Henry College is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org.

PHYSICIAN ASSISTANT STUDIES

Professors

Scott Richards, Chair
Anthony Clary
Amanda Fleenor
Victoria Galloway
Christy McGhee

Track

Master of Physician Assistant Studies (MPAS)

Emory and Henry College's rigorous 27-month physician assistant studies program prepares students for practice as physician assistants (PAs) and eligibility to sit for the Physician Assistant National Certification Examination (PANCE). PAs are comprehensively trained medical providers. In the U.S., PAs are nationally certified and state licensed to practice medicine, perform medical and surgical procedures, and prescribe medications and currently practice in every setting and every medical and surgical specialty. PA practice includes comprehensive patient care incorporating patient interviewing, evaluation, diagnosis, treatment plan development, implementation and follow-up and patient education and counseling. Since the origination of the physician assistant profession, PAs have been improving access to high quality medical care for patients across the U.S and throughout the world.

The following information is subject to change based upon input from our self-analysis/study and

accreditation processes. Please refer to the program's website for the most up to date information.

PROGRAM MISSION

To continue Emory & Henry College's legacy of excellence and service with emphasis on changing lives, our mission is to provide graduate-level education in an interdisciplinary environment that prepares our students for future careers as PAs; to improve access to high-quality, compassionate, culturally sensitive, patient-centered, evidence-based medical care in rural and underserved areas; to foster professionalism among our students and graduates; to foster critical thinking and lifelong learning promoting improved patient experiences and outcomes; to foster continuous mindfulness practices in healthcare.

PROGRAM GOALS

- Provide resources to support students in adapting to and managing the rigorous curriculum inherent to PA education
- Provide a curriculum and experience promoting mastery of the skills and behaviors required of an entry level Physician Assistant
- Foster a collaborative approach to work effectively in interdisciplinary patient-centered health care teams
- Foster mindfulness-based practices
- Promote and support student and faculty civic engagement opportunities
- Encourage and support student and faculty professional activities promoting the PA profession.

REQUIREMENTS FOR ADMISSION

Degree Requirement

- A bachelor's degree from an accredited institution will be required prior to matriculation. The degree can be from any field and does not need to be a specific science degree or pre-professional degree. Applicants who completed coursework from a college or university outside of the U.S. must submit a transcript evaluation from the World Education Services (WES) or Educational Credential Evaluators (ECE) to Centralized Application Service for Physician Assistants (CASPA).

Prerequisite Coursework

Listed below are courses required to be considered as a candidate for admission into the program. All courses must be completed at a regionally accredited college or university prior to matriculation. One semester credit hour (SCH) is equivalent to .67 quarter credit hours. AP courses or pass/fail courses without a letter grade reported on official transcripts and CLEP scores will not be accepted in place of prerequisites.

- Two semesters of Human Anatomy and Physiology with Labs (Total of 8 SCH). If Human Anatomy and Human Physiology are taken as separate courses, both must be with labs and, combined, must provide the complete study of the anatomy and physiology of all major human body systems. Exercise physiology coursework may not meet this requirement.
- Two semesters of Biology, each with labs (4 SH each for a minimum of 8 SCH combined in addition to the above A&P requirement)
- One semester of Genetics—with or without lab (3 SCH)
- One semester of Chemistry with lab (4 SCH)
- One semester of Organic Chemistry with lab or Biochemistry with lab (4 SCH in addition to the above chemistry requirement)—biochemistry preferred.
- One semester of Statistics or Biostatistics (3 SCH).
- One semester of Medical Terminology (must be at least 2 SCH)

Recommended Coursework

- One semester of Psychology, with or without lab (3 SCH)
- One semester of Sociology or Cultural Anthropology or Medical Anthropology (3 SCH)
- One semester of English Composition (3 SCH)

Prerequisite Coursework Grade and GPA Requirements

- All prerequisite courses must be completed with a grade of 'C' or higher and all applicants must have a cumulative Prerequisite Grade Point Average of 3.0 or higher.
- All applicants must have a cumulative overall Grade Point Average of 3.0 or higher.

- All applicants must have a cumulative overall Science Grade Point Average of 2.7 or higher (calculated by averaging CASPA-calculated overall science and BCP GPAs).

Other Admission Requirements

- Applicants must submit GRE scores as part of their application. The MPAS Program does not require a specific score or score cut-off for acceptance into the program.
- Applicants must complete a minimum of 300 hours of patient contact experience by the time of matriculation with a minimum of 100 of those hours completed by the time of application. Volunteer and Service-Work experience are acceptable. Medical scribe activities and other direct patient care activities (e.g., medical assistant, nursing assistant, dental assistant, radiology technician, mental health counselor) meet this requirement. Activities caring for a family member or relative do not meet this requirement. Activities caring for a single individual (e.g., personal care attendant) do not meet this requirement. Non hands-on direct patient care experience does not fulfill this requirement (e.g., pharmacy tech, unit secretary, front-office worker). Shadowing hours cannot be included in patient care hours.
- Applicants must complete a minimum of 20 hours of shadowing with a nationally certified and state licensed PA (PA-C) during direct patient care activities; must be completed by the time of application.
- Applicants must have a minimum of 100 hours of service-related volunteer experience by the time of application. Shadowing hours cannot be included as volunteer experience. Rotation/Immersion experiences required as part of a healthcare certificate/degree program cannot be included as volunteer experience.
- Prior to matriculation, students must hold current certification in American Heart Association Basic Life Support (CPR and ECC) and must maintain continuous certification throughout the Program.
- Applicants must be fully proficient in use of the English language.
- Along with other Program prerequisites, all candidates must be able to independently, with or without reasonable accommodation, meet Program specific technical standards of general and specific abilities in addition to the behavioral and social attributes.
- Prior to matriculation, students must successfully pass a national background check, a comprehensive drug screen, and medical clearance for participation in the program.
- Applicants must meet all immunization requirements prior to matriculation. The MPAS Program immunization requirements are published on the web page.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

The MPAS program is designed as a full-time “lock-step” 27-month program consisting of seven consecutive semesters. The semesters are divided between a 13-month didactic phase and a 14-month clinical phase. All program courses must be completed; advanced placement (i.e., credit for previously completed coursework) is not an option.

Attaining the MPAS degree will require the successful completion of all didactic and clinical phase coursework. Satisfactory progress through the program requires a minimum passing grade of C (73%) in each course; a 3.00 GPA in each semester, and a minimum 3.0 cumulative GPA. Failing to receive a final passing grade in didactic phase coursework will result in either deceleration or dismissal and automatically prevent students from progressing to the next semester. Failing to receive a passing grade in clinical phase coursework will result in deceleration or dismissal or require remediation (e.g., repeating a supervised clinical practice experience) resulting in delay of graduation. Students are assigned an academic advisor within the program to monitor their progress and to recommend resources if experiencing academic difficulty. Students who fail to maintain the academic requirements are subject to probation, deceleration, or dismissal.

