

**Emory & Henry University**  
**2024-2025 Graduate Catalog**



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# Graduate Academic Policies

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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, Doctor of Occupational Therapy, Master of Physician Assistant Studies, Master of Science in Clinical Mental Health Counseling, Master of Science in Addiction 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 University 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.

### Graduate Credit

Upon approval of the course instructor, undergraduate students with senior status and a minimum GPA of 3.0 may enroll in and receive undergraduate credit for 500-level graduate courses that have been approved for the Emory & Henry master's degree programs. If courses are used as part of the major, permission of the department chair is required. Emory & Henry students accepted into graduate programs as undergraduates may enroll in graduate coursework before beginning a master's program, but a minimum of 150 hours must be earned in order to receive a bachelor'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. Individual programs may have additional requirements.

## Graduate Student Status

In order to be considered a full-time graduate student at Emory & Henry University, a student must:

- 1) Be accepted and enrolled in good standing in a graduate degree program at E&H.
- 2) Be enrolled in at least six credit hours (or more) of graduate-level courses and show progress towards the graduate degree.
- 3) The student's schedule must be approved by the graduate program advisor.

## 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

## Grades and Grade Points for Graduate Studies (Health Sciences)

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

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W (Withdrawn)	No credit/no penalty

## Transfer Credit

For non-Health Science graduate programs, a student may transfer up to six hours of graduate credit from another accredited college or university or from one of the programs at Emory & Henry University. 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 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.

## 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 Registrar with signatures from the instructor and student (and Program Director and 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.

# 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 Dean of Health Sciences or designee (for Marion campus programs). Withdrawal forms are available from the Registrar (Emory or 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 Dean of 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 university 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, Marion campus, 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 Dean 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 Dean of Health Sciences two days before the start of the next semester's classes. Any student who has been gone from the College for at least one full semester must apply for readmission in order to return (see section on [Academic Standing](#)).

## Campus Safety

Emory & Henry offers "AlertAware", 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/campusafety/#/>). Students who would like a printed copy of the report may contact the Dean of Students Office.

## Inclement Weather

Emory & Henry University 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 (AlertAware) 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 by downloading the app on Google Play or the App Store.
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, AlertAware 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 Dean of 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 Dean of 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 university constitutes student permission to distribute information to advisors and university 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 Registrar (Emory or Marion campus). The form can be found on the MyHub portal or in the Registrar Office. (Note: If submitting a name change, supporting documentation must be attached to the form).

The law provides for the interchange of student records between faculty members and administrators within Emory & Henry as necessitated by the educational program, but it prohibits the University from releasing the records to persons outside the University, 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 University, 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 Registrar Office (Emory or Marion campus). Emory & Henry University 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 University 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 MyHub portal or Registrar Office (Emory or Marion campus). 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 offence 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—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 University 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 portal.

## **Academic Code**

Emory & Henry University, 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 University 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 University 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 University-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 University 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 University. Lying, stealing, cheating, and plagiarism violate the general principles of the University.

## Application of Conduct Expectations

#### *Citizenship*

University 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 University'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 University does not monitor social networking websites. However, the University 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 University 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 University 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 University 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 University 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 University uses eThink, a cloud-based security system. Backups of student accounts and work are performed daily.

Institutionally, University 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 University 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 University 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 Dean of 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 Financial Aid Office. For full details on the financial aid process, types of aid, etc., please refer to the Emory & Henry University 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 E&H Library functions as the heart of the University's academic program. The Library provides collections, services, and spaces to pursue excellence in confronting ideas, thinking critically about the human experience, and pursuing research. Library staff work with students and faculty to develop research skills and to provide a wide range of support services that enhance the teaching and learning experience.

The Library provides easy access to more than 530,000 items including books, ebooks, periodicals, government documents, and DVDs. E&H Library subscribes to approximately 420 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 University user from on or off campus.

