

A blurred photograph of a classroom. In the foreground, several students are seen from behind, sitting at desks. They are wearing various colored shirts, including a blue and white striped shirt, a pink shirt, and a purple shirt. In the background, a teacher in a white shirt is standing at the front of the room, possibly pointing at a whiteboard. The overall scene is out of focus, creating a sense of a busy, active learning environment.

# 2021-22 CATALOG

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# 2021-2022 Graduate Catalog

## 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

Credit hours for the Emory & Henry School of Health Sciences Graduate Programs, (e.g., Doctor of Physical Therapy, Master of Occupational Therapy, Doctor of Occupational Therapy, Master of Physician Assistant Studies, Master of Science in Clinical Mental Health Counseling), are defined as 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 of out-of-class student work for each week for approximately 15 weeks for one semester, or
2. At least 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 based on the nature of the clinical experience and the standards established by the specific professional discipline or the corresponding professional accrediting agency. For this reason, the operational definition of contact hours to semester credit hours may vary across academic programs.

- Physical Therapy, Occupational Therapy, and Physician Assistant Studies  
Within these rehabilitation and medical science graduate programs, contact hours for clinical experiences 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).

- Clinical Mental Health Counseling  
In keeping with the standards established within counselor education programs throughout the country, the E&H counseling graduate program operationally defines contact hours for counseling practicum experiences (the students' first exposure to direct client care in a supervised setting) to be 40 contact hours to 1 semester credit hour. The contact hours for counseling internship experiences are operationally defined as 100 contact hours to 1 semester credit hour. CACREP requires that practicum is a distinct educational experience from internship. Because the practicum is the first experience with direct client contact the clinical experience hour requirement is lower and there tends to be more didactic instruction. In both cases the CACREP group supervision requirement is stated as a minimum.

These definitions follow 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. Depending on holidays and days of the week a class meets, a three-hour course meets for 45 hours per semester. 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 40-100 hours or more for clinical experiences, depending on the academic program and the type of clinical experience, 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	0.00
W (Withdrawn)	No credit/no penalty

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 in a case involving plagiarism or academic misconduct, the professor may award a grade of F.

## 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

### 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 student (and Program Director and Associate Dean for the School of Health Sciences). 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.

## 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 both a bachelor's 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

### 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 or designee (for Emory campus programs) or the Vice President for Health Sciences or designee (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 or designee, 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 before the final course add date 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 legitimate reasons acceptable to the review committee of record (Emory or Marion campus).

## Medical Withdrawal/Leave of Absence

When seeking a medical withdrawal from programs on the Emory campus, students must submit a paper copy of their request to withdraw for medical reasons to the Associate Dean for Academic Affairs (Emory campus programs) 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 with sufficient explanation as to the medical justification for the student's withdrawal.

When seeking a medical withdrawal from a Health Sciences program, students initiate the process through their Department Chair. A healthcare practitioner must document the need for leave. To return to campus, students with a medical withdrawal on the Marion Campus will be required to provide a letter from 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. Return criteria from healthcare practitioners must include the student's ability to meet technical standards (didactic skill, clinical decision making, affective). Students must pass specific competencies to return, as determined by the Department Chair, and must repeat classes if needed/required.

Medical withdrawals approved for students on the Marion campus are designated as W (Withdrawn). Students with a medical withdrawal must submit their intent to return for a given semester to the Vice President for 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 section on **Academic Standing**).

## 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 by downloading the app on Google Play or the App Store. This is an opt-in program and a student must register in order to receive the alerts. This is the best way to ensure students receive notifications critical to safety and well-being. Questions regarding the Campus Alert System can be directed to the Dean of Students Office.

The Clery Act requires institutions to disclose and report crime statistics for the three most recent full calendar years. This information must be disclosed to all students, faculty, and staff and must be made available to anyone applying for admission or employment. Students can access safety information online (<https://ope.ed.gov/campussafety/#/>). Students who would like a printed copy of the report may 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 Emory Campus and the Marion Campus.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices will be made by 6:30 a.m. on the day of the college schedule change. All cancellations or delays will be communicated through a variety of sources in the order provided below.

1. The Campus Alert System (LiveSafe) 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](http://www.ehc.edu) for one hour following each alert.
3. The following TV and radio stations, in order of contact, will have real-time updates: 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 start later in the day but meet for the normal length of time.

**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 class because of inclement weather will notify the Vice President for the School of Health Sciences (or designee) so that appropriate action may be taken. The instructor is responsible for communicating with individual students concerning makeup work and other information.

Questions from faculty related to closings and/or delays should be directed to the Vice President for the School 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 (or designee), 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.

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 Centralized Student Assistance Office located in Wiley 101. The form can be found on the Self Service portal or picked up in the CSA Office. (Note: If submitting a name change, supporting documentation must be attached to the form).

The law provides for interchange of student records between faculty members and administrators within Emory & Henry as necessitated by the educational program, but it prohibits the College from releasing the records to persons outside the College, unless: 1) required by the student's professional credentialing agency or licensing board, 2) consent is first obtained from the student, or 3) court-ordered. Records are classified into two main categories: directory and educational.

### *Directory Records*

Directory records contain only general information (e.g., student's name, address, field of study). This information is circulated freely within the College, but is not made readily available to off-campus persons or groups for purposes of solicitation. If a student wants to have their directory information withheld from publication, it is the student's responsibility to notify the Centralized Student Assistance Office. 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.

### *Educational Records*

Educational records include transcripts, evaluation or encounter forms, letters of reference, and correspondence on student conduct matters. These records are shared among the College faculty and staff only for legitimate reasons related to the educational program. In regard to third-party access, the student controls the release of these records, usually through written permission to the office which maintains the records of particular interest. Each student controls access to their own records and can grant access to specific individuals via the Disclosure form found on the Forms Directory or in the Centralized Student Assistance Office. Students should be aware that the Code of Virginia (23-9.2:15, approved April 30, 2015) requires schools to include a prominent notation on the

academic transcript of each student who has been suspended for, permanently dismissed from, or withdrawn from the institution while under investigation for an offense involving sexual violence under the institution's code of conduct. The College is also required under this law to have a procedure for removing such a notation from the academic transcript of any student who is subsequently found not to have committed an offense involving sexual violence based upon the School's Code of Conduct. As a general policy, non-transcript records are maintained for 5 years. Academic Records are released regularly to each student's faculty advisor and program chair who help the student interpret the educational program and meet its requirements, interpret the course schedule and register for each semester, and deal with academic problems as they arise. It is the student's responsibility to meet all academic requirements. The following is a list of offices which maintain the educational records:

- Academic records and transcripts—Registrar
- Correspondence on student conduct proceedings—Associate Dean of the School of Health Sciences
- 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

The College shares students' personal identifiable information for relevant reasons with the following: American College Testing Program; Balfour; Cappex.com LLC; College Bound Selection Service; Chegg; College Board; College Sports Project; Colleges That Change Lives, Inc.; Corcoran Communications; Council for Aid to Education; Council of Independent Colleges of Virginia; Educational Testing Service, Inc.; Hobsons; iData; National Research Center for College and University Admissions; National Survey of Student Engagement; Noel-Levitz; The Outcomes Survey; and The Parish Group.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without student consent to any third party designated by a Federal or State Authority to evaluate a federal- or state- supported education program. The evaluation may relate to any program that is "principally engaged in the provision

of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without student consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

#### *My Hub and Academic Records*

The Registrar's Office provides student access to information about their academic record through an online student system. Students can access their grades and register for classes through My Hub.

## Academic Code

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. 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.

## Student Conduct Policy and Procedures for Due Process

Graduate programs on the Emory campus follow the student conduct policy as outlined in the undergraduate catalog and student handbook. The following conduct policies are applicable to the graduate healthcare programs of study.

### Conduct Expectations

#### *General Guidelines*

Emory & Henry believes that both freedom to pursue one's goals and responsibility for one's actions are necessary to professional students. Specific rules exist for the purpose of developing professional behaviors necessary for healthcare professionals, protecting the academic and personal well-being of Emory & Henry students, as well as protecting the rights and property of members of the College community and society at large. Students who violate standards of professional conduct are subject to disciplinary action, including suspension or dismissal. Appropriate procedures are provided for hearings and review, and every student has the right to due process. During the investigative stage and sanctioning, the Program Chair, or her/his designee, may restrict a student's access to facilities, services, or individuals.

The College recognizes the right of students to dissent and disagree with the faculty, the administration, and the trustees. The free exchange of ideas is encouraged and channels of communication are provided. Dissent and disagreement should be exercised in an orderly, professional, and respectful fashion, which does not infringe on the rights of others, jeopardize public order or safety, or disrupt the normal order of the College.

Jurisdiction of the College-sanctioned events will include 1) all areas on campus, 2) clinical experiences, 3) off-campus learning and volunteer activities, and 4) off campus when a police or campus security report or complaint or information concerning the incident is obtained by or furnished to the College. Photos indicating or displaying illegal or unethical activity (as defined by local, state, and federal law and/or College policy) can result in program disciplinary action, when appropriate.

The College rejects as acceptable conduct the interference with the legitimate rights of others, the use of threat or violence, the destruction of property, and/or the disruption of the normal order of the College. Lying, stealing, cheating, and plagiarism violate the general principles of the College.

### Application of Conduct Expectations

#### *Citizenship*

College students are citizens of the local, state, and national governments, and are, therefore, expected to conduct themselves as law-abiding members of the community at all times. If a student's violation of local, state, or federal laws or ordinances also adversely affects the College's pursuit of its educational objectives, the College may enforce its own regulations, regardless of any proceedings instituted by other authorities.

#### *Social Networking Websites*

Social networking websites or apps are easily accessible to all students. When choosing to post information on these sites, students should be aware of three major concerns: 1) the threat of criminal activity; 2) how potential employers may view material posted; and 3) the possible violation of professional behavior policy. Employers are aware of social networking sites and can use them to research candidates prior to hiring. Students should consider the messages they are sending when posting information to these sites. As a policy, the College does not monitor social networking websites. However, the College does investigate incidents that are reported and investigations can include reviewing social networking activity. As a reminder, this information can be used to substantiate the violation of the conduct policy. Any unsanctioned use of the Emory & Henry logo is prohibited.

#### *Referral*

Any student, faculty member, administrative officer, or employee of the College may charge a student with a conduct violation. In the School of Health Sciences, the violations are typically termed academic or Professional Behavior (PB) infractions and the processes for reporting and adjudicating academic and/or professional behavior concerns (conduct violations) are noted herein. Information on the offense and



subsequent administrative action will be recorded and maintained as an official record for the College and the student.

**Level 1 - Faculty/Course Director.** Students may report academic/Professional Behavior(PB) concerns to a course faculty member (course instructor and/or course director) or a mentor/advisor (who then reports to the course instructor and/or course director). Additionally, a faculty member who becomes aware of unprofessional behavior must report the incident to the course director. At this level of referral, faculty can address the issue if outlined in their course syllabus and must document the alleged misconduct and any corrective action moving forward or refer the incident to Level 2. Student or faculty concerns are addressed by the course director. Students may appeal the faculty/ Course Director Decision to Level 2- Program-Specific Committee. Appeals must be submitted in writing to the chair of the Program-specific Committee within 5 business days of the original decision.

**Level 2 - Program-Specific Protocol.** A faculty member and/or course director may report an academic or PB concern to a program-specific committee, if applicable. This group, in turn, investigates the charge and determines corrective action based on program-specific guidelines, if needed, moving forward. Students can request a faculty advocate for the committee meeting and individually have the option to appeal the committee's decision at Level 3. A faculty member who is involved with the report is recused from the decision-making process of the program-specific committee. Appeals must be submitted in writing within 5 business days of the original decision.