CURRICULUM SEQUENCE

MPAS Program Course Sequence	
Semester I (Summer)	Course Credit

PA501	Human Gross Anatomy	5
PA503a	Fundamentals in Medical Physiology I	2
PA506	Pharmacology & Pharmacotherapy I	3
PA511	Clinical Medicine I	8
PA521	Clinical Skills I	3
Total Semester I Credit Hours		21
Semester II (Fall)		
PA504a	Fundamentals in Medical Physiology II	3
PA507	Pharmacology & Pharmacotherapy II	3
PA512	Clinical Medicine II	7
PA514	Behavioral Medicine & Psychiatry I	3
PA522	Clinical Skills II	3
PA531	PA Practice I	2
PA541a	Practice Based Learning & Improvement I	2
Total Semester II Credit Hours		23
Semester III (Spring)		
PA505a	Fundamentals in Medical Physiology III	3
PA508	Pharmacology & Pharmacotherapy III	3
PA513	Clinical Medicine III	8
PA515	Behavioral Medicine & Psychiatry II	3
PA523	Clinical Skills III	3
PA532	PA Practice II	2
Total Semester III Credit Hours		22
Total Credit Hours for Year 1 of Program		66
Semesters IV-VI (Summer, Fall, Spring)		
PA600a	Emergency Medicine and Advanced Clinical & Surgical Procedures	5
PA601	Behavioral Medicine/Psychiatry SCPE	3
PA602	Emergency Medicine SCPE	3
PA603	Family Medicine SCPE	3
PA604	General Surgery SCPE	3
PA605	Internal Medicine – Hospitalist SCPE	3
PA606	Pediatrics SCPE	3
PA607a	Internal Medicine and Clinical Pharmacology Selective SCPE	3
PA608	Women’s Health SCPE	3
PA609	Elective I SCPE	3
PA611a	Elective II SCPE	3
Total Credit Hours for Year 2 of Program		35
Semester VII (Summer)		
PA610	Preceptorship SCPE	6
PA621a	Practice Based Learning and Improvement II	3
PA622	Summative Course	3
Total Semester VII Credit Hours		12
Total Credit Hours for Entire(7 semesters; 27 month) Program		113

•MPAS COURSES

PA 501 HUMAN GROSS ANATOMY

Human Gross Anatomy includes lectures and cadaver lab instruction and dissection, in addition to clinical correlations and radiographic anatomy, providing students with in-depth training and experience in head-to-toe human gross anatomy and radiographic imaging pertinent to medical practice. *Five semester hours.*

PA 503a FUNDAMENTALS IN Medical Physiology I

The Medical Physiology I, II, and III courses are designed to provide in-depth study of genetics, molecular mechanisms of disease, physiology and pathophysiology and applications to patient care. The courses, when appropriate, are delivered via a team-based learning (TBL) format and organized to align with the Clinical Medicine Courses occurring in the same semester. *Two semester hours.*

PA 504a FUNDAMENTALS IN Medical Physiology II

The Medical Physiology I, II, and III courses are designed to provide in-depth study of genetics, molecular mechanisms of disease, physiology and pathophysiology and applications to patient care. The courses, when appropriate, are delivered via a team-based learning (TBL) format and organized to align with the Clinical Medicine Courses occurring in the same semester. *Three semester hours.*

PA 505a FUNDAMENTALS IN Medical Physiology III

The Medical Physiology I, II, and III courses are designed to provide in-depth study of genetics, molecular mechanisms of disease, physiology and pathophysiology and applications to patient care. The courses, when appropriate, are delivered via a team-based learning (TBL) format and organized to align with the Clinical Medicine Courses occurring in the same semester. *Three semester hours.*

PA 506 PHARMACOLOGY & PHARMACOTHERAPY I

Pharmacology & Pharmacotherapy I, II and III include lectures and lab experiences specifically designed to provide students with a clinical foundation in microbiology and the pharmacokinetics, pharmacodynamics and therapeutic use of pharmaceuticals for diverse patient populations with acute and chronic conditions throughout the lifespan and organized by body/organ systems aligning with the Clinical Medicine I, II and III courses, respectively. As with other courses, these courses will be taught with extensive use of a flipped classroom and team-based learning design including significant case-based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA 507 PHARMACOLOGY & PHARMACOTHERAPY II

Pharmacology & Pharmacotherapy I, II and III include lectures and lab experiences specifically designed to provide students with a clinical foundation in microbiology and the pharmacokinetics, pharmacodynamics and therapeutic use of pharmaceuticals for diverse patient populations with acute and chronic conditions throughout the lifespan and organized by body/organ systems aligning with the Clinical Medicine I, II and III courses, respectively. As with other courses, these courses will be taught with extensive use of a flipped classroom and team-based learning design including significant case-based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA 508 PHARMACOLOGY & PHARMACOTHERAPY III

Pharmacology & Pharmacotherapy I, II and III includes lectures and lab experiences specifically designed to provide students with a clinical foundation in microbiology and the pharmacokinetics, pharmacodynamics and evidence-based therapeutic use of pharmaceuticals for diverse patient populations with acute and chronic conditions throughout the lifespan and organized by body/organ systems aligning with the Clinical Medicine I, II and III courses, respectively. As with other courses, these courses will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA511 CLINICAL MEDICINE I

Clinical Medicine I, II and III courses include lectures and lab experiences providing students with in-depth training in the etiology (including genetics/genomics), epidemiology, clinical manifestations, diagnostic evaluation (including laboratory testing), differential diagnosis, and the evidence-based treatment and management for diverse patient populations with acute, subacute and chronic conditions throughout the lifespan and organized by body/organ system. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design including significant case-based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Eight semester hours.*

PA 512 CLINICAL MEDICINE II

Clinical Medicine I, II and III courses include lectures and lab experiences providing students with in-depth training in the etiology (including genetics/genomics), epidemiology, clinical manifestations, diagnostic evaluation (including laboratory testing), differential diagnosis, and the evidence-based treatment and management for diverse patient populations with acute, subacute and chronic conditions throughout the lifespan and organized by body/organ system. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design including significant case-based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Eight semester hours.*

PA 513 CLINICAL MEDICINE III

Clinical Medicine I, II and III courses include lectures and lab experiences providing students with in-depth training in the etiology (including genetics/genomics), epidemiology, clinical manifestations, diagnostic evaluation (including laboratory testing), differential diagnosis, and the evidence-based treatment and management for diverse patient populations with acute, subacute and chronic conditions throughout the lifespan and organized by body/organ system. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design including significant case-based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Eight semester hours.*