On the Emory campus, the Frederick T. Kelly Library's facilities include collaborative study space, private study rooms, Kelly Computer Lab, McGowan Computer Classroom, and the Robert D. and Rachel K. Denham Poetry Collection. The Kelly Library is open 90 hours per week when the University is in session. Kelly Library also houses the college archives, rare book collections, the Hunt Room and its collections, and historical collections of note.

On the Marion campus, the School of Health Sciences Library and Learning Center facilities include group study rooms, quiet study space, health science-focused collections, and resources and technology for supporting research. The SHS Library is open and available to anyone with Marion campus access.

E&H Library is a member of the Holston Associated Libraries, Inc. (HAL), a consortium of two private colleges and two public library systems. The 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 that are not available in the Library, the materials may be requested online through ILLiad, the college's electronic interlibrary loan system.

Students and faculty have access to research assistance through online chat, text messaging, email, phone, and in-person. The professional librarians offer instructional programs, training sessions, and orientations, along with academic reference services, and individualized assistance.

## 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 University 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

### 2024-2025 Academic Calendar - School of Health Sciences

#### Fall 2024

OT/PT Orientation  
August 14, 2024

First Day of Classes  
August 19, 2024

Labor Day- No Classes  
September 2, 2024

Fall Break Friday- Campus Closed  
October 11, 2024

Thanksgiving Break  
December 1, 2024  
November 27 -

Last Day of Classes  
December 6, 2024

Final Exams  
December 12, 2024  
December 9 -

Final Grades Due  
December 16, 2024

Holiday Break- Campus Closed  
January 1, 2025  
December 16, 2024 -

#### Spring 2025

Marion Campus Opens for Spring Semester  
January 2, 2025

First Day of Classes  
January 6, 2025

MLK Day of Service- No Classes  
January 20, 2025

CMHC On Campus Intensive  
January 31, 2025  
January 27 -

Spring Break  
March 10-16, 2025

Spring Break Friday- Campus Closed  
March 14, 2025

Easter Holiday- Campus Closed  
April 18-20, 2025

Last Day of Classes  
April 25, 2025

Final Exams  
- May 1, 2025  
April 28

Final Grades Due  
May 5, 2025

#### Summer 2025

PA Boot Camp  
5 - May 9, 2025  
May

First Day of Classes  
May 12, 2025

Memorial Day- Campus Closed	May 26, 2025	
Juneteenth Holiday- Campus Closed	June 19, 2025	
Independence Day- Campus Closed	- July 6, 2025	July 4
Last Day of Classes	August 1, 2025	
Final Exams	August 8, 2025	August 4 -
Grades Due for Summer Graduates	August 7, 2025	
Commencement	August 9, 2025	
Final Grades Due	August 11, 2025	

## Campus Policies and Services

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### 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 University, 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 Emory or Marion 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 university 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.

## Expectations of Students

Emory & Henry University 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 university 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 university. 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 University 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 University 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 University 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 Dean of 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 2024-2025

Outlined below are costs and fees associated with graduate student enrollment at Emory & Henry College for the 2024-2025 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 – Emory Campus (per Credit Hour)	
Education (M.A.Ed. and M.Ed.)	\$365 per credit
Master of Business Administration (MBA)	\$24,300
Online Graduate Tuition (per Credit Hour)	
Reading Specialist (M.A. Ed.)	\$405 per credit
Graduate Tuition – Marion Campus	
Master of Clinical Mental Health Counseling	\$530 per credit