**Level 3 - Department Chair.** Program-specific actions are forwarded to the Department Chair/Program Director for informational purposes OR decision, depending on program specific protocol. A student appeal of the program-specific action is made to the department chair. The chair investigates the proceedings following program-specific protocol and can continue with the following options: 1) affirm corrective action as directed by the program-specific committee, or 2) accept the student's appeal and overturn the program-specific action. Students do not have the option to appeal the chair's corrective action but may appeal the process of academic/behavior adjudication at Level 4. Appeals of the process must be submitted in writing to the Graduate Healthcare Academic Standards Committee within 5 business days of the original decision.

**Level 4 - Graduate Healthcare Academic Standards Committee (GHASC).** If a student appeals the conduct process, the GHASC investigates the steps in charging the student and the due process afforded to the student. The GHASC may 1) confirm the correct adjudication of the case and uphold the corrective action, or 2) refer the case back to the program-level

evaluation for further deliberation. The GHASC does not reinvestigate the conduct charge(s) but rather ensures the unit followed proper procedure as outlined in the School and program-specific policies. Students may bring an academic advocate to the GHASC meeting (not legal counsel). Neither the accused student nor the department chair can appeal the GHASC decision.

## Complaint Process

The complaint process for Marion campus students is outlined in individual program handbooks. For graduate students on the Emory campus, if a student has an academic complaint, they 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, they may address the relevant supervisor (i.e., program chair).

If any student has a Title IX complaint (e.g., harassment), they 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 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.

## 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 HelpDesk.

### *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.)

### 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 or the Vice President for Health Sciences 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.

### 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 in the catalog. 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

Academic standing for students on the Marion campus are documented in individual program handbooks. On the Emory campus, 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, they may be placed on **academic probation**. If a student fails to raise their GPA to a 3.00 after a semester on academic probation, they 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.

**Students should consult individual program requirements for specific Academic Standing requirements.**

## 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 their 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 their 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.

The Marion campus hosts a Health Sciences library that contains 1,200 physical items and 8 research databases (including primary, secondary, and

systematic review options). It also hosts the reservation system for private and group student rooms on the Marion campus as well as facilitates test room reservations.

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. Data drops are also available in each room in all student residence halls. Additionally, Emory & Henry has a campus-wide wireless network accessible in all populated parts of the campus.

There are about 200 public access computers in labs and other locations throughout the campus. 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 campus, with specialized software in various locations. Most computer labs 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. 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](mailto:ithelpdesk@ehc.edu).

## The Academic Calendar

The academic program operates with a two-semester calendar during the regular school year. Each semester is approximately fourteen and a half weeks long, the first running approximately from late August to December and the second running approximately from January to May. Typically, classes meet three days per week (Monday, Wednesday, and Friday) for fifty minutes per day or two days per week (Tuesday and Thursday) for one hour and twenty minutes per day. Classes with laboratories and classes in the visual and performing arts often have additional hours as part of the course requirements. The calendar for the current academic year is included in the back of this catalog.

# Campus Policies and Services

## 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 **Paul Adrian Powell III Resource Center (PRC)** supports the mission of Emory & Henry College, to be a learning community that moves toward fulfilling every student's potential – personal, academic, and professional. The PRC provides comprehensive academic and personal counseling in support of all students to facilitate lifelong learning and excellence in their professional pursuits. The PRC is centrally located on the second floor of Wiley Hall on the Emory campus and the main floor of the Marion campus. This unit houses Academic Success, Career Services, Counseling Services, Orientation, and Quantitative Learning.

**Academic Success Services** are provided to all interested students at no charge, including individual academic counseling which can enhance time management, study skills, or organizational skills. If accommodations are desired, it is the student's responsibility to register with the office of Disability Support Services.

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.

**Counseling**, in the form of individual counseling, groups, and workshops, is available from Counseling Services, which is part of the Paul Adrian Powell III Resource Center. Counseling Services focuses on helping students meet the personal, social, and academic challenges that are part of the graduate college experience. The services offered are designed to be a part of the growth and development of students as well as providing help during more difficult times. Graduate Health Science students on the Marion campus can schedule appointments to meet with a counselor on either the Marion or Emory campus. Counseling Services also provides consultation and referral services to students, faculty, and staff.

**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. All full-time graduate studies are required to have insurance. Please note that non U.S.-based International coverage and short term coverage are not considered comparable insurance coverage.

## 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.

## Centralized Student Assistance (CSA) Office

The CSA Office is the single location to contact or visit for information on financial aid, student accounts, 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 for graduate programs on the Emory campus 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.

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.

## 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](http://www.toefl.org) or [www.ielts.org](http://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 full-time credit hours of academic work each semester.

## Readmission of Graduate Students on the Emory Campus

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 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. Graduate Health Sciences students should consult their program specific student handbook for more information related to the readmission criteria for their program.

## Graduate Students Costs

### Graduate Students Costs 2021-2022

Outlined below are costs and fees associated with graduate student enrollment at Emory & Henry College for the 2020-2021 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)	
Community & Organizational Leadership (M.A.Col.)	\$520
Education (M.A.Ed. and M.Ed.)	\$365
Online Graduate Tuition (per Credit Hour)	
Reading Specialist (M.A. Ed.)	\$450
Graduate Tuition – Marion Campus	
Master of Clinical Mental Health Counseling	
2021 cohort \$5,000 per semester; Year 1: \$15,000 / Year 2: \$15,000	
Doctor of Physical Therapy (D.P.T.)	

2021 cohort \$12,141 per semester; Year 1: \$36,423/ Year 2: \$36,423/ Year 3: \$36,423	
2020 cohort \$11,903 per semester; Year 1: 35,709/ Year 2: \$35,709/ Year 3: \$35,709	
2019 cohort \$11,903 per semester; Year 1: 35,709/ Year 2: \$35,709/ Year 3: \$35,709	
Occupational Therapy (MOT/OTD)	
2021 cohort \$9,579 per semester; Year 1 \$28,737 / Year 2: 28,737, Year 28,737	
2020 cohort \$9,391 per semester; Year 1: \$28,173 / Year 2: \$28,173 / Year 3: \$28,173	
2019 cohort \$9,391 per semester; Year 1: \$28,173 / Year 2: \$28,173 / Year 3: \$9,391	
Master of Physician Assistant Studies (M.P.A.S.)	
2021 cohort 11,944 per semester; Year 1: \$35,832; Year 2: \$35,832; Year 3: \$11,944	
2020 cohort \$11,944 per semester; Year 1: \$35,832; Year 2: \$35,832; Year 3: \$11,944	
2019 cohort \$11,596 per semester (\$34,788 per year)	
Fees for 2021-2022 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
Student Accident Insurance	\$30
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.

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

## 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 full-time graduate students are required to maintain primary major medical insurance coverage that covers treatment in the southwest Virginia/northeast Tennessee region.

For students enrolled in their family's health or hospitalization plan, it is recommended that your policy be reviewed to determine at what age the dependent's coverage ceases. Also, HMO/PPO plan participants will want to verify that their plan's coverage extends to providers as in-network in the southwest Virginia/northeast Tennessee region.

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, 2021 and payment for the spring term is due in full by January 1, 2022. 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, 2021 and January 1, 2022, 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 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. 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 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 (or designee) or Vice-President of Health Sciences (or designee) 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**.

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

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 with federal aid
Before end of second week of class	75% adjustment with federal aid
Before end of third week of class	50% adjustment with federal aid
Before end of fourth week of class	25% adjustment to tuition and meals
No adjustments are made to tuition or meals after the fourth week of class.	
<b>During Summer Session</b>	
During first week of session	75% adjustment to tuition and meals
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

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.

# Directory

## The Graduate Faculty

### **John W. Wells**

2017. President of the College. Chairperson of the Faculty. Professor of Political Science. B.A., Carson-Newman University; M.A. and Ph.D., University of Tennessee, Knoxville.

### **Michael J. Puglisi**

1988-1993, 2010. Provost and Dean of Faculty; Associate Professor of History. B.A., James Madison University; M.A. and Ph.D., The College of William and Mary.

### **A. Louise Fincher**

2014. Senior Vice President and Dean, School of Health Sciences. Professor of Athletic Training. B.S., Stephen F. Austin State University; M.S., Indiana State University; Ed.D., University of Alabama.

### **Kristi Angelopoulou**

2015. Associate Professor of Physical Therapy. B.S., Minnesota State University; M.A. and M.S., University of Central Florida; DPT, Northeastern University.

### **J.P. Barfield**

2018. Associate Dean, School of Health Sciences. Professor of Exercise Science. B.A. University of North Carolina at Chapel Hill; M.A., Appalachian State University, D.A., Middle Tennessee State University.

### **Dustin Barrett**

2020. Clinical Assistant Professor of Physical Therapy. B.S., Milligan University; D.P.T., East Tennessee State University.

### **Amanda Bird-Blevins**

2020. Clinical Assistant Professor of Occupational Therapy.

### **Steven R. Bitticker**

2017. Associate Professor of Physical Therapy. B.S., Ohio State University; M.S. Cleveland State University; Ph.D., Gannon University.

### **David Burkholder**

2021. Associate Professor of Clinical Mental Health Counseling. B.S., Geneva College; M.Ed. Ohio University; Ph.D. Kent State University.

### **Jessica R. Burkholder**

2021. Associate Professor of Clinical Mental Health Counseling. B.S., Miami University, M.A., Denver Seminary, Ph.D., Kent State University.

### **Julia M. O. Castleberry**

2016. Associate Professor of Physical Therapy and

Director of the Falls Prevention Center. B.S., Virginia Polytechnic Institute and State University; M.S., Duke University; DPT, Virginia Commonwealth University.

### **Anthony Clary**

2016. Clinical Assistant Professor of Physician Assistant Studies. B.A. and B.S., Wofford College; M.S. and M.D., Medical College of Georgia.

### **Eric Coley**

2012. Department Chair and Program Director, Department of Physical Therapy. B.S., Emory & Henry College; DPT Duke University School of Medicine; Ph.D., University of Florida.

### **Edward H. Davis**

1991. Professor of Geography. B.A., University of North Carolina; M.A., University of North Carolina-Charlotte; Ph.D., University of Illinois.

### **Phil Davis**

2021. Clinical Assistant Professor, Physician Assistant Studies. B.S., George Washington University; MPAS, University of Nebraska; Orthopaedic Fellowship, U.S. Air Force.

### **Amy Evans**

2020. Clinical Assistant Professor of Occupational Therapy. B.S., Elizabethtown College; M.S., University of North Carolina at Chapel Hill; DOT, Radford University.

### **Sandra Farmer**

2018. Associate Professor of Nursing. B.S.N., King College; M.S.N., Capital University; D.N.P., Northern Kentucky University.

### **Amanda Fleenor**

2019. Clinical Assistant Professor of Physician Assistant Studies. B.S. Lincoln Memorial University, M.M.S., Lincoln Memorial University-DeBusk College of Osteopathic Medicine.

### **Laurie Anne Ferguson**

2021. Founding Dean of Nursing.

### **Sandra Frederick**

2018. Assistant Professor of Education. B.S., Auburn University; M.Ed., Vanderbilt University; Ed.D., East Tennessee State University.

### **Teri Gilley**

2015. Clinical Assistant Professor of Occupational Therapy/Academic Fieldwork Coordinator. B.S. and M.S., Shenandoah University. D.H.Sc. Radford University-Carilion.

### **John Graham**

2013. Professor of Physical Therapy. B.S., Davidson College; Ph.D., Virginia Commonwealth University.

**Stephanie Hall**

2020. Founding Department Chair, Program Director, and Associate Professor, Clinical Mental Health Counseling. B.A., University of Kentucky; M.A., Louisiana Tech University; Ph.D., University of New Orleans.

**Mark Hainsworth**

2008. Instructor of Education. B.S., State University of New York at Fredonia; B.S., Clarkson University; M.S. University of Maryland; Ph.D., Virginia Polytechnic and State University.

**Glenn Irion**

2015. Professor of Physical Therapy. B.S., University of Central Arkansas; B.A., M.Ed. and Ph.D., Temple University.

**John Jackson**

2015. Assistant Professor of Occupational Therapy. B.S., Medical College of Georgia; M.A., Texas Woman's University; Ed.D., Texas Tech University.