PA 514 BEHAVIORAL MEDICINE & PSYCHIATRY I

The Behavioral Medicine and Psychiatry I and II courses include comprehensive lecture and team-based learning experiences providing students with in-depth training in evidence-based behavioral medicine and psychiatry. Genetics and pathophysiology, evaluation, diagnosis, treatment and management of psychiatric conditions and illnesses are covered throughout the courses. The courses are designed to introduce students to normal and abnormal development across the life span and the biopsychosocial model of evaluation and care for diverse patient populations with acute and chronic psychiatric/behavioral conditions throughout the lifespan, including but not limited to end-of-life care, integrating human physical and psychological development, principles of biopsychiatry & neuropsychiatry, and responses to stress, injury, illness and death. The courses also incorporate mindfulness practices in healthcare, training in substance use, abuse and addiction issues, and treatment adherence issues including the applications of motivational interviewing (MI) and motivational enhancement therapy (MET). *Three semester hours.*

PA 515 BEHAVIORAL MEDICINE & PSYCHIATRY II

The Behavioral Medicine and Psychiatry I and II courses include comprehensive lecture and team-based learning experiences providing students with in-depth training in evidence-based behavioral medicine and psychiatry. Genetics and pathophysiology, evaluation, diagnosis, treatment and management of psychiatric conditions and illnesses are covered throughout the courses. The courses are designed to introduce students to normal and abnormal development across the life span and the biopsychosocial model of evaluation and care for diverse patient populations with acute and chronic psychiatric/behavioral conditions throughout the lifespan, including but not limited to end-of-life care, integrating human physical and psychological development, principles of biopsychiatry & neuropsychiatry, and responses to stress, injury, illness and death. The courses also incorporate mindfulness practices in healthcare, training in substance use, abuse and addiction issues, and treatment adherence issues including the applications of motivational interviewing (MI) and motivational enhancement therapy (MET). *Three semester hours.*

PA 521 CLINICAL SKILLS I

Clinical Skills I, II and III include lectures, labs, and clinic experiences covering the in-depth study and practice of evidence-based patient interviewing, physical examination, diagnostic evaluation - including laboratory, imaging and procedural testing, patient counseling and education, and patient management for diverse patient populations throughout the lifespan. Clinical Skills I will emphasize the complete history and physical examination, including, but not limited to, documentation of care. Clinical Skills II and III will emphasize both a complete history and physical examination and documentation in addition to focused examinations organized by body/organ system aligning with the Clinical Medicine II and III courses and specific training on evidence-based technical skills and procedures. The courses also cover effective interviewing and communication skills, standardized patient and high-fidelity manikin simulation activities, and directly supervised clinical experiences in the Mel Leaman Free Clinic on campus. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient- centered team-based model. *Three semester hours.*

PA522 CLINICAL SKILLS II

Clinical Skills I, II and III include lectures, labs, and clinic experiences covering the in-depth study and practice of evidence-based patient interviewing, physical examination, diagnostic evaluation - including laboratory, imaging and procedural testing, patient counseling and education, and patient management for diverse patient populations throughout the lifespan. Clinical Skills I will emphasize the complete history and physical examination, including, but not limited to, documentation of care. Clinical Skills II and III will emphasize both a complete history and physical examination and documentation in addition to focused examinations organized by body/organ system aligning with the Clinical Medicine II and III courses and specific training on evidence-based technical skills and procedures. The courses also cover effective interviewing and communication skills, standardized patient and high-fidelity manikin simulation activities, and directly supervised clinical experiences in the Mel Leaman Free Clinic on campus. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient- centered team-based model. *Three semester hours.*

PA 523 CLINICAL SKILLS III

Clinical Skills I, II and III include lectures, labs, and clinic experiences covering the in-depth study and practice of evidence-based patient interviewing, physical examination, diagnostic evaluation - including laboratory, imaging and procedural testing, patient counseling and education, and patient management for diverse patient populations throughout the lifespan. Clinical Skills I will emphasize the complete history and physical examination, including, but not limited to, documentation of care. Clinical Skills II and III will emphasize both a complete history and physical examination in addition to focused examinations organized by body/organ system aligning with the Clinical Medicine II and III courses and specific training on evidence-based technical skills and procedures. The courses also cover effective interviewing and communication skills, standardized patient and high-fidelity manikin simulation activities, and directly supervised clinical experiences in the Mel Leaman Free Clinic on campus. As with other courses, this course will be taught with extensive use of a flipped classroom and team based learning design geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient- centered team-based model. *Three semester hours.*

PA 531 PA PRACTICE I

PA Practice I and II include lectures and seminars covering the history of the PA profession and current trends, PA leadership and stewardship, professionalism, interprofessional team-based practice, medical ethics, public health, health policy and healthcare systems, health care disparities, patient and healthcare diversity, cultural awareness, patient safety, quality improvement, prevention of medical errors and risk management. The courses also provide an introduction to malpractice and medical liability, legal issues and PA certification, licensing, credentialing and practice regulations, and participation in service/civic engagement projects. *Two semester hours.*

PA 532 PA PRACTICE II

PA Practice I and II include lectures and seminars covering the history of the PA profession and current trends, PA leadership and stewardship, professionalism, interprofessional team-based practice, medical ethics, public health, health policy and healthcare systems, health care disparities, patient and healthcare diversity, cultural awareness,

patient safety, quality improvement, prevention of medical errors and risk management. The courses also provide an introduction to malpractice and medical liability, legal issues and PA certification, licensing, credentialing and practice regulations, and participation in service/civic engagement projects. *Two semester hours.*

PA 541 PRACTICE BASED LEARNING and IMPROVEMENT I

Practice-Based Learning and Improvement I is the first of two courses specifically designed as the PA students' graduate-level research course with emphasis on practice-based learning and improvement (PBLI). The course includes specific training in evidence-based medicine and practices, systems-based practice, practice/performance improvement, research methods & design, and the analysis and application of medical research. As the first of two courses, this course will serve as a foundational course enabling the PA student to develop a practice-based improvement project that will be finalized in Practice-Based Learning and Improvement II delivered during the clinical phase of training. Most of the course will be conducted via team-based learning in which students will receive and review presentation material prior to each class session and then discuss and apply what they have learned to activities conducted in small and large group sessions. *Two semester hours.*

PA 600a Emergency Medicine and Advanced SURGICAL AND ADVANCED CLINICAL PROCEDURES

Emergency Medicine and Advanced Clinical & Surgical Procedures incorporates a stand-alone emergency medicine course that also includes surgical skills and advanced clinical procedures. The emergency medicine course will include lectures on the identification, evaluation, and treatment of patients of all ages presenting with emergent medical conditions. The surgery portion of the course will provide students with an understanding of basic surgical procedures, preoperative patient assessment, principles of postoperative care, the identification and management of common post-operative complications and routines of the operative suite including, but not limited to, sterile technique and patient transfer methods. The advanced clinical procedures portion of the course introduces students to common outpatient and emergency medical procedures and allows for in depth practice of these procedures. The course includes training in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS), Neonatal Resuscitation Program (NRP), Pediatric Advanced Life Support (PALS), Prehospital Trauma Life Support (PHTLS), and procedures frequently completed for Eye, Ear, Nose and Throat (EENT), Respiratory, Cardiovascular, Gastrointestinal, Genitourinary, Dermatologic, and Orthopedic systems. *Five semester hours.*