2024 cohort \$5,830.00 per semester, Year 1: \$17,490/Year 2: \$14,310	
<i>Doctor of Physical Therapy (DPT).</i>	
2024 cohort \$12,632 per semester, Year 1: \$37,896/Year 2: \$37,896/Year 3: \$37,896	
<i>Doctor of Occupational Therapy (OTD)</i>	
2024 cohort \$9,866 per semester, Year 1: \$29,598/Year 2: \$29,598/Year 3: 29,598	
<i>Master of Physician Assistant Studies (MPAS)</i>	
2024 cohort \$13,432 per semester; Year 1: \$40,296/Year 2: \$40,296	
<b>Fees for 2024-2025 Health Science Graduate Cohorts</b>	
Technology Fee (\$180 per semester)	\$540 per year
Activity Fee (\$100 per semester)	\$300 per year
<b>General Fees</b>	
Graduation (final semester of program)	\$200
Auto registration (\$50 per semester)	\$150 per year
Student Accident Insurance (once per year)	\$30
Timelycare-Telehealth For Students (\$33 per semester)	\$99 per year
<b>Course Program Fees</b>	
Supervised teaching (all teacher preparation programs)	\$600
Education practicum	\$400
Anatomy Lab Fee (paid during the student's first semester)	\$200
<b>Late Fees and Replacement Charges</b>	
Late payment fee	\$10 per month
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 through MyHub portal 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 through MyHub portal. Accounts will be adjusted upon receipt of the waiver, 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 Registrar's 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 University 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 University 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 University

The university 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 (Emory campus) or designee or Dean of Health Sciences (Marion campus) 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**.

Student Account Adjustments for University Withdrawals During the Regular Academic Year	
Before the first class	100% (less advance deposits)
Before end of first week of class	90% adjustment to tuition and meals
Before end of second week of class	75% adjustment to tuition and meals
Before end of third week of class	50% adjustment to tuition and meals
Before end of fourth week of class	25% adjustment to tuition and meals
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 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 Business Office. A refund will automatically be issued for an account with a credit balance unless the student (or parent for a PLUS loan) signs an Account Authorization Form which authorizes the university 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](http://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

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### The Graduate Faculty

**A. Louise Fincher**

2014. Interim President for the University. Professor of Athletic Training. B.S., Stephen F. Austin State University; M.S., Indiana State University; Ed.D., University of Alabama.

**John W. Wells**

2017. Chancellor of the University. 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.

**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.

**Amanda Bird-Blevins**

2020. Clinical Assistant Professor of Occupational Therapy.

**Emily Bodfish**

2024. Physician Assistant Studies. B.S. Emory & Henry College; MPAS Emory & Henry College

**Will Bodfish**

2022. Physical Therapy. B.A. Emory & Henry College; DPT Emory & Henry College

**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.

**Amy Burns**

PRC

**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.

**Hannah Caudill**

2023. Professor of Occupational Therapy. B.A., Emory & Henry College, Doctorate of OTD, Murphy Deming College of Health Sciences at Mary Baldwin University.

**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. Department Chair and Program Director, Department of Physician Assistant Studies. B.S., George Washington University; MPAS, University of Nebraska; Orthopaedic Fellowship, U.S. Air Force.

**Whitney Ennis**

2019. Professor of Occupational Therapy. B.S. Health and

Science Studies, Quinnipiac University; M.S. Occupational Therapy, Quinnipiac University, OTD, Thomas Jefferson University.

**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.

**Chase Edwards**

2022. Professor of Physical Therapy. B.S. Athletic Training, Emory & Henry College; M.A. Exercise Physiology & Human Performance, East Tennessee State University; DPT, Emory & Henry College.

**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.

**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 Institute and State University.

**William Handy, MD,**

Clinical Professor and Medical Director of Physician Assistant Studies

**Amy Hopkins Mason**

PRC

**John Jackson**

2015. Department Chair and Program Director, Occupational Therapy. B.S., Medical College of Georgia; M.A., Texas Woman's University; Ed.D., Texas Tech University.

**Blake Justice**

2022. Interim Dean, School of Health Sciences. B.S., Appalachian State University; M.S., Appalachian State University; Ph.D., University of Pittsburgh.

**Misty Justuh**

Professor of Physician Assistant Studies

**Victoria Koger**

2023. Library. B.A., Lynchburg College; MLIS, The Florida State University.

**Thomas Little**

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

**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.

**Rose Pignataro**

2020. Associate