**Thomas Little**

1994. Professor of History. B.A. and M.A., University of South Carolina; Ph.D., Rice University

**Christy McGhee**

2019. Department Chair and Program Director, Master of Physician Assistant Studies.

**Amelia McReynolds**

2020. Clinical Assistant Professor of Physical Assistant Studies.

**Ashlee Medley**

2017. Clinical Assistant Professor of Physical Therapy. B.S. and M.S., University of Kentucky; D.P.T., University of St. Augustine.

**Michael Nowak**

2021. Principal Faculty, Physician Assistant Studies.

**Rose Pignataro**

2020. Associate Professor and Assistant Chair of Physical Therapy.

**Angelika B. Pine**

2017. Clinical Assistant Professor of Occupational Therapy. BOT, Stellensbosch University; OTD, Quinnipiac University.

**Shanna Pressley**

2020. Clinical Assistant Professor Physician Assistant Studies. B.S., Lincoln Memorial University; M.S.H.S., George Washington University.

**R. Christopher Qualls**

1990-1992, 1999. Professor of Psychology. B.A., David Lipscomb College; M.M.F.T., Abilene Christian University; M.S. and Ph.D., Memphis State University.

**Kathleen C. Savage**

2021. Clinical Assistant Professor of Physical Therapy, Director of Clinical Education. B.S. Virginia Commonwealth University; M.S.Ed., University of Kentucky; D.P.T. College of St. Scholastica.

**Talmage A. Stanley**

2003. Professor of Civic Innovation. B.A., Emory & Henry College; M.Div. and Ph.D., Emory University.

**Scott Sikes**

Assistant Professor, Appalachian Center for Civic Life.

**Angela Lynne Umbarger**

2016. Clinical Assistant Professor of Occupational Therapy. B.A., University of Arizona; M.S., Virginia Commonwealth University; Ph.D., University of Toledo.

**Lindsay Williams**

2021. Clinical Assistant Professor. B.M., Appalachian State University; MSOT, Milligan College; OTD, Eastern Kentucky University.

**Stephanie Williams**

2016. Clinical Assistant Professor of Occupational Therapy. B.A., Eastern Kentucky University; O.T.D., Rocky Mountain University of Health Professions.

# Degrees & Certificates

## Clinical Mental Health Counseling

### Professors

Stephanie F. Hall, Chair

David Burkholder

Jessica Burkholder

The Master of Science in Clinical Mental Health Counseling Program is offered on the Emory & Henry College of Health Science Campus in Marion. The CMHC program is a 60 credit, 24-month program, consisting of six consecutive semesters.

### Master of Science in Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health counseling Program is offered on the Emory & Henry College School of Health Sciences Campus in Marion. The CMHC program is a 60 credit, 24-month program, consisting of six consecutive semesters.

#### Program Mission

The mission of the Clinical Mental Health Counseling Program is to graduate competent entry level clinical mental health counselors who play an active role in enhancing community wellness. Graduates of the program should be interpersonally skilled and culturally competent counselors who are prepared to work in a variety of setting, and to meet the needs of those who are underserved. The program is designed to be accredited and is based on humanistic values, honoring the worth, dignity and potential of all people.

#### Requirements For Admission

- Hold a Bachelor's degree from an accredited institution.
- Have a minimum overall GPA of 2.75.
- Three letters of recommendation from professionals.
- Statement of interest limited to two pages addressing short and long term career goals and fit with with the counseling profession.
- Participation in a group interview.
- For students not meeting the aforementioned GPA requirement, conditional admission to the program may be permitted on a case by case basis. continuation in the program as a degree-seeking

student is contingent upon fulfilling specific requirements stipulated in the conditional admission letter.

#### Transfer Credit

The Clinical Mental Health Counseling Program may accept up to 9 credits of counseling coursework on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program accredited by CACREP. The course(s) will be evaluated by the Admissions Committee of the program, including a faculty member with expertise in the area of the course being considered.

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

**Type:** Master's Degree

#### Fall Year 1

#### Spring Year 1

Item #	Title	Semester Hours
CMHC 520	Counseling Theories	3
CMHC 525	Group Counseling	3
CMHC 535	Diagnosis and Treatment of Addictive Disorders	3

#### Summer Year 1

Item #	Title	Semester Hours
CMHC 540	Career Counseling	3
CMHC 545	Human Growth and Development	3
CMHC 550	Appraisal and Evaluation	3
CMHC 625	Crisis Intervention and Trauma Counseling	3

#### Fall Year 2

Item #	Title	Semester Hours
CMHC 675	Grief Counseling	3
CMHC 603	Research Methods: Quantitative and Qualitative	3
CMHC 600	Practicum	3

## Spring Year 2

Item #	Title	Semester Hours
CMHC 676	Couples and Family Counseling	3
CMHC 695	Internship	3
CMHC ELEC	Clinical Mental Health Counseling Elective	3

## Summer Year 2

Item #	Title	Semester Hours
CMHC 690	Clinical Supervision	3
CMHC 695	Internship	3
CMHC ELEC	Clinical Mental Health Counseling Elective	3
<b>Total credits:</b>		<b>48</b>

# Community and Organizational Leadership

## Program Director

Scott Sikes

## Tracks

Master of Arts in Community and Organizational Leadership

## 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 an 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.

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, 507 in their senior year which will count no more that nine credit hours toward the graduate degree. Students must complete 32 graduate credit hours to receive the Master's degree.

**Type:** Master's Degree

## MCOL Degree Requirements

Item #	Title	Semester Hours
MCOL 501	Organizational Leadership	3
MCOL 502	Budgeting & Finance Management For Community Organizations	3
MCOL 513	Grant Development & Writing	3
MCOL 518	Strategic Plan & Evaluation	3
MCOL 532	Capacity Building For Effective Nonprofits	3
MCOL 535	Communications for Effective Leadership	3
MCOL 600	Capston Seminar	6
	MCOL 510, 512, 515, 520, or 530	9
<b>Total credits:</b>		<b>33</b>

## Community and Organizational Leadership 5-Year BA/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 an 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.

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, 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.

**Type:** Master's Degree

## MCOL Degree Requirements

Item #	Title	Semester Hours
MCOL 501	Organizational Leadership	3
MCOL 502	Budgeting & Finance Management For Community Organizations	3
MCOL 511	Research Methods	3
MCOL 513	Grant Development & Writing	3
MCOL 518	Strategic Plan & Evaluation	3
MCOL 532	Capacity Building For Effective Nonprofits	3
MCOL 535	Communications for Effective Leadership	3
MCOL 600	Capston Seminar	6
	MCOL 504, 505, 506, or 507	3
	MCOL 510, 512, 515, 520 or 530 (5-Year Option)	3
<b>Total credits:</b>		<b>33</b>

## Education

### Professors

Sandra Frederick, Chair

Mark Hainsworth, Director of Neff Center

Charity Hensley

Janie Hull, visiting professor

Susan Kilby, Adjunct

Toni Lawson, Adjunct

Doug Arnold, Adjunct

Elaine Daniels, Adjunct

Connie Phillips, Adjunct

Lisa McCoy, Adjunct

Dennis Carter, Adjunct

Students seeking licensure to teach in elementary or middle school complete a B.A. degree in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences. Students seeking licensure to teach at the secondary level should select the appropriate bachelor's degree track in the major they wish to pursue. Requirements in Professional Studies constitute the contextual and

support area for teacher preparation students. For details about each program, consult the faculty advisors in the Neff Center for Teacher Education.

Teacher preparation programs at Emory & Henry are based on the conviction that a broad liberal arts background, a strong program of study in an academic discipline, and a rigorous but minimal set of professional experiences constitute the proper undergraduate education for a teacher.

The Department of Education is a component of the William N. Neff Center for Teacher Education. The center and the department work with academic departments of the college to provide programs leading to licensure at the elementary, middle school and secondary school levels.

Students interested in teaching licensure must:

- Contact the Director of the Neff Center to indicate interest.
- Complete and file with the Registrar the appropriate form indicating their area of interest for teacher preparation.
- Verify each semester's schedule with an advisor in the Education Department, since graduation and licensure requirements are not always the same.
- Meet all degree and licensure requirements.
- Complete student teaching successfully. Completion does not guarantee recommendation for licensure. Apply through the Neff Center for Virginia teaching licensure.

**Admissions Requirements:** A GPA of 2.5 overall and 2.75 in the major, successful program interview, passing scores on the Praxis I Math subtest or Virginia Department Of Education approved alternatives, Virginia Communication and Literacy Assessment, Reading for Virginia Educators (required for PK-3, PK-6 and Special Education - General Curriculum K-12 only) and the appropriate Praxis II subject area assessment are required for admission into Emory & Henry Teacher Preparation Programs.

**Required Assessments:** Students interested in teacher preparation must take the Praxis I Math subtest and the Virginia Communication and Literacy Assessment (VCLA) during the same semester in which they take EDUC 114. Reading for Virginia Educators must be taken at the end of the semester in which students take EDUC 410/549E. The Praxis II subject area test should be taken after all course requirements in the student's major are completed.

Students are responsible for all testing fees.

For detailed information on admission and retention procedures and course requirements, consult the Neff Center for Teacher Education. Emory & Henry's

teacher preparation programs are accredited by the Teacher Education Accreditation Council nationally and by the Commonwealth of Virginia, meet standards of the National Association of State Directors of Teacher Education and Certification, and qualify for interstate acceptance under the terms of the Interstate Licensure Contracts.

The college provides **approved programs** in these areas:

(1) elementary (PK-3, PK-6), elementary and middle school (PK-6, 6-8), all centered around a major in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences; (2) secondary licensure in the following subjects for grades indicated:

Art PK-12  
Biology 6-12  
Business Education 6-12  
Chemistry 6-12  
Earth Science 6-12  
English, English and Journalism, English and Theatre, English and Speech 6-12 French PK-12  
Geography 6-12  
History and Social Sciences 6-12  
Mathematics 6-12  
Music - Choral/Vocal PK-12  
Music - Instrumental PK-12  
Physical Education PK-12  
Physics 6-12  
Spanish PK-12

Courses are also available for add-on endorsements in other areas, including driver education and English as a Second Language. Students interested in teaching but not enrolled in an approved program should consult the Director of the Neff Center for Teacher Education.

## VIRGINIA LICENSURE REQUIREMENTS

The requirements of all Emory & Henry College Virginia-approved teacher education programs meet or exceed the Virginia licensure requirements which were in effect at the time the programs were approved. From time to time, the Virginia Board of Education and/or the Virginia General Assembly make substantive changes in these requirements and set deadlines for their implementation. Students enrolled in Emory & Henry College teacher preparation programs will be required to meet the current standards for licensure, even if these requirements are not reflected in the college catalog under which the student entered.

## Common licensure requirements for interdisciplinary programs

Licensure options share many common objectives and course requirements. Academic work is centered around a major in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences. To complete all requirements in four years, a student should choose core courses carefully, selecting those that meet both core requirements and teacher preparation requirements. It is also important to pay particular attention to sequential courses and courses that are taught only in fall semesters or only in spring semesters.

All students interested in teacher preparation should register with the Neff Center for Teacher Education during the first year or sophomore year in addition to the relevant academic department.

### Professional Studies Master of Education

**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 about 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 549E (Elementary) or 549S (Secondary) in their senior year, which will count no more than nine 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.): Person 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; submissions of 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.

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).

### 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.

**Type:** Master's Degree



## Course Requirements

Item #	Title	Semester Hours
	EDUC 501 or 501B	3
EDUC 505	Contemporary Issues & Problems Edu	3
EDUC 524	Assessing for Learning	3
EDUC 545	Foundations of Education	3
	EDUC 549E or EDUC 549S	3
EDUC 570	Survey of Exceptional Children	3
	EDUC 520, 540, or 560	2
	EDUC 530 or EDUC 550	3
	EDUC 521, 541, or 561	10
	<b>Total credits:</b>	<b>33</b>

## Professional Studies Master of Education: Special Education

### Five-Year Program

#### 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.

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 Special Education Program.