PA 601 BEHAVIORAL MEDICINE/PSYCHIATRY SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Behavioral Medicine/Psychiatric SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female patients in a behavioral medicine and psychiatric practice setting; experiences can take place in the inpatient and/or outpatient setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA602 EMERGENCY MEDICINE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Emergency Medicine SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female pediatric, adolescent, adult, and geriatric patients in the emergency medicine practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, and preventative healthcare. *Three semester hours.*

PA 603 FAMILY MEDICINE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a

wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Family Medicine SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female pediatric, adolescent, adult, and geriatric patients in a primarily outpatient family practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA604 GENERAL SURGERY SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The General Surgery SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female patients in a primarily inpatient surgical treatment setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on surgical conditions and procedures; students will participate in operating room cases, hospital consultations for surgical conditions and pre- and post-surgical patient evaluations. *Three semester hours.*

PA 605 INTERNAL MEDICINE – HOSPITALIST SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Internal Medicine – Hospitalist SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female adult and geriatric patients in a primarily inpatient hospitalist setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA 606 PEDIATRICS SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Pediatric SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female pediatric and adolescent patients in a primarily outpatient pediatric practice. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA 607a INTERNAL MEDICINE and CLINICAL PHARMACOLOGY SELECTIVE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Selective SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female adult and geriatric patients in an internal medicine specialty setting, including but not limited to in-patient clinical pharmacology. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA 608 WOMEN'S HEALTH SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Women's Health SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with adult female patients in both outpatient and inpatient practice settings. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment and management specifically related to obstetrical and gynecological conditions and preventative healthcare. *Three semester hours.*

PA 609 ELECTIVE I SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Elective SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training in an elective specialty and practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment and management specifically related to specialty and practice setting. *Three semester hours.*

PA 610 PRECEPTORSHIP SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Preceptorship SCPE is specifically designed as a 12-week clinical rotation, divided into two 6-week long rotations providing students with exposure to and training with patients in a primary care setting. Both preceptorships will take place in the same practice specialty and setting allowing students the opportunity to participate in continuity of care for patients. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Six semester hours.*

PA 611a Elective II SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Elective II SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training in an elective specialty and practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment and management specifically related to specialty and practice setting. *Three semester hours.*

PA 621 PRACTICE BASED LEARNING & IMPROVEMENT II

The Masters Research course includes lectures, seminars, and individual student-faculty meetings designed to assist in the completion of the required Master's research project. Lectures, seminars and meetings will take place throughout the clinical phase of training culminating in the completion and presentation of the project at a college- wide symposium during the last semester of training. *Three semester hours.*

PA 622 SUMMATIVE COURSE

The Summative Course includes lectures and seminars providing students with an intensive board review in preparation for their national certification examination in addition to summative written and practical examinations required for program completion. *Three semester hours.*

ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Provisional status to the Emory & Henry College Physician Assistant Program sponsored by Emory & Henry College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

CAMPUS POLICIES AND SERVICES

CAMPUS LIFE

In addition to its strong academic program, Emory & Henry provides opportunities for cultural enrichment, student participation in campus government, recreation, and special services. More detailed information is provided in the *Student Handbook* which is published annually. Copies of the *Student Handbook* are available on our webpage at www.ehc.edu/sites/default/files/student_handbook.pdf and in the Office of the Dean of Students in Wiley 121.

CAMPUS GOVERNMENT AND INTEREST GROUPS

Student Government serves as the principal legislative body for students. It is composed of the Student Body President, his/her cabinet, and the **Student Government Senate**, which is made up of a majority of elected students and a minority of faculty and staff members. The Senate is responsible for legislation and funding for a wide variety of student initiatives and interest groups and sports clubs. In addition, other independent student organizations provide a rich variety of extracurricular options on campus. Students wishing to begin a new campus organization should meet with the Director of Campus Activities to discuss implementation procedures.

The **Campus Media Board** is responsible for the policies and regulations regarding college-sponsored campus media. Campus media include *The Whitetopper*, the *Sphinx*, *Ampersand*, and campus media outlets under the supervision of the Mass Communications Department, WEHC-FM, EHC-TV and *ehcwired!* These media outlets were established as forums for student expression and, as such, should provide a full opportunity for students to inquire, question, and exchange ideas. The Campus Media Board is composed of five members: three students, one faculty member, and the Assistant Dean of Students.

Spiritual life is a vital part of the Emory & Henry Community. While the College's mission is deeply rooted in Methodism and affiliated with the United Methodist Church, our Spiritual Life program is ecumenical, interfaith, and open to all. Special programs and worship services are provided weekly in various locations across campus. Visiting theologians, religious leaders, and special lectures focus on topics related to many religions, including Christianity. Students meet regularly in a number of groups with emphases such as Bible Study, theological discussion, fellowship, and vocational discernment. Our interfaith initiative includes an interfaith prayer room in the basement of the Memorial Chapel and a partnership with the Inclusion and Dialogue Center to educate our campus on world religions and to provide connections with area faith communities of students' preferences

STUDENT ACTIVITIES

To provide on-campus opportunities for entertainment, recreation, and socializing, the college offers a student activities program under the direction of the Office of Student Life. The Emory Activities Board is made up of students who plan an annual calendar of events ranging from dances to concerts to carnival events. They host popular comedians and other entertainers on campus. In addition, the intramural program offers a wide variety of recreational sports competitions in individual and team formats. The Student Life Office manages facilities such as the Martin-Brock Student Center (which houses a game room, student lounges, and a recreational gym), offers rental of sports and outdoor equipment, and plans special events.

ACADEMIC SUPPORT AND STUDENT SERVICES

The Powell Resource Center, located on the Emory campus in Wiley Hall, Suite 220, and available on site at the School of Health Sciences in Marion by appointment, was established to provide a comprehensive support network dedicated to the growth and development of every student. A variety of services are provided for students as they go through their college experience and beyond. All services are free to Emory & Henry students.

Counseling Services are provided by licensed mental health professionals who work with students as they navigate the changes and stresses associated with their college experience. Counseling services support students' overall growth and development to help them meet social, personal, and academic goals. Counseling services are confidential, in accordance with applicable state and federal laws. Counseling services are often short-term in nature, and students may be referred to off-campus resources as appropriate. After-hours emergency consult and/or referral services are also available. In the event of a mental health emergency, students may contact campus police at 276-944-6222 and ask to be connected to the counselor on call.

Academic Support Services are available to all students as they transition from high school and throughout their college careers. Students may request academic coaching on topics such as time management, organization, textbook reading, note taking, memory strategies, test-taking strategies, writing strategies, etc. The Academic Support area coordinates the Supplemental Instruction (SI) program, the tutoring program, and the peer mentoring program for undergraduates. The SI program places experienced students in classes to support student learning. The tutoring program allows students to request content tutoring in any course. The peer mentoring program allows students to request support from another student with college success strategies, such as time management and study skills.

In order to register for **Disability Services**, students should contact the Director of Disability Support Services and provide documentation according to Emory & Henry's Documentation Policies for Students with Disabilities; a copy of documentation policies is available in the Disability Support Services office. Students with diagnosed learning disabilities or Attention Deficit Disorder must submit a copy of the report of psycho-educational testing results; all documentation must be current (within three years of the date of matriculation for high school students or within five years for adults). Additionally, students are required to submit a Disability Disclosure Form and participate in an intake session to register with the office of Disability Support Services. Students wanting accommodations then submit an Accommodation Request Form and collaboratively establish an accommodation plan with the director. Reasonable accommodations based on the disability will be coordinated, once the student has provided professors involved with a copy of the accommodation plan. Questions or concerns regarding academic accommodations should be brought to the attention of the Director of Disability Support Services immediately.

Health services are not provided on campus for graduate students. For serious illnesses or accidents, students are referred to Johnston Memorial Hospital in Abingdon or Smyth County Community Hospital in Marion. The college cannot be held liable for any expense incurred through hospitalization or medical attention off campus.

Also, students are advised that, at all times, on college property or off, or in the course of college-sanctioned activities, they must assume individual liability for potential injuries. Private insurance is strongly recommended and is required for: varsity athletes and participants in affinity groups including rugby, equestrian, cheer/dance, and outdoor programs. International students are also required to have the United Healthcare policy through Gallagher.

ADVISEMENT

Academic advisement is an important part of the relationship between faculty and students. Graduate students are assigned an individual faculty advisor within their academic program prior to or immediately after enrolling for their first semester. Faculty advisors help students to understand the educational program and meet its requirements, interpret the course schedule, and register for each semester; advisors also deal with academic problems as they arise.

CENTRALIZED STUDENT ASSISTANCE (CSA) OFFICE

The CSA Office is the single location to contact or visit for information on financial aid and academic records. Most institutions have multiple offices for these functions scattered across campus. At Emory & Henry College, students and their families can efficiently handle their administrative business in Wiley 101. Graduate students on the Marion campus can schedule a meeting with CSA staff member on the Emory campus

or contact them via phone or email.

EXPECTATIONS OF STUDENTS

Emory & Henry College students are expected to conduct themselves at all times as responsible members of an academic community. Stated rules of behavior deal primarily with areas not specifically covered in the laws of the state and with certain expectations which are particularly relevant to the purpose of the institution. Regulations are specifically spelled out in the *E&H Student Handbook*, available online and in the Office of the Dean of Students in Wiley Hall 121. Graduate health science students should also consult their program specific student handbook for program specific expectations and policies. Following is a summary of some of the more important College rules.

The college rejects conduct that interferes with the legitimate rights of others, the use of threats or violence or intimidation, harassment, the destruction of property, and the disruption of the normal order of the college. Lying, cheating, plagiarism, and all forms of gambling and hazing are prohibited. Secret fraternities or other organizations not chartered and approved by the college are forbidden. Underage drinking or underage possession of alcoholic beverages on the campus is prohibited. Emory & Henry recognizes the right of students 21-years of age or older to consume alcoholic beverages in accordance with state law. The College supports responsible drinking for those of legal age who wish to consume alcohol while balancing that right against the need to provide a safe and welcoming campus environment free from abusive and disruptive behavior that often accompanies excessive drinking or intoxication. Accordingly, the College will follow state law prohibitions on campus with respect to 1) public intoxication; 2) public display or public consumption of alcohol outside of residence hall rooms, except at special events approved by the Dean of Students; 3) driving while impaired or under the influence; and 4) giving, supplying or furnishing alcohol to students under the age of 21. In addition, the College strictly prohibits the use of kegs on campus, except at special events approved by the Dean of Students, and then only in designated areas. Binge drinking is strongly discouraged. Evidence suggests a strong link between the consumption of alcohol and incidents of sexual assault or abuse, so students should always be careful when consuming alcoholic beverages, especially when consumed along with prescription medications. The use or possession of illegal drugs is prohibited on campus in accordance with state law. Students who violate policy or state law are subject to disciplinary action and/or arrest and guests who violate policy or state law are subject to removal from campus and/or arrest. Fireworks, firearms, and other such weapons or materials which endanger student health or safety are strictly prohibited.

All automobiles must be registered with the Campus Security Office. Students in acceptable standing are eligible to register and operate automobiles. This right may be forfeited by a student who is placed on disciplinary probation or who receives excessive traffic violations. The catalog section on **Fees** lists the automobile registration fee.

Students who damage college property will be held liable for expenses incurred in the replacement and/or repair of the damaged property. Property damage charges will be added to student accounts by the Business Office.

For the purpose of health and fire safety, there is to be no smoking in any campus building or outside of campus buildings except in designated smoking areas located at least 25 feet from all entries, outdoor air intakes and operable windows. This includes tobacco products and electronic smoking devices. Please use the containers that are provided outside of buildings for the disposal of cigarette butts. The Marion campus is a tobacco free campus; therefore, all tobacco products and electronic smoking devices are prohibited.

Students who violate college regulations will be subject to penalties including fines and probations. The most serious penalty, other than suspension or expulsion from the college, is **disciplinary probation**. A student on probation may forfeit any financial aid provided by the college. A student who violates the conditions of probation is subject to immediate dismissal from the college. A student on academic probation, who is dismissed for disciplinary reasons and subsequently is readmitted after clearing the disciplinary penalty, will remain on academic probation for the semester after readmission.

Appropriate procedures are provided for hearing and review, and every student has the right of appeal. The campus Student Code of Conduct is contained in the *Student Handbook*.

INCLUSIVE LANGUAGE

Emory & Henry College expects the use of inclusive language in all college publications, in the conduct of college

business, in the classroom, and in all academic communications.

INTERNATIONAL STUDENTS

Emory & Henry College warmly welcomes international students into its degree programs. Students coming to the college from outside the United States bring a fresh outlook to the classroom and to life on campus.

English proficiency: Since instruction, reading, and research are all in English, it is essential that all international students be able to understand and speak English fluently immediately upon arrival to campus. Students from countries in which English is not the native language and/or from schools where English is not the language of instruction must demonstrate their proficiency in English as one of the requirements for admission. This may be done by submitting results from the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service at the nearest examination center. A minimum score of 525 on the paper test, 213 on the computer-based test, or 78 (with no sub score below 18) on the internet-based test is required for acceptance. In lieu of TOEFL results, the college will accept a “Band 6” (with at least a score of 5 in each exam area) and above on the IELTS exam or completion of an accredited Level 9 English as a Second Language course, from an ESL Center in the United States. For more information concerning these tests, please visit www.toefl.org or www.ielts.org.

Academic records: International applicants are required to submit certified, translated copies of all academic records prior to consideration for admission.