**Type:** Master's Degree

Item #	Title	Semester Hours
EDUC 310	Teach Read & the Language Arts	3
	EDUC 410 or EDUC 549E	3
EDUC 501B	Practicum in Interv - Disabili	3
EDUC 505	Contemporary Issues & Problems Edu	3
EDUC 524	Assessing for Learning	3
	EDUC 530 or EDUC 550	3
EDUC 545	Foundations of Education	3
	EDUC 449 or EDUC 549S	3
EDUC 560	Sem: Teach K-12 Spec Classroom	2
EDUC 561	Student Teach-K-12 Sp Educ	10
EDUC 570	Survey of Exceptional Children	3
	SPED 402 OR SPED 502	3
	SPED 403 or SPED 503	3
	SPED 422 or SPED 522	3
	<b>Total credits:</b>	<b>48</b>

## History

### Professors

Thomas J. Little, Chair

Matthew Shannon

Jack Wells

### American History (M.A.Ed.)

**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 proof required for competency and mastery according to federal guidelines.

When students have completed 24 semester hours of coursework, they may be required to either 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 degree 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)

- 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.
- 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.

**Type:** Master's Degree

### Requirements

Item #	Title	Semester Hours
HIST 502	Colonial & Revolutionary America	3
HIST 503	Middle Period America	3
HIST 505	Historiography and Methods	3
HIST 507	Civil War & Reconstruction	3
HIST 516	History & Geography of Virginia & Tennessee	3
	HIST 517 or 519	3
HIST 520	Industrialization & Economic Development	3
	HIST 536, 539 or 540	3
HIST 552	Latin America	3
HIST 600	Seminar	3
	<b>Total credits:</b>	<b>30</b>

## Occupational Therapy

### Professors

John Jackson, Chair

Amanda Blevins

Whitney Ennis

Amy Evans

Teri Gilley

Angelika Pine

Lynne Umbarger

Lindsey Williams

Stephanie Williams

The Master of Occupational Therapy (MOT) Program will close and is transitioning to an entry level Doctorate of occupational Therapy Program (OTD) with a start date of fall 2020. The last cohort in the MOT program is expected to graduate in December 2021.

The Doctorate of Occupational Therapy (OTD) Program will be offered on the Emory & Henry College School of Health Sciences Campus in Marion. The OTD program is a 36-month program, consisting of nine consecutive semesters, including two 12-week clinical fieldworks and one 14-week experiential experience.

### 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 Occupational Therapy Program is to graduate competent entry-level occupational therapists that are occupation-centered and possess leadership skills, 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 OTCAS ETS #7409.
- Completion of CPR for Healthcare Professionals certification, immunizations, and background check 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
- Medical Terminology 1-3 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 OTD 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. Based on the admission rubric the Admissions Committee will select applicants for an admission interview. Additional points are scored for Emory & Henry College graduates, current residents of Southwest Virginia (as defined by Virginia Health Workforce Development Authority), and Northeast Tennessee (as defined by the program - Sullivan County, Washington County, Johnson County, Carter County, Unicoi County, Greene County, Hawkins County and Hancock County). A bachelor's degree can be in progress but must be completed prior to enrollment of the program. CPR for professionals, all immunizations must be current, and background check must be completed prior to enrollment in the program. At time of enrollment, each student must sign a Technical Standards/Essential Functions form.

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

### **Early Decision (Non-Binding) Information**

The early decision application deadline is September 1, 2021. Applicants must submit all required documents in OTCAS by the deadline including the OTCAS application, official transcripts, three references, GRE scores and application additional questions with essay response. Supplemental fee must be paid by deadline. Applicants are required to have an overall and prerequisite GPA of 3.5 or higher in order to be considered for early decision.

Applicants may be offered early admission, denied admission, or deferred to regular applicant status. Interviews will be conducted in September. Admission decisions on early decision applicants will be made by October 2021. The early decision program is a non-binding option.

### **Academic policies/Requirements for Promotion and Graduation**

Attaining the OTD degree requires the successful completion of all didactic courses, clinical fieldworks, and a capstone experience and project as sequenced into nine consecutive semesters. The two full-time clinical fieldworks and one capstone experience are completed at off-campus sites, and students are responsible for all travel and living expenses during the fieldworks and capstone experience. Satisfactory progress through the Program requires a GPA of B (3.00) each semester. The minimum passing grade for each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00). Level two fieldworks and the capstone experience must be completed within a 24-month period of time after the completion of the didactic portion of the program.

### **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, 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 College.

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 this program must meet the minimal standard requirements for acceptance into 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 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.

### **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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web

address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The entry-level occupational therapy doctoral degree program has Candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). 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.

Candidacy status does not guarantee Accreditation by ACOTE.

## Doctorate in Occupational Therapy (OTD)

The Doctor of Occupational Therapy (OTD) Program will be offered on the Emory & Henry College of Health Sciences Campus in Marion. The OTD program is a 36-month program, consisting of nine consecutive semesters, including two 12-week clinical fieldworks and one 14-week experiential experience.

**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 Occupational Therapy Program is to graduate competent entry-level occupational therapists that are occupation-centered and possess leadership skills, 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 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 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 applications) pending:

- 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 grade point average (GPA) of 2.75 (based on a 4.0 scale) 3.0 for prerequisite courses.
  - A minimum cumulative prerequisite GPA of 3.0 (see required prerequisite course list below).
  - Have a grade of 'C' or better in all required prerequisite courses.
  - Completion of the Graduate Record Exam (GRE) using Emory & Henry College's OTCAS ETS #7409.
  - Completion of CPR for Healthcare Professionals certification, immunizations, and background check prior to enrollment.
  - Three letters of recommendation from professionals with at least one from an Occupational Therapist.
  - 500-word essay.
- The prerequisite courses are shown 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	Cred
Human Anatomy & Physiology	8
Physics and/or Kinesiology	3
Abnormal Psychology	3
Human or Psychology Development	3
Statistics or Research Design	3
Sociology and/or Philosophy and/or Ethics	3
Medical Terminology	1-3

\*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 competitive and space available basis. The OTD 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. Based on the admission rubric the Admissions Committee will select applicants for an admission interview. Additional points are scored for Emory & Henry College graduates, current residents of Southwest Virginia (as defined by Virginia Health Workforce Development Authority), and Northeast Tennessee (as defined by the program - Sullivan County, Washington County, Johnson County, Carter County, Unicoi County, Greene County, Hawkins County and Hancock County). A bachelor's degree can be in progress but must be completed prior to enrollment of the program. CPR for professionals, all immunizations must be current, and background check must be completed prior to enrollment in the program. At time of enrollment, each student must sign a Technical Standards/Essential Functions form.

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

**Early Decision (Non-Binding) Information:** The early decision application deadline is September 1, 2021. Applicants must submit all required documents in OTCAS by the deadline including the OTCAS application, official transcripts, three references, GRE scores and application additional questions with essay response. Supplemental fee must be paid by deadline.

Applicants are required to have an overall prerequisite GPA of 3.5 higher in order to be considered for early decision. Applicants may be offered early admission, denied admission, or deferred to regular applicant status. Interviews will be conducted in September. Admission decisions on early decision applicants will be made by October 2021. The early decision program is a non-binding option.

**Academic policies/Requirements for Promotion and Graduation:** Attending the OTD degree requires the successful completion of all didactic courses, clinical fieldworks and one capstone experience and project as sequenced into nine consecutive semesters. The two full-time clinical fieldworks and one capstone experience are completed at off-campus sites, and students are responsible for all travel and living expenses during the fieldworks and capstone experience. Satisfactory progress through the Program requires a GPA of B(3.00) each semester. The minimum passing grade for each course is a C (2.00) as long as the semester GPA is maintained at grade of

B (3.00). Level two fieldworks and the capstone experience must be completed within a 24-month period of time after the completion of the didactic portion of the program.

**Transfer Credit:** The Occupational Therapy Program may accept up to nine (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 two 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.

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 OTD program must meet the minimum standard requirements for acceptance into 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 requirement 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.

**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 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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is <https://acoteonline.org>. Graduates of the program will be eligible to sit for the national certification examination for the 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.

The entry-level occupational therapy doctoral degree program has Candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is <https://acoteonline.org>. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). 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.

Candidacy status does not guarantee Accreditation by ACOTE.

**Type:** Doctor Degree

### Fall Year 1

Item #	Title	Semester Hours
OTD 700	Human Anatomy I	3
OTD 701	Human Anatomy II	2
OTD 702	Kinesiology for OT	3
OTD 710	Foundations in OT	3
OTD 711	Across the Lifespan	3

### Spring Year 1

Item #	Title	Semester Hours
OTD 703	Applied Neuroscience	4
OTD 712	OT Theory	3
OTD 741	Evidence Based Practice	2
OTD 751	OT Process in Mental Health	3
OTD 752	OT Process in Pediatrics	3

### Summer Year 1

Item #	Title	Semester Hours
OTD 713	Modalities and Practice Techniques	3
OTD 721	Clinical Reasoning I	3
OTD 742	Applied Research in OT	2
OTD 753	Assistive Technology Across Lifespan	3
OTD 781	Fieldwork 1:1	2

### Fall Year 2

Item #	Title	Semester Hours
OTD 743	Research Project I	2
OTD 814	Professional Development	2
OTD 816	Program Evaluation and Development	3
OTD 854	OT Process in Adults/Older Adults	4
OTD 855	OT Process in Hand/UE Rehabilitation	3
OTD 901	Capstone I	2

### Spring Year 2

Item #	Title	Semester Hours
OTD 744	Research Project II	2
OTD 782	Fieldwork 1:2	2
OTD 815	Management and Organization Healthcare	3
OTD 856	Advance Assessment Neurological Rehabili	3
OTD 857	OT Process in Community/Rural Health	3
OTD 902	Capstone II	2

### Summer Year 2

Item #	Title	Semester Hours
OTD 783	Fieldwork 1:3	2
OTD 801	Advance Practice In OT	3
OTD 810	Fieldwork and Board Prep	2
OTD 822	Clinical Reasoning II	3
OTD 903	Capstone III	2

### Fall Year 3

Item #	Title	Semester Hours
OTD 803	Fieldwork 2:1	6
OTD 811	Fieldwork Seminar	3

## Spring Year 3

Item #	Title	Semester Hours
OTD 804	Fieldwork 2:2	6
OTD 823	Clinical Reasoning III	3

## Summer Year 3

Item #	Title	Semester Hours
OTD 904	Capstone Experience	6
OTD 905	Capstone Project	3
<b>Total credits:</b>		<b>112</b>

## Physical Therapy

### Professors

Eric Coley, Chair

Kristi Angelopoulou

Dustin Barrett

Steven Bitticker

Julia Castleberry

John Graham

Glenn Irion

Ashlee Medley

Rose Pignataro

KC Savage

Beth Funkhouser

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

### Doctor of Physical Therapy (DPT)

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 three-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 applications) 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 45 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 setting 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 the 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 Questions #3 on PTCAS.
- Early decision requirements include: minimum cumulative GPA of 3.5.

The prerequisite courses are shown 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	Cred
General Biology	8

Human Anatomy & Physiology*	3	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.
Chemistry*	3	
Physics*	3	
Statistics or Biostatistics	3	
Psychology	3	
Social Sciences	3	

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

**Transfer Credit:** The Physical Therapy Program may accept up to nine (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 two 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 minimum 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 nice 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 have the opportunity to apply for readmission after one year. Please refer to the Program's Student Handbook for details on all academic policies.