Financial responsibility: International applicants must establish their financial capability to meet the costs of an education at Emory & Henry College before consideration for admission. Each student must complete a Certification of Finances form, demonstrating the ability to provide United States dollars for the total amount of the costs of tuition, room, board, and health insurance, in addition to transportation, before the I-20 form will be issued.

Full-time status: International students admitted to the United States on an F-1 student visa status are required by federal law to be registered as full-time students, carrying a minimum of 12 credit hours of academic work each semester.

READMISSION OF STUDENTS

Former students who wish to re-enroll must complete a special application form available from the Admissions Office. Students applying for readmission must submit their application no later than July 15 for readmission to the college for the fall semester, and no later than December 1 for readmission to the college for the spring semester. After assessing the reasons for leaving and requesting readmission, an admissions officer will refer the application to the Registrar, to the Business Office Manager, to the Dean of Faculty, and to the Dean of Students to determine the applicant’s academic, financial, and disciplinary standing. Students who were not in good academic standing at the time of withdrawal from the college will have their request reviewed by the Graduate Academic Standards Committee for permission to re-enroll. Students who have approved Leave of Absence status, or whose absence has been necessitated by military service, are not required to seek readmission in order to resume their studies at the college. Such students may re-enroll by contacting the Registrar directly. If a student has withdrawn for medical reasons, the Vice President for Student Life has the right to impose any conditions deemed necessary, such as requiring the student to obtain a medical release stating that he or she is able to be readmitted. The Graduate Academic Standards Committee can decide if a graduate student has met those conditions as part of its decision to approve or reject his or her application for readmission. Graduate Health Science students should consult their program specific student handbook for more information related to the readmission criteria for their program.

FINANCIAL AID

The U. S. Department of Education believes that the cost of a student’s education rests primarily with the student and the student’s family. The primary goal of Emory & Henry College’s financial aid program is to assist students in obtaining the necessary funds to enable attendance at the college. A variety of sources for financial aid, such as federal, state, institutional, and private or outside, creates opportunities for students to finance their education. A student must maintain satisfactory academic progress in order to retain eligibility for financial aid. For a full description of types of financial aid available, application procedures, timeline, and other requirements, please see

the Emory & Henry College Financial Aid Handbook found on the college website under *Costs & Financial Aid, Resources*: <http://www.ehc.edu/admissions/cost-financial-aid/resources/handbook>.

In compliance with NCAA Division III regulations, the composition of the financial aid package of student-athletes shall be consistent with the established policy of the institution and financial aid procedures for student-athletes shall be the same as for non-athletes. Institutions may not consider athletics ability, leadership, participation or athletic performance in the financial aid packaging. Institutions must submit an annual report to the NCAA that includes data regarding financial aid packages for student-athletes, as well as for non-athlete students. For a summary of NCAA regulations, see: <http://gowasps.com/information/compliance/index>

Student Responsibilities

A student who desires aid has the following responsibilities:

Be a newly admitted or continuing student at the college.

Read the Emory & Henry College Financial Aid Handbook found online under *Costs & Financial Aid, Resources*.

Apply for financial aid each year by filing a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov (beware of any site other than a .gov site).

Complete and submit all required documents to the Financial Aid Office or appropriate agency prior to each semester of enrollment or as requested.

Enroll in a minimum of 12 semester hours each semester or notify the Financial Aid Office in writing of the intent to be less than full time. Some types of aid (see the Emory & Henry College Financial Aid Handbook online) may not be available for less than full-time enrollment.

Maintain satisfactory academic progress, as defined below.

Notify the Financial Aid Office of any unusual change in the family's financial situation, including any types of aid or outside scholarships being received from sources other than Emory & Henry College, whether paid directly to the student or to the college. This assures that no student is receiving an over-award of federal, state, or institutional funds that may have to be repaid in the future. Over-awards can impact eligibility for future federal, state, or institutional aid.

Use financial aid funds, including student and parent loans, solely for educational purposes, including personal expenses supporting student education.

If an over-award of a loan or grant occurs, repay any amount due within that semester.

If any student loans were taken, complete exit counseling for student loans, when no longer enrolled at least half time.

Provide the Office of the Registrar's with current mailing and email addresses, along with home and cellular telephone information.

Satisfactory Academic Progress

For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Emory & Henry College funded scholarships, grants, discounts, work, and loans.

Quantitative Standards

To be eligible for continued receipt of financial aid, full-time students enrolled in a degree program must complete at least 75% of all attempted credit hours.

Satisfactory progress standards are cumulative and will include all semesters of the student's enrollment, even those for which the student did not receive student aid.

Qualitative Standards

Grant Point Average Requirements

When progress is reviewed, full and part-time graduate students must meet the cumulative GPA requirement as defined by their specific graduate program.

Measurement of Academic Progress

Academic Progress measurement includes the Fall and Spring semesters (Fall, Spring, and Summer for graduate health science students enrolled in 12-month programs) and will be measured at the end of each semester.

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted towards credits completed until after the coursework is successfully completed and posted by the Registrar. Repeat courses will not count toward credits completed for SAP since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

When Minimum Standards of Academic Progress are NOT achieved:

The Financial Aid office will notify students who fail to meet these requirements when information on academic progress is available at the end of each semester. Students who fail to meet these requirements the first time will be placed on Financial Aid Warning for the following semester. If the student is still not meeting the minimum standards, their financial aid will be suspended and will not be considered until all standards have been achieved or a successful appeal has been granted. If an appeal has been granted, then the student is placed on Financial Aid probation for the following semester. Under no circumstances will student aid be awarded retroactively to the semester(s) in which the standards were not met. Students who fail to meet these requirements are encouraged to make up the hours and grade point requirements during the summer sessions at their own expense. Once the Registrar posts the grades and credits for the summer coursework, and if the requirements have been met, the student will be considered for financial aid for the next academic year. Only coursework attempted at Emory & Henry College will contribute to the grade point average. Students with an approved Application for Transfer Credit will receive unit credit only from coursework taken at another institution.

A student who has not made progress may submit an appeal request to the Director of Financial Aid for an extension to meet the progress requirements, if they feel there were circumstances that contributed to not making progress. Students are encouraged to meet with their Academic Advisor and/or the Associate Dean of the School of Health Sciences to create an academic plan to regain satisfactory academic progress. A student filing an appeal must explain, and document, any unusual/extraordinary circumstances that prevented their academic success and also submit their advisor approved academic plan. All appeals should be sent to the Director of Financial Aid. The student will be contacted in writing regarding the outcome of the appeal.

Dropped Courses

A course that is dropped during the drop/add period will not be considered as an attempted course. A course that is dropped after the drop/add period will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the college in an ineligible status then, the student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Emory & Henry will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other students.

Transfer Credits and Credit by Exam

Only the GPA earned on hours completed at Emory & Henry will be considered when evaluating the cumulative GPA.