**Accreditation:** Graduation from a physical therapy education program accredited by the Commission on

**Type:** Doctor Degree

### Fall Year 1

Item #	Title	Semester Hours
DPT 700	Human Gross Anatomy I	3
DPT 701	Human Gross Anatomy Laboratory	2
DPT 702	Human Histology	1
DPT 704	Kinesiology	4
DPT 706	Applied Physiology for Health Sciences	3
DPT 721A	Patient Care Skills: Foundations 1 A	1
DPT 722	Patient Care Skills: Tests & Measures	2
DPT 731	Professional Issues I	2

### Spring Year 1

Item #	Title	Semester Hours
DPT 703	Human Neuroscience	3
DPT 711	Advanced Exercise Physiology	3
DPT 714	Pathophysiology I	2
DPT 721B	Patient Care Skills: Foundation B	1
DPT 733	Professional Issues II	3
DPT 740	Critical Inquiry I: Evidence Based Practice	2
DPT 751	Musculoskeletal Physical Therapy I	4



### Summer Year 1

Item #	Title	Semester Hours
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 760	Health Promotion and Wellness	2
DPT 780	Clinical Immersion I	1
DPT 864	Human Learning	1

### Fall Year 2

Item #	Title	Semester Hours
DPT 831	Professional Issues III	2
DPT 840	Critical Inquiry III: Research Project	2
DPT 851	Musculoskeletal Physical Therapy III	3
DPT 853	Neuromuscular Physical Therapy I	3
DPT 856	Cardiopulmonary Physical Therapy	3
DPT 861	Lifespan Human Development	2
DPT 863	Rural Health/Primary Care	2

### Spring Year 2

Item #	Title	Semester Hours
DPT 832	Administration and Management in Health Care	3
DPT 835	Intraprofessional Practice	1
DPT 841	Critical Inquiry IV: Research Presentation	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

### Summer Year 2

Item #	Title	Semester Hours
DPT 813	Imaging	2
DPT 857	Integumentary Physical Therapy	3
DPT 858	Management of Multisystem Impairments	3
DPT 859	Orthotics and Prosthetics	2
DPT 862	Screening for Referral	2

### Fall Year 3

Item #	Title	Semester Hours
DPT 833	Leadership in Daily Practice	2
DPT 981	Clinical Rotation I	6

### Spring Year 3

Item #	Title	Semester Hours
DPT 834	Health Policy and Physical Therapy	2
DPT 982	Clinical Rotation II	6

### Summer Year 3

Item #	Title	Semester Hours
DPT 983	Clinical Rotation III	6
<b>Total credits:</b>		<b>119</b>

## Physician Assistant Studies

### Professors

Christy McGhee, Chair

Anthony Clary

Phil Davis

Amanda Fleeno

Megan McReynolds

Shanna Pressley

Mike Nowak

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 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 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.

## Master of Physician Assistant Studies (MPAS)

**Program Mission:** To continue Emory & Henry College's legacy of excellence and service with an emphasis on changing lives, our Mission is:

- To provide graduate-level education in an interdisciplinary environment that prepares our students for careers as PAs
- To foster professionalism among our students and graduates
- To foster critical thinking and life long learning.

### Program Goals:

- Provide resources to support students in adapting to and managing the rigors inherent to PA education
- Provide a curriculum and experience promoting competence of the clinical and technical skills of an entry-level Physician Assistant
- Foster a collaborative approach to work effectively in interdisciplinary patient-centered health care teams
- Encourage and support student professional and civic activities promoting the PA profession.

### Requirements For Admission/Admission Policy:

- 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 hours(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:

All candidates must take the GRE - General Test and submit their official GRE scores to CASPA at the time of their application.

- Please note that until your GPE is marked as official in CASPA we do not acknowledge the scores.
- MCAT scores are not accepted in place of GRE scores.
- The Program prefers a minimum of 25th percentile of higher for each GRE section to be competitive.
- GRE must be taken within five years of the date of application.

All applicants must complete a minimum of 300 hours of hands-on-direct patient care experience by the time of matriculation.\* Applicants may submit an application after completing a minimum of 150 hours of direct patient contact experience but the remaining hours, up to the required 300, must be completed and verified by April 1, prior to student matriculation in May of that calendar year. Students who fail to complete the required 300 hours of direct patient contact hours by April 1, prior to matriculation in May of that calendar year, will have their invitation for a seat in the program revoked.

- 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 do not fulfill this requirement (e.g. pharmacy tech, unit secretary, front-office worker, shadowing experiences).

\*Unfortunately, we are not able to assist students and applicants in obtaining their healthcare-related experiences.

- 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.
- Minimum of 100 hours of community service-related volunteer experience must be completed at the time of matriculation. Applicants may submit an application after completing a minimum of 50 hours of volunteer experience but the remaining hours, up to the required 100, must be completed and verified by April 1 prior to matriculation in May of that calendar year, will have their invitation for a seat in the program revoked.
- 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 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.

### **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 resources 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.

**Type:** Master's Degree

Summer Year 1

Item #	Title	Semester Hours
MPAS 501	Human Gross Anatomy	5
MPAS 503A	Medical Physiology I	2
MPAS 506	Pharmacology & Pharmacotherapy	3
MPAS 521	Clinical Skills I	3
MPAS 530	PA Practice	4

Fall Year 1

Item #	Title	Semester Hours
MPAS 504A	Medical Physiology II	3
MPAS 507	Pharmacology & Pharmacotherapy II	3
MPAS 511	Clinical Medicine I	8
MPAS 514	Behavioral Medicine & Psychiatry I	3
MPAS 522	Clinical Skills II	3

Spring Year 1

Item #	Title	Semester Hours
MPAS 505A	Fundamentals in Medical Physiology III	3
MPAS 508	Pharmacology & Pharmacotherapy III	3
MPAS 512	Clinical Medicine II	8
MPAS 515	Behavioral Medicine & Psychiatry II	3
MPAS 523	Clinical Skills III	3

Summer, Fall, Spring Year 2 and Summer Year 3

Item #	Title	Semester Hours
MPAS 600A	Emergency Med/Adv Clinical/Surgical Proc	5
MPAS 513	Clinical Medicine III	8
MPAS 540	Practice Based Learning and Improvement	4
MPAS 601	Behavioral Medicine/Psychiatry SCPE	4.5
MPAS 602	Emergency and Acute Care Medicine SCPE	4.5
MPAS 603	Family Medicine SCPE	4.5
MPAS 604	Surgery SCPE	4.5
MPAS 605	Internal Medicine/Hospitalist SCPE	4.5
MPAS 606	Pediatrics SCPE	4.5
MPAS 608	Women's Health SCPE	4.5
MPAS 609	Selective I SCPE	4.5
MPAS 622	Summative Course	3
<b>Total credits:</b>		<b>113</b>

# Courses

## Clinical Mental Health Counseling

### Professors

Stephanie F. Hall, Chair

David Burkholder

Jessica Burkholder

The Master of Science in Clinical Mental Health Counseling Program is offered on the Emory & Henry College of Health Science Campus in Marion. The CMHC program is a 60 credit, 24-month program, consisting of six consecutive semesters.

#### CMHC 500: professional Counselor Identity and Ethics

This course provides an overview of the profession of counseling including professional identity, roles and functions of counselors across specialty areas, the American Counseling Association code of ethics and ethical decision making modes. In addition, students will learn about professional organizations, certification and licensure. Professional liability risk management and managed care service environments will be discussed.

**Semester Hours: 3**

#### CMHC 510: Counseling and Psychotherapy Techniques

This experiential course is designed for students to learn and practice counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Self-exploration, giving and receiving corrective feedback and counselor self-development will also be addressed.

**Semester Hours: 3**

#### CMHC 515: Psychopathology

This course will include the diagnostic process, differential diagnosis and the use of current diagnostic classification systems including the Diagnostic and Statistical manual of mental Disorders (DSM), the International Classification of Diseases (ICD) and the Diagnostic Manual Intellectual Disability (DM-ID). Offers an intensive investigation of current thinking regarding the etiology and development of aberrant behavior; theory in the light of experimental findings and clinical applications.

**Semester Hours: 3**

#### CMHC 520: Counseling Theories

This course provides an in-depth review of theory, evidence based practices, and research associated with theories of counseling and psychotherapy. Students will develop competency in a prescribed theoretical orientation to counseling and psychotherapy. It will also include a comprehensive review of factors that facilitate change in counseling with regard to a particular theoretical approach.

**Semester Hours: 3**

#### CMHC 525: Group Counseling

This is a didactic and experiential course that includes a focus on group dynamics and theories/techniques of group counseling. Students will learn therapeutic factors and how they contribute to group effectiveness. Students will participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. The experiential component facilitates understanding of one's own personality, biases and impact upon others in professional interactions. Legal and ethical issues relevant to group counseling are also examined.

**Semester Hours: 3**

#### CMHC 530: Multicultural Counseling

While embracing the values of Advocacy and Social Justice, this course will expose students to issues of race, ethnicity, socioeconomic-status, culture, gender, sexual orientation, physical/psychological ability, religion and age as they relate to the counselor, client and counseling process. Throughout the course, the concept of culture will be used as an overarching term inclusive of the above categories. The course will also review how the mental health delivery system is based on Eurocentric traditions that often disenfranchise cultural minorities. Culturally sensitive counseling and advocacy strategies will be introduced to provide students with a conceptual and practical framework for working with clients in a respectful way.

**Semester Hours: 3**

**CMHC 535: Diagnosis and Treatment of Addictive Disorders**

This course will focus on theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment. In addition, students will learn strategies to assess substance use, understand continuum of care and case management skills. The recovery process, relapse prevention models and substance abuse counseling treatment approaches will also be introduced.

**Semester Hours: 3**

**CMHC 540: Career Counseling**

Career counseling is a cornerstone of the counseling profession and forms the historical basis of the profession's emphasis on normal development, decision-making, and assessment. Career theories, techniques for fostering career awareness and assessment instruments used in career counseling are reviewed. The interrelationships among work, family and other life roles including multicultural and gender issues will be addressed.

**Semester Hours: 3**

**CMHC 545: Human Growth and Development**

This course will provide an overview of human development, with comprehensive coverage of all major developmental stages (prenatal period and infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood) focusing on both normal and abnormal physical, mental health and social development. The change process, helping relationships, and strategies for facilitating development appropriate to various phases of the life span will be addressed. The course will also address legal, ethical, and multicultural issues related to human development and research.

**Semester Hours: 3**

**CMHC 550: Appraisal and Evaluation**

This course is an introduction to historical perspectives concerning the nature and meaning of assessment and testing in counseling. We will cover underlying psychometric issues having to do with tests and measurement. These issues include measurement design and instrumentation, scale construction, reliability, validity, and normative analysis. We will introduce psychological tests that are commonly used in counseling. Ethical and multicultural issues in testing will be a focus throughout the course, in addition to use of assessment results to diagnose developmental, behavioral, and mental disorders.

**Semester Hours: 3**

**CMHC 600: Practicum**

Students integrate theory and practice in the counseling profession through an off-campus practicum. In addition to the requirement of 100 hours of supervised clinical work in an approved counseling agency, students also attend class each week which consists of group supervision. During class the students also review relevant professional, ethical and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc.). Registration is by application.

**Semester Hours: 3**

**Prerequisites:**

CMHC 520

CMHC 525

CMHC 535

**CMHC 603: Research Methods: Quantitative and Qualitative**

This course is designed to facilitate development of specific research skills regarding the research question, the literature review, the research design, the methodology, and the reference section. This experience will prepare the student for understanding and evaluating available research, in addition to designing research projects.

**Semester Hours: 3**

**CMHC 625: Crisis Intervention and Trauma Counseling**

This course addresses the impact of crises, disasters, sexual assault and other trauma-causing events on individuals and communities, as well as the treatment of trauma related disorders. Trauma is examined through the impact on the brain regions, impact on memory, variations of emotional regulation and somatic responses. The course will also address operations of an emergency management system within clinical mental health agencies and in the community. Trauma informed treatment approaches and adverse childhood experiences (ACES) will be discussed. Attention is also given to vicarious traumatization and caring for the caregiver.