Withdrawals

A student who withdraws from Emory & Henry after a semester has begun will have his or her satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A

student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Emory & Henry while on financial aid probation, he or she will be immediately declared ineligible to receive financial aid and must submit an appeal to have his or her standing re-evaluated.

Incomplete Courses

A course in which a student receives an “incomplete” grade will be counted against the student’s completion rate for the period being evaluated. An “incomplete” grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the “incomplete” grade is replaced with a final grade in the course, that student’s SAP status will be re-evaluated to determine his or her final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester hours attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The hours attempted/earned for a repeat course will be considered toward the cumulative semester hours attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Terms for Disbursement of Aid

All financial aid administered by Emory & Henry College is credited directly to the student’s tuition account in the college’s Business Office, with the exception of Federal work-study wages which are disbursed in the form of paychecks or direct deposit to the students each month following submission of a timesheet. For each regular semester a student is enrolled in at least 12 semester hours and eligible to receive aid, one-half of his or her total financial aid award for that academic year is credited to his or her account after the end of the registration add/drop period, as actual funds are received from the source of the financial aid. All financial aid funds are disbursed with priority given to students who complete the application process by the deadlines specified in the Financial Aid Office. Late applicants, even if qualified, may fail to receive funds. Students who have not previously made arrangements to be less than full time and had their aid appropriately recalculated will find their financial aid adjusted after the end of the add/drop period of registration, based on the number of hours for which they actually enroll.

The college may withhold payment of financial aid funds, in whole or in part, for any semester during which any of the following conditions is found to exist:

The student fails to comply with all federal aid regulations;

The student is not maintaining satisfactory academic progress as defined above;

The student is in default on a loan made from any student loan funds or on a loan made, issued, or guaranteed under any of the federal loan programs; or The student is not enrolled at least half-time in a degree program.

Veterans Benefit Delayed Policy

Students Using Chapter 33 Post 9/11 GI Bill or Chapter 31 Voc Rehab benefits will be allowed to enroll Even though VA has not yet paid tuition and fees to the college by the published payment deadline. These students will not be assessed a late penalty fee. The student must produce the VA’s Certificate of Eligibility by the first day of class in order for the tuition amounts to be certified. The VA certifying Official will notify the Business Office of all students that eligible for Chapter 33 and Chapter 31 benefits.

For more detailed information on any financial aid program or on application procedures, visit the *Costs and Financial Aid* section of the college website (particularly the Financial Aid Handbook under *Resources*) or contact the Financial Aid Office at Emory & Henry. Current or prospective students and their parents are welcome to make an appointment to talk in person with the Financial Aid Staff. Please write the Financial Aid Office, Emory & Henry College, P. O. Box 947, Emory, Virginia 24327-0947; email ehfinancial@ehc.edu; or call 276-944-6940.

GRADUATE STUDENT COSTS 2019-2020

Outlined below are costs and fees associated with graduate student enrollment at Emory & Henry College for the 2019-2020 academic year. This outline provides you with a guide for costs and associated fees, many of which depend on your course of study and selected activities.

Graduate Tuition – Main Campus (per Credit Hour)		
	<i>Community & Organizational Leadership (M.A.Col.)</i>	\$520
	<i>Education (M.A.Ed. and M.Ed.)</i>	\$365
Online Graduate Tuition (per Credit Hour)		
	<i>Reading Specialist (M.A. Ed.)</i>	\$450
Graduate Tuition – Marion Campus		
	<i>Doctor of Physical Therapy (D.P.T.)</i>	
	2019 cohort \$35,709 per year (\$11,903 per semester)	
	2018 cohort \$34,671 per year (\$11,557 per semester)	
	2017 cohort \$33,660 per year (\$11,220 per semester)	
	<i>Occupational Therapy (MOT)</i>	
	2019 cohort \$9,391 per semester ; Year 1: \$28,173 / Year 2: \$28,173 / Year 3: \$9,391	
	2018 cohort \$9,118 per semester ; Year 1: \$27,354 / Year 2: \$27,354 / Year 3: \$9,118	
	2017 cohort \$8,852 per semester ; Year 1: \$26,556 / Year 2: \$26,556 / Year 3: \$8,852	
	<i>Master of Physician Assistant Studies (M.P.A.S.)</i>	
	2019 cohort \$11,596 per semester (\$34,788 per year)	
	2018 cohort \$11,258 per semester (\$33,774 per year)	
	2017 cohort \$11,149 per semester (\$22,298 per year)	
	<i>Master of Science in Athletic Training (M.S.A.T.)</i>	TBD
Fees for 2019-2020 Health Science Graduate Cohorts		
	Technology Fee (\$165 per semester)	\$495 per year
	Activity Fee (\$100 per semester)	\$300 per year
General Fees		
	Graduation (final semester of program)	\$200
	Auto registration (annual - Emory Campus)	\$125
Course Program Fees		
	Supervised teaching (all teacher preparation programs)	\$590
	Education practicum	\$100
Late Fees and Replacement Charges		
	Late payment fee	\$500
	Diploma Reorder	\$50
	Late Graduation Contract	\$125
	Returned Check	\$30
	ID Replacement	\$50
	Late add/drop fee (per course)	\$25
	Late course withdrawal	\$25

Student accounts may be accessed through the student's My E&H account. Additional information is available at www.ehc.edu/current-students and click the student account link.

Note: These costs are subject to change during the school year. Emory & Henry reserves the right to modify charges at any time.

Student Health Insurance

Student health insurance is required of all students. It is billed at the beginning of each school year. If you have insurance, you must waive out of coverage. Premiums for the 2019-2020 year plan are \$2,166 for 12 months.

EXPLANATION OF FEES

Automobile Registration Fee. Every commuting student and residential student with a car is required to register the vehicle each school year. Vehicle registration forms are available online or in the Centralized Student Assistance Office, and all accounts will be charged this fee. If a student does not need to register a vehicle, he or she may return the vehicle registration waiver form, also available online or in the Centralized Student Assistance Office.

Accounts will be adjusted upon receipt of the waiver, if received in the Centralized Student Assistance Office within fourteen calendar days after registration day. Otherwise, the automobile registration fee will remain on the account.

Supervised Teaching Fees. Students enrolled in Supervised Teaching (Education 421, 441, 521, 541 or 561), or Practicum (Education 401, 501 or 501B) pay fees to cover costs beyond the regular instructional program at the college. These fees include expenses for supervision in the public schools.

Graduation Fee. This charge is made in the senior year (or final semester, for graduate students) to help cover costs of graduation expenses, diploma and engraving fees, caps and gowns, and transcripts. Payment is due in the semester in which a student becomes a candidate for a degree. If the student changes his or her target date for graduation after diplomas have been ordered, an additional fee is charged for the second diploma.

Late Graduation Contract Fee. Regularly enrolled students who fail to submit to the Centralized Student Assistance Office their completed graduation contract before the deadline for submission will be charged this fee; the submission deadline can be found in the **Requirements for Graduation** section of this catalog.