**Semester Hours: 3**

### CMHC 675: Grief Counseling

Regardless of the practice setting, counselors inevitably work with clients who are coping with loss. This course will address the relevant knowledge and skill base needed to provide intervention to individuals and families coping with a range of loss experiences including death, dying and bereavement. Students are presumed to have a knowledge base in human development, various models of personality and human behavior theory, systems theory and multicultural counseling. Students will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. A number of contemporary practice models (including Worden's framework for grief therapy) will be presented. The assessment of complicated grief reactions and counselor's roles and tasks in facilitating the grief process will be a focus.

**Semester Hours:** 3

**Prerequisites:**

CMHC 520  
CMHC 545

### CMHC 676: Couples and Family Counseling

This course is designed to provide students with an introduction to conducting couples and family therapy. The primary objective of the class is to assist the beginning clinician in translating theories into action. At the completion of this course the student should be able to: formulate hypotheses about couples and family structure and process, develop goals for couples and family therapy, identify problematic patterns of interaction and communication in families and couples, design and practice therapeutic interventions, and respond with cultural humility. Particular emphasis will be placed on communication issues, betrayal, domestic violence and substance abuse.

**Semester Hours:** 3

### CMHC 690: Clinical Supervision

This course will provide students with theoretical and practical knowledge of clinical supervision models and methods. This course will explore supervisory roles, evaluation methods, research, legal and ethical issues and sociocultural issues in supervision. Supervision sessions will involve direct observation and/or recording and feedback on development of supervision competencies. The content areas required for the Approved Clinical Supervisor (ACS) credential are included in this course.

**Semester Hours:** 3

### CMHC 695: Internship

Designed to provide students intensive experience where they can integrate their academic learning during clinical experience. In addition to the requirement of 300 hours of supervised clinical work in an approved counseling agency, they also attend class each week. The weekly class consists of group supervision and a review of relevant professional, ethical and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc.). May be repeated for credit.

**Semester Hours:** 3

**Prerequisites:**

CMHC 600

CMHC ELEC: Clinical Mental Health Counseling Elective

**Semester Hours:** 3

## Community and Organizational Leadership

### Program Director

Scott Sikes

### Tracks

Master of Arts in Community and Organizational Leadership

#### MCOL 501: Organizational Leadership

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

**Semester Hours:** 3

#### MCOL 502: Budgeting & Finance Management For Community Organizations

Introduction and overview of processes of fiscal leadership for community organizations. Questions of public finance and reporting.

**Semester Hours:** 3

#### MCOL 504: Topics in Economics

Selected topics in economics chosen by the department in response to program need.

**Semester Hours:** 3

#### MCOL 505: Topics in Geography

Selected topics in geography chosen by the department in response to program need.

**Semester Hours:** 3

**MCOL 506: Topics in Civic Innovation**

Selected topics in public policy and community service chosen by the department in response to program need.

**Semester Hours: 3**

**MCOL 507: Topics in Sociology**

Selected topics in sociology chosen by the department in response to program need.

**Semester Hours: 3**

**MCOL 510: Human Resources**

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.

**Semester Hours: 3**

**MCOL 511: Research Methods**

Quantitative and qualitative approaches to organizing, analyzing and interpreting data.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**MCOL 513: Grant Development & 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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**MCOL 518: Strategic Plan & 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.

**Semester Hours: 3**

**MCOL 520: Public Policy, Advocacy & 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.

**Semester Hours: 3**

**MCOL 530: Introduction to Nonprofit Organization**

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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**



#### MCOL 542: Financing & Delivery of Health Services

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.

**Semester Hours:** 3

#### MCOL 545: Leadership for Health Service 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.

**Semester Hours:** 3

#### MCOL 600: Capston 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.

**Semester Hours:** 6

## Education

### Professors

Sandra Frederick, Chair

Mark Hainsworth, Director of Neff Center

Charity Hensley

Janie Hull, visiting professor

Susan Kilby, Adjunct

Toni Lawson, Adjunct

Doug Arnold, Adjunct

Elaine Daniels, Adjunct

Connie Phillips, Adjunct

Lisa McCoy, Adjunct

Dennis Carter, Adjunct

Students seeking licensure to teach in elementary or middle school complete a B.A. degree in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences. Students seeking licensure to teach at the secondary level should select the appropriate bachelor's degree track in the major they wish to pursue. Requirements in Professional Studies constitute the contextual and support area for teacher preparation students. For details about each program, consult the faculty advisors in the Neff Center for Teacher Education.

Teacher preparation programs at Emory & Henry are based on the conviction that a broad liberal arts background, a strong program of study in an academic discipline, and a rigorous but minimal set of professional experiences constitute the proper undergraduate education for a teacher.

The Department of Education is a component of the William N. Neff Center for Teacher Education. The center and the department work with academic departments of the college to provide programs leading to licensure at the elementary, middle school and secondary school levels.

Students interested in teaching licensure must:

- Contact the Director of the Neff Center to indicate interest.
- Complete and file with the Registrar the appropriate form indicating their area of interest for teacher preparation.
- Verify each semester's schedule with an advisor in the Education Department, since graduation and licensure requirements are not always the same.
- Meet all degree and licensure requirements.
- Complete student teaching successfully. Completion does not guarantee recommendation for licensure. Apply through the Neff Center for Virginia teaching licensure.

**Admissions Requirements:** A GPA of 2.5 overall and 2.75 in the major, successful program interview, passing scores on the Praxis I Math subtest or Virginia Department Of Education approved alternatives, Virginia Communication and Literacy Assessment, Reading for Virginia Educators (required for PK-3, PK-6 and Special Education - General Curriculum K-12 only) and the appropriate Praxis II subject area assessment are required for admission into Emory & Henry Teacher Preparation Programs.

**Required Assessments:** Students interested in teacher preparation must take the Praxis I Math subtest and the Virginia Communication and Literacy Assessment (VCLA) during the same semester in which they take EDUC 114. Reading for Virginia

Educators must be taken at the end of the semester in which students take EDUC 410/549E. The Praxis II subject area test should be taken after all course requirements in the student's major are completed.

Students are responsible for all testing fees.

For detailed information on admission and retention procedures and course requirements, consult the Neff Center for Teacher Education. Emory & Henry's teacher preparation programs are accredited by the Teacher Education Accreditation Council nationally and by the Commonwealth of Virginia, meet standards of the National Association of State Directors of Teacher Education and Certification, and qualify for interstate acceptance under the terms of the Interstate Licensure Contracts.

The college provides **approved programs** in these areas:

(1) elementary (PK-3, PK-6), elementary and middle school (PK-6, 6-8), all centered around a major in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences; (2) secondary licensure in the following subjects for grades indicated:

Art PK-12  
Biology 6-12  
Business Education 6-12  
Chemistry 6-12  
Earth Science 6-12  
English, English and Journalism, English and Theatre, English and Speech 6-12 French PK-12  
Geography 6-12  
History and Social Sciences 6-12  
Mathematics 6-12  
Music - Choral/Vocal PK-12  
Music - Instrumental PK-12  
Physical Education PK-12  
Physics 6-12  
Spanish PK-12

Courses are also available for add-on endorsements in other areas, including driver education and English as a Second Language. Students interested in teaching but not enrolled in an approved program should consult the Director of the Neff Center for Teacher Education.

## VIRGINIA LICENSURE REQUIREMENTS

The requirements of all Emory & Henry College Virginia-approved teacher education programs meet or exceed the Virginia licensure requirements which were in effect at the time the programs were approved. From time to time, the Virginia Board of Education and/or the Virginia General Assembly make substantive changes in these requirements and set deadlines for their

implementation. Students enrolled in Emory & Henry College teacher preparation programs will be required to meet the current standards for licensure, even if these requirements are not reflected in the college catalog under which the student entered.

## Common licensure requirements for interdisciplinary programs

Licensure options share many common objectives and course requirements. Academic work is centered around a major in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences. To complete all requirements in four years, a student should choose core courses carefully, selecting those that meet both core requirements and teacher preparation requirements. It is also important to pay particular attention to sequential courses and courses that are taught only in fall semesters or only in spring semesters.

All students interested in teacher preparation should register with the Neff Center for Teacher Education during the first year or sophomore year in addition to the relevant academic department.

### EDUC 310: Teach Read & the Language Arts

Introduction to the reading process; exploration of how meaning is constructed in relation to written texts, and the teacher's role in helping elementary and middle school students including those with cultural, linguistic, and other learning differences learn this developmental process. Comprehension, skill acquisition, and assessment; explanation of how to provide students with integrated language arts instruction that includes a strong systematic, explicit phonics component; Virginia Standards of Learning.

**Semester Hours:** 3

**Prerequisites:**  
junior status.

### EDUC 410: Practicum: Reading Problems

Techniques in evaluation of reading process, difficulties encountered by children in reading-learning process, and diagnostic techniques used by the classroom teacher. Individualized instruction; pragmatic corrective measures.

**Semester Hours:** 3

**Prerequisites:**  
C- or higher in 310.

**EDUC 449: Reading & Writing 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.

**Semester Hours: 3****Prerequisites:**

senior status or permission of department.

**EDUC 501: Practicum in Education**

Classroom and approximately one hundred hours field-based experience.

**Semester Hours: 3****Prerequisites:**

permission of instructor and Education Department.

**EDUC 501B: Practicum in Interv - Disabili**

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.

**Semester Hours: 3****Prerequisites:**

permission of instructor and Education Department.

**EDUC 505: Contemporary Issues & Problems Edu**

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.

Students engage in 6 hours of community service and observation at a designated elementary school preschool program. Prerequisite: Students enrolled in the course must have taken EDUC 114, be enrolled in EDUC 114 the same semester, or instructor approval.

**Semester Hours: 3****EDUC 509: Action Research Practicum**

Design of an action research project within a school setting that includes children of differing abilities. Practical, problem-based, and professional development criteria; curricular changes and teaching and learning strategies.

**Semester Hours: 4****EDUC 518: Supervision of Instruction**

Introduction to supervision, emphasizing skills for a supervisor to perform effectively in a leadership position. Special attention to developing skill in human relations, group processes, and personnel administration and evaluation, particularly in reading/language arts programs.

**Semester Hours: -1****Prerequisites:**

permission of instructor.

**EDUC 520: Seminar Teach-Elem & Middle**

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.

**Semester Hours: 2****EDUC 521: Supervised Teach - Elem & Midd**

Supervised teaching fee. Ten semester hours.

**Semester Hours: 10****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.

**Semester Hours: 3****EDUC 530: Curr & Inst in Soc Sci in Elem/Middle**

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.

**Semester Hours: 3****EDUC 540: Seminar: Teaching in Sec. School (9-12)**

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.

**Semester Hours: 2****EDUC 541: Supervised Teach - 2nd School**

Supervised teaching fee. Ten semester hours.

**Semester Hours: 10**

**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 dis/Abilities. Legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with and without dis/Abilities. Virginia Standards of Learning and the organization of schools.

**Semester Hours: 3**

**EDUC 549E: Prac Diag & Rem Read 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.

**Semester Hours: 3**

**Prerequisites:**

310 and senior status.

**EDUC 549S: Reading Writing Instruct. in Cont. 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.

**Semester Hours: 3**

**EDUC 550: Curric & Instruction in Second**

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.

**Semester Hours: 3**

**EDUC 560: Sem: Teach K-12 Spec 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.

**Semester Hours: 2**

**EDUC 561: Student Teach-K-12 Sp Educ**

Supervised teaching fee. Ten semester hours.

**Semester Hours: 10**

**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 dis/Abilities, 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.

**Semester Hours: 3**

**Prerequisites:**

Education 305 or 505.

**EDUC 600: Graduate Seminar**

Selected content, pedagogy, movements, or issues in the K-12 curriculum.

**Semester Hours: 4**

**Prerequisites:**

graduate status and permission of instructor.

**EDUC 601: Independent Study**

Advanced independent research in a special area of education.

**Semester Hours: 4**

**Prerequisites:**

permission of the Director of the M.

**SPED 402: Curr Des & Inst in Sp Educ**

Understanding and application of service delivery, curriculum, and instruction of students with high incidence dis/Abilities. Theories, characteristics, etiology, and needs of students with specific learning dis/Abilities, students with emotional disturbance, multiple dis/Abilities, OHI, and students with mental retardation. Application in the classroom setting.

**Semester Hours: 3**

**Prerequisites:**

370 or 570.

**SPED 403: Asmt & Coll in Sp & Incl Educ**

Understanding of the assessment and evaluation of students with dis/Abilities. 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.

**Semester Hours: 3**

**Prerequisites:**

370 or 570.

#### SPED 422: Managing 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 and labels of ADD/ADHD or emotional disturbance.

**Semester Hours:** 3

**Prerequisites:**

305 or 505, and 370 or 570.

#### SPED 502: Curr Design & Inst in Spec Edu

Understanding and application of service delivery, curriculum, and instruction of students with high incidence dis/Abilities. Theories, characteristics, etiology, and needs of students with specific learning dis/Abilities, students with emotional disturbance, multiple dis/Abilities, 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.

**Semester Hours:** 3

**Prerequisites:**

370 or 570.

#### SPED 503: Asmt & Coll in Sp & Inclu Educ

Understanding of the assessment and evaluation of students with dis/Abilities. 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.

**Semester Hours:** 3

**Prerequisites:**

370 or 570.

#### SPED 522: Managing 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.

**Semester Hours:** 3

**Prerequisites:**

305 or 505, and 370 or 570.

## English

### Professors

Scott Boltwood, Chair

Nicole Drewitz-Crockett

Mary Ellis Rice

Jennifer Krause

#### ENGL 540: Chldrn Lit:criticism,research & App

Survey of classical to contemporary children's literature. Attention to criticism of children's literature and research about its teaching.

**Semester Hours:** 3

#### ENGL 545: Young Adult Lit:criticism,rese&appl

Survey of classical to contemporary young adult literature. Attention to criticism of young adult literature and research about its teaching.

**Semester Hours:** 3

#### ENGL 550: Topics in British Literature

Major works of British literature studied in the context of contemporary critical trends, with attention to innovative teaching strategies.

**Semester Hours:** 3

#### ENGL 555: Topics World Lit & Comparative Cultures

Major works of world literature studied in the context of contemporary critical trends, with attention to innovative teaching strategies.

**Semester Hours:** 3

#### ENGL 560: Topics in American Literature

In-depth coverage of a specific period or region (e.g., the American Renaissance, Literary Modernism, Southern Writing, Appalachian Literature).

**Semester Hours:** 3

#### ENGL 565: Literature and Culture

Major texts of African American, Native American, Asian American, and Hispanic writers, examined in historical and literary contexts.

**Semester Hours:** 3

#### ENGL 570: Literary Genres

A theoretical and critical introduction to the literary genres of poetry, prose fiction, prose, and drama, with selected readings of each.

**Semester Hours:** 3

#### ENGL 575: Creative Writing

Development and sharing of advanced projects in fiction, poetry, and drama, along with readings of contemporary writers.

**Semester Hours:** 3

#### ENGL 580: Creative Dramatics

Techniques for using drama in the classroom, as well as formalized production techniques. Children's theater, improvisation, storytelling, and dramatization of literature.

**Semester Hours:** 3

#### ENGL 585: Advanced Speech

Confident speaking, explanation, and direction giving. Introducing theater in the classroom through reports, discussion, and debate. Dialect, pronunciation, and pathology.

**Semester Hours:** 3

#### ENGL 600: Graduate Seminar

Intensive study of selected literary and/or rhetorical topics. Particular writers, movements, issues, or periods within any area of the English curriculum or canon.

**Semester Hours:** 4

#### ENGL 601: Independent Study

Advanced independent research in a special area of literature and criticism, or a creative writing project.

**Semester Hours:** 4

#### **Prerequisites:**

permission of the Director of the M.

## History

## Professors

Thomas J. Little, Chair

Matthew Shannon

Jack Wells

#### HIST 502: Colonial & 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.

**Semester Hours:** 3

#### 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.

**Semester Hours:** 3

#### 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.

**Semester Hours:** 3

#### HIST 507: Civil War & 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.

**Semester Hours:** 3

#### HIST 516: History & Geography of Virginia & 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.

**Semester Hours:** 3

#### 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.

**Semester Hours:** 3

#### 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.

**Semester Hours:** 3

**HIST 520: Industrialization & 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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**HIST 539: Europe in 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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**HIST 552: Latin America**

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

**Semester Hours: 3**

**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.

**Semester Hours: 3**

## Mathematics

### Professors

Christina C. Carroll, Chair

Crystal Hall

John Iskra

Xiaoxue Li

**MATH 99: Fundamental Algebra**

Review of properties, and operations on real numbers, fractions, decimals and a clear demonstration of proficiency using percents and percentages, introduction to variable expressions and equations, simplifying expressions, solving linear equations and inequalities, graphing linear equations and inequalities, solving systems of equations graphically and by substitution, exponents, and operations on polynomials. Placement into 099 is determined by an algorithm based on SAT (or equivalent ACT) math scores and high school GPA. This course does not fulfill mathematics requirements. A student in Mathematics 099 must earn a grade of at least C- in order to take Mathematics 121. The course counts as three semester hours toward financial aid and eligibility standards but does not count as credit earned toward graduation or enter into a student's GPA.

**Semester Hours: 3**

## Occupational Therapy

### Professors

John Jackson, Chair

Amanda Blevins

Whitney Ennis

Amy Evans

Teri Gilley

Angelika Pine

Lynne Umbarger

Lindsey Williams

Stephanie Williams

The Master of Occupational Therapy (MOT) Program will close and is transitioning to an entry level Doctorate of Occupational Therapy Program (OTD) with a start date of fall 2020. The last cohort in the MOT program is expected to graduate in December 2021.

The Doctorate of Occupational Therapy (OTD) Program will be offered on the Emory & Henry College School of Health Sciences Campus in Marion. The OTD program is a 36-month program, consisting of nine consecutive semesters, including two 12-week clinical fieldworks and one 14-week experiential experience.

### **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 Occupational Therapy Program is to graduate competent entry-level occupational therapists that are occupation-centered and possess leadership skills, 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 OTCAS ETS #7409.
- Completion of CPR for Healthcare Professionals certification, immunizations, and background check 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
- Medical Terminology 1-3 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 OTD 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. Based on the admission rubric the Admissions Committee will select applicants for an admission interview. Additional points are scored for Emory & Henry College graduates, current residents of Southwest Virginia (as defined by Virginia Health Workforce Development Authority), and Northeast Tennessee (as defined by the program - Sullivan County, Washington County, Johnson County, Carter County, Unicoi County, Greene County, Hawkins County and Hancock County). A bachelor's degree can be in progress but must be completed prior to enrollment of the program. CPR for professionals, all immunizations must be current, and background check must be completed prior to enrollment in the program. At time of enrollment, each student must sign a Technical Standards/Essential Functions form.

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

### **Early Decision (Non-Binding) Information**

The early decision application deadline is September 1, 2021. Applicants must submit all required documents in OTCAS by the deadline including the OTCAS application, official transcripts, three references, GRE scores and application additional questions with essay response. Supplemental fee must be paid by deadline. Applicants are required to have an overall and prerequisite GPA of 3.5 or higher in order to be considered for early decision. Applicants may be offered early admission, denied admission, or deferred to regular applicant status. Interviews will be conducted in September. Admission decisions on early decision applicants will be made by October 2021. The early decision program is a non-binding option.



### **Academic policies/Requirements for Promotion and Graduation**

Attaining the OTD degree requires the successful completion of all didactic courses, clinical fieldworks, and a capstone experience and project as sequenced into nine consecutive semesters. The two full-time clinical fieldworks and one capstone experience are completed at off-campus sites, and students are responsible for all travel and living expenses during the fieldworks and capstone experience. Satisfactory progress through the Program requires a GPA of B (3.00) each semester. The minimum passing grade for each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00). Level two fieldworks and the capstone experience must be completed within a 24-month period of time after the completion of the didactic portion of the program.

### **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, 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 College.

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 this program must meet the minimal standard requirements for acceptance into 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 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.

### **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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web

address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The entry-level occupational therapy doctoral degree program has Candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). 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.

Candidacy status does not guarantee Accreditation by ACOTE.

### **OTD 700: Human Anatomy I**

This course will cover normal human gross anatomy with emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary and integumentary systems across the lifespan. Other anatomical systems will be covered briefly, especially as they relate to the function of the four 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 you will have an understanding of how structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction. Student domain of learning used: Sciences/ Knowledge.

**Semester Hours: 3**

#### OTD 701: Human Anatomy II

This course will cover normal human gross anatomy with emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary and integumentary systems across the lifespan. Other anatomical systems will be covered briefly, especially as they relate to the function of the four emphasized systems. This course is designed to accompany OT700, helping students establish a foundational understanding of the neuromusculoskeletal systems of the human body, through cadaver dissection, 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 you will have an understanding of how structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction. Student domain of learning used: Sciences/Knowledge. Six lab hours.

**Semester Hours: 2**

#### OTD 702: 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. This course emphasizes movement and function of the upper extremities, axial skeleton, and lower extremities. 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.

**Semester Hours: 3**

#### OTD 703: Applied Neuroscience

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.

**Semester Hours: 4**

#### OTD 710: Foundations in OT

This course provides an introduction to history and philosophy and key terminology used in the profession including OT Framework, role and meaning of occupation, occupational science, ethics, documentation and task/activity analysis. Student domain of learning used: Sciences/Knowledge.

**Semester Hours: 3**

#### OTD 711: 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.

**Semester Hours: 3**

#### OTD 712: 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.

**Semester Hours: 3**

#### OTD 713: Modalities and Practice Techniques

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, deep thermal/ electrotherapeutic modalities, basics in splinting, taping procedures, massage, joint mobilization and other manual therapy techniques. Students will be required to complete competencies (skills assessment) for proper and safe use of the modalities. Student domains of learning used: Sciences/Knowledge; Assessment/ Intervention Skills and Clinical/Professional Applications. Three lecture or lab hours.

**Semester Hours: 3**

#### OTD 721: Clinical Reasoning I

This course uses case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomic factors, theoretical concepts, assessments and screens and development of occupation-based intervention plans in the practice areas of pediatrics, introductory neuroscience, mental health. Course will include introductory training to an online electronic medical record and documentation system. Course will emphasize preparation for board examination in these areas including an annual competency and exam. Student domains of learning used: Assessment/ Intervention Skills and Clinical/Professional Application.

**Semester Hours: 3**

**OTD 741: 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. Students will be required to complete IRB training. Student domains of learning used: Sciences/Knowledge and Clinical/Professional Application.

**Semester Hours: 2**

**OTD 742: 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. Student domain of learning used: Clinical/Professional Application.

**Semester Hours: 2**

**OTD 743: Research Project I**

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.

**Semester Hours: 2**

**OTD 744: Research Project II**

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.

**Semester Hours: 2**

**OTD 751: 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.

**Semester Hours: 3**

**OTD 752: 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.

**Semester Hours: 3**

**OTD 753: 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.

**Semester Hours: 3**

**OTD 781: Fieldwork 1:1**

This course provides fieldwork education that focuses on the application of evaluation, intervention and consultation working with pediatrics and 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 12 hours a week in a clinic, hospital, or community-based setting. Student domain of learning used: Clinic/Fieldwork Education.

**Semester Hours: 2**

**OTD 782: Fieldwork 1:2**

This course provides fieldwork education in a variety of settings where students apply clinical and professional reasoning in safely selecting and implementing assessments and interventions to meet the occupational needs of clients. Fieldwork experiences may include supervision by clinical educator in a practice setting, faculty practice, simulation lab with standardized patients, or faculty-led site visits. Students will spend an average of 30-40 hours per semester engaging in fieldwork 1:2 experiences. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education.