STUDENT INSURANCE

All student-athletes and affinity group participants are required to have primary insurance coverage. You must provide a copy of your insurance card (front and back) to verify your insurance. If you do not have insurance, you have the following options:

- Go to marketplace (ACA compliant) www.healthcare.gov
- Select a short term medical plan (non ACA compliant): an option recommended by our insurance broker is Companion Life – https://pivothealth.com/product/short-term-health-insurance/agent/55900/?utm_source=55990&utm_medium=Allied&utm_campaign=agents

If you choose a short term medical plan, you must use the Emory, VA zip code (24327), and we recommend you select a plan that has a \$1,000 deductible. Companion Life is not the only short term medical plan provided, just recommended by our insurance broker; you may shop for other options online, but you need to be sure you understand the plans offered before choosing one.

- Elect to not participate in athletics or affinity groups.

Additional Insurance Information – All of the following policies are secondary to your primary insurance policy:

- All students are covered by an accident plan (a charge of \$25 will be applied to your account). This policy covers any accidents on campus, injuries while participating in intramurals, etc. It does not cover any injury related to participation in varsity sports or affinity groups.
- All varsity sport student-athletes are covered by an athletics policy at no additional charge. This policy covers injury directly related to participation in varsity sports only.
- All affinity group participants are covered by a club sport policy at no additional charge. This policy covers injury directly related to participation in club sports/affinity groups only.

The college cannot assume liability for the personal articles of students which are damaged or destroyed by fire and/or any other causes, or which are stolen. Appropriate insurance coverage should be obtained by the student or parents before enrolling.

PAYMENTS

The student account statement for each semester will be based on the preregistered courses selected, the particular meal plan chosen, the particular dorm room assigned, and other miscellaneous items, such as having an automobile on campus and student insurance. All billing statements must be viewed online. Students (and others, if permission is granted by the student) may view their student account online at any time utilizing their assigned ID and password. All students are responsible for maintaining their student account online to ensure that the accounts stay up-to-date at all times.

Payment for the fall term is due in full by August 1, 2019 and payment for the spring term is due in full by January 1, 2020. By these dates, payment in full is required (payments may be made online through My E&H or by mail) or enrollment in the Tuition Management Systems payment plan is required to cover the amount due (there are options for 8, 10 or 12 payments, depending on date of enrollment).

Emory & Henry College will drop classes if payment arrangements are not completed satisfactorily by August 1, 2019 and January 1, 2020, respectively. If enrollment in the payment plan is completed and payments are returned for any reason, and the amount due is not paid within 30 days of the due date, classes will be dropped, enrollment in the payment plan will be terminated, and any remaining balance due on the student account will be due in full to Emory & Henry College immediately.

The account statement may change if changes are made to class registration, the meal plan, the dorm, or other miscellaneous items.

Any student whose account is not current will be ineligible to participate in preregistration or room draw. Any student whose account is not fully settled by the conclusion of a semester will be ineligible to obtain (or maintain, if preregistered) a class schedule for the subsequent semester. A transcript and/or diploma will not be issued to any student whose account is not settled. Also, any senior student whose account is not settled may be prohibited from participating in commencement activities. Should a period of 90 days pass without any activity on an account with an unpaid balance, then the college may refer the account to a collection agency. The student will be responsible for the fees of any collection agency, which may be based on a percentage at a maximum of 33.333% of the debt, and all costs and expenses, including reasonable attorney's fees, the college incurs in such collection efforts. A delinquent account may be reported to major credit bureaus for nonpayment. Failure to comply with the payment obligation will result in the application of a FINANCE CHARGE to the unpaid account balance. The FINANCE CHARGE will be applied at the monthly periodic rate of 1% (ANNUAL PERCENTAGE RATE OF 12%).

REFUNDS IN THE EVENT OF WITHDRAWAL FROM THE COLLEGE

The college operates on an annual budget that necessitates advance planning and financial commitments to teaching staff and others whose services are essential to its operation. For this reason, no semester charges are removed for those persons who are dismissed from the college for disciplinary reasons. Likewise, students who withdraw from the college, even for illness or other emergencies, receive no refunds of room rent or other fees. Adjustments for tuition and board are pro-rated as indicated below. The date of withdrawal used to compute a student's balance is the date on which the Dean of Students signs the official college withdrawal form. The student who leaves school at one date and waits to withdraw officially at a later date receives appropriate adjustments based on the date of official withdrawal. For an explanation of the procedures for official withdrawal, consult the catalog section on **Academic Policies**.

Student Account Adjustments for College Withdrawals During the Regular Academic Year

Before the first class	100% (less advance deposits)
Before end of first week of class	90% adjustment to tuition and meals

Before end of second week of class	75% adjustment to tuition and meals
Before end of third week of class	50% adjustment to tuition and meals
Before end of fourth week of class	25% adjustment to tuition and meals
meals No adjustments are made to tuition or meals after the fourth week of class.	

During Summer Session

During first week of session	75% adjustment to tuition
No adjustment to tuition after first week of summer session	

FINANCIAL AID ADJUSTMENTS

Federal regulations require financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of funds that he/she was originally scheduled to receive. The return of federal funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A prorated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of class has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60 percent of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds to the federal government. Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws OR stops attending before completing the semester. Therefore, return of federal funds may result in a balance due to the college. In such case, the entire balance is due to the college immediately.

REFUNDS IN THE EVENT OF WITHDRAWAL FROM A CLASS

The schedule of refunds for withdrawal from a class is different from the above. No adjustments are granted for a course dropped later than seven **calendar** days after registration day. For full details on the procedures to be completed for official withdrawals, see the catalog section on **Academic Policies**. Note that the timetable for withdrawal from class without academic penalty is different from the timetable for withdrawal accompanied by refund.

REFUNDS OF EXCESS FINANCIAL AID

Students receiving financial aid funds, including student and/or parent loans, are entitled to a refund of any excess funds remaining after all current charges, in accordance with federal regulations, have been paid in full. Please note that financial aid may be subject to change before refund calculation if a student is not enrolled full time at the end of the registration drop/add period. Refunds will not be made from any funds that have not been credited to the student’s account in the Centralized Student Assistance Office. A refund will automatically be issued for an account with a credit balance unless the student (or parent for a PLUS loan) signs an Account Authorization Form which authorizes the college to hold the funds in excess of current charges on the student’s account, or refund only the credit balance after bookstore and other authorized charges are deducted. Any student whose refund is the result of a parent PLUS Loan must have that parent authorize in writing if the refund goes to the student rather than to the parent(s). Refunds will be generated within fourteen days after financial aid is transferred to the student’s account.

PERKINS LOANS EXIT INTERVIEWS

Students receiving Perkins Loans while at Emory & Henry must complete an exit interview at mycampusloan.com upon leaving the college, in accordance with federal regulations. All students will be notified by email with appropriate information regarding the interview process. All students who fail to complete the interview will be ineligible to receive transcripts and/or diplomas.