**Semester Hours: 2**

**OTD 783: Fieldwork 1:3**

This course provides fieldwork education in an adult 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 80 hours in a clinic, hospital, or other OT setting supervised by a clinical educator. Student domains of learning used: Assessment/ Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education.

**Semester Hours: 2**

**OTD 801: Advance 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. 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. Two lecture hours and three lab hours.

**Semester Hours: 3**

**OTD 803: 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; Occupational Therapy Process, Clinical/Professional Application and Clinic/Fieldwork Education.

**Semester Hours: 6**

**OTD 804: 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.

**Semester Hours: 6**

**OTD 810: Fieldwork and Board Prep**

This course includes final preparations for level two fieldworks as well as developing a study plan for the NBCOT board exam. Preparations for level two fieldworks include each student meeting all immunization and training requirements by fieldwork sites, review of fieldwork expectations, professional behavior expectations, and other requirements and expectations. Preparations for the NBCOT board exam includes reviewing content areas, content area quizzes, taking the OTKE board prep exam, and developing a specific study plan based on content quizzes and OTKE results. Student domains of learning used: Clinical/Professional Application and Clinic Fieldwork Education.

**Semester Hours: 2**

**OTD 811: 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, preparation for board exam, and current OT practice experience at fieldwork site. Student domains of learning used: Assessment/Intervention Skills and Clinic/Fieldwork Education.

**Semester Hours: 3**

**OTD 814: 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 a service learning component, an intraprofessional OT/OTA simulation activity and 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.

**Semester Hours: 2**

**OTD 815: Management and Organization Healthcare**

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. Student domains of learning used: Assessment/Intervention Skills, Clinical/ Professional Application and Clinic/Fieldwork Education.

**Semester Hours: 3**

**OTD 816: Program Evaluation and Development**

This course covers applying and analyzing quality indicators, outcome systems and measures, and program evaluation items in order to make programmatic decisions in a clinical, educational or other healthcare related settings. Includes plan care coordination, case management, and transition services topics. Course promotes leadership in ability to plan, develop, organize and market delivery of health services to include locating and writing a grant, licensure and credentialing, determining programmatic needs, identifying service delivery options, and formulation and management of staffing for effective service provision. Student domains of learning used: Clinical /Professional Application.

**Semester Hours: 3****OTD 822: Clinical Reasoning II**

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, neurological conditions, 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.

**Semester Hours: 3****OTD 823: Clinical Reasoning III**

This course will be provided in an online format with at least one two-day 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 preparation for national board exam preparation. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education.

**Semester Hours: 3****OTD 854: 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.

**Semester Hours: 4****OTD 855: 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.

**Semester Hours: 3****OTD 856: Advance Assessment Neurological Rehabili**

This course covers advanced assessment and intervention strategies for persons of all ages with various neurological conditions. Intervention strategies will include various handling techniques commonly used with neurological conditions. Common neurological conditions will include, but not be limited to, the following: Stroke; Brain Injury; Guillain Barre; Amyotrophic Lateral Sclerosis; Multiple Sclerosis; Parkinson's; Cerebral Palsy; Muscular Dystrophy; Dystonia; Epilepsy and Seizure Disorders; Spinal Cord Injury; and Spina Bifida. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention; and Clinical/Professional Application. Two lecture hours and three lab hours.

**Semester Hours: 3****OTD 857: 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.

**Semester Hours: 3****OTD 860: Special Topics**

This course covers specific content and skills as needed by the program and identified by the course director. Content and skills may include foundational knowledge and/or assessment and/or intervention skills in various areas of occupational therapy practice as needed. This course may include lecture and/or lab hours.

**Semester Hours: 1-6**

#### OTD 901: Capstone I

This course will include an exploration of topics and settings for a potential capstone experience and project in the areas of clinical practice, research skills, administration, leadership, education, and theory development. By the end of this course each student will select an area of interest and will be assigned a faculty mentor. Student domain of learning used: Clinical/Professional Application.

**Semester Hours: 2**

#### OTD 902: Capstone II

This course will include completion of a literature review and needs assessment based on the area of interest selected in Capstone 1 course. A potential site and supervisor for the capstone experience and project will be explored and identified. Each student will submit a draft proposal of a plan for the capstone experience and project that will be approved by the capstone coordinator and/or faculty mentor. Student domain of learning used: Clinical/Professional Application.

**Semester Hours: 2**

#### OTD 903: Capstone III

This course will include completion of a capstone experience and project proposal that includes the following: literature review; needs assessment; goals and objectives; project details; and an evaluation plan. Each student must receive approval for their plan from the capstone coordinator and/or faculty mentor. A memorandum of understanding must be completed and signed by the student, capstone experience site supervisor, capstone coordinator, and the faculty mentor. Student domain of learning used: Clinical/Professional Application.

**Semester Hours: 2**

#### OTD 904: Capstone Experience

This course will include completion of 14 weeks (560 hours) mentored experience at a site as approved in the capstone plan and memorandum of understanding agreement in Capstone 2 course. No more than 20% of the 560 hours can occur offsite from the approved mentor experience site.

**Semester Hours: 6**

#### OTD 905: Capstone Project

The capstone project will be completed at the mentored capstone experience site as approved in Capstone 3 course. The project will demonstrate synthesis and application of knowledge gained during the capstone mentored experience. Results of the project will be submitted in form of a paper and poster. Dissemination of the results will occur at a school event approved by the capstone coordinator. Student domain of learning used: Clinical/Professional Application.

**Semester Hours: 3**

## Physical Therapy

### Professors

Eric Coley, Chair

Kristi Angelopoulou

Dustin Barrett

Steven Bitticker

Julia Castleberry

John Graham

Glenn Irion

Ashlee Medley

Rose Pignataro

KC Savage

Beth Funkhouser

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

#### DPT 700: Human Gross Anatomy I

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.

**Semester Hours: 3**

**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.

**Semester Hours: 2**

**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.

**Semester Hours: 1**

**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.

**Semester Hours: 3**

**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 part of this course. Three lecture hours and one lab hour.

**Semester Hours: 4**

**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.

**Semester Hours: 3**

**DPT 711: Advanced 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. Two lecture hours and three lab hours.

**Semester Hours: 3**

**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.

**Semester Hours: 2**

**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.

**Semester Hours: 2**

**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.

**Semester Hours: 2**

**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.

**Semester Hours: 1**

**Lab Hours: 1**

**Lecture Hours: 1**

**DPT 721B: Patient Care Skills: Foundation 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.

**Semester Hours:** 1

**Lab Hours:** 1

**Lecture Hours:** 1

**DPT 722: Patient Care Skills: Tests & Measures**

Continuation of DPT 721 with further application of the patient management model, clinical documentation, and addition of specific tests and measures including goniometry and manual muscle testing. One lecture hour and one lab hour.

**Semester Hours:** 2

**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.

**Semester Hours:** 1

**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.

**Semester Hours:** 2

**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.

**Semester Hours:** 3

**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.

**Semester Hours:** 2

**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.

**Semester Hours:** 2

**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.

**Semester Hours:** 4

**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.

**Semester Hours:** 3

**DPT 760: Health Promotion and Wellness**

Study of fundamentals of health promotion and wellness in individuals and populations seen in physical therapy practice.

**Semester Hours:** 2



#### 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 problemsolving 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.

**Semester Hours: 1**

#### 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.

**Semester Hours: 2**

#### 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.

**Semester Hours: 2**

#### 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, interprofessional practice, shared decision-making, and patient/client/caregiver-provider communication.

**Semester Hours: 2**

#### 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.

**Semester Hours: 3**

#### 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.

**Semester Hours: 2**

#### 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.

**Semester Hours: 2**

#### 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.

**Semester Hours: 1**

#### 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.

**Semester Hours: 2**

**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.

**Semester Hours: 2**

**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.

**Semester Hours: 2**

**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 lumbar spine and pelvis. Two lecture hours and one lab hour.

**Semester Hours: 3**

**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 thoracic spine and the temporomandibular joint. Three lecture hours and one lab hour.

**Semester Hours: 4**

**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 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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**DPT 855: Pediatric Physical Therapy**

Application of the patient management model 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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**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.

**Semester Hours: 3**

**DPT 858: Management of Multisystem 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.

**Semester Hours: 3**

**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.

**Semester Hours: 2**

#### 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 the 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, 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.

**Semester Hours:** 2

#### 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.

**Semester Hours:** 2

#### DPT 863: Rural Health/Primary Care

This course will provide 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.

**Semester Hours:** 2

#### 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.

**Semester Hours:** 1

#### DPT 865: Intendent Study

Guided independent study of fundamental concepts, entry-level knowledge and skills required for successful completion of the Doctor of Physical Therapy degree and the National Physical Therapy Examination. Course objectives will be tailored to each individual student's specific needs based on strengths and opportunities identified through self-assessment, written examinations, projects, simulations, and practical examinations.

**Semester Hours:** 1-3

#### 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 problemsolving 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.

**Semester Hours:** 2

#### DPT 981: 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.

**Semester Hours:** 6

#### DPT 982: 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.

**Semester Hours:** 6

#### DPT 983: 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

**Semester Hours:** 6

## Physician Assistant Studies

### Professors

Christy McGhee, Chair

Anthony Clary

Phil Davis

Amanda Fleeno

Megan McReynolds

Shanna Pressley

Mike Nowak

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 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 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.

**MPAS 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.

**Semester Hours: 5**

**MPAS 503A: 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.

**Semester Hours: 2**

**MPAS 504A: 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.

**Semester Hours: 3**

**MPAS 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.

**Semester Hours: 3**

**MPAS 506: Pharmacology & Pharmacotherapy**

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.

**Semester Hours: 3**

#### MPAS 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.

**Semester Hours: 3**

#### MPAS 508: Pharmacology & Pharmacotherapy III

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.

**Semester Hours: 3**

#### MPAS 511: 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.  
**Semester Hours: 8**

#### MPAS 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.  
**Semester Hours: 8**

#### MPAS 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.  
**Semester Hours: 8**

**MPAS 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).

**Semester Hours: 3**

**MPAS 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).

**Semester Hours: 3**

**MPAS 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.

**Semester Hours: 3**

**MPAS 522: 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.

**Semester Hours: 3**

#### MPAS 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 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.

**Semester Hours: 3**

#### MPAS 530: PA Practice

PA practice 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 course also provides an introduction to malpractice and medical liability, legal issues and PA certification, licensing, credentialing and practice regulations.

**Semester Hours: 4**

#### MPAS 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.

**Semester Hours: 2**

#### MPAS 532: 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.

**Semester Hours: 2**

#### MPAS 540: Practice Based Learning and Improvement

Practice-Based Learning and Improvement is 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 and design, and the analysis and application of medical research. This course will serve as a foundational course enabling the PA student to conduct a systematic review on a relevant research practice topic. 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.

**Semester Hours: 4**

**MPAS 600A: Emergency Med/Adv Clinical/Surgical Proc**  
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.

**Semester Hours: 5**

**MPAS 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.

**Semester Hours: 4.5**

**MPAS 602: Emergency and Acute Care 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 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.

**Semester Hours: 4.5**

**MPAS 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.

**Semester Hours: 4.5**



#### MPAS 604: 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.

**Semester Hours:** 4.5

#### MPAS 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.

**Semester Hours:** 4.5

#### MPAS 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.

**Semester Hours:** 4.5

#### MPAS 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.

**Semester Hours:** 4.5

**MPAS 609: Selective 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.

**Semester Hours:** 4.5

**MPAS 621A: 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.

**Semester Hours:** 3

**MPAS 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.

**Semester Hours:** 3

**MPAS 650: Special Topics**

Selected topics in Physician Assistant Studies chosen by the department chair and instructor. May be re-taken for credit for different topics.

**Semester Hours:** 1-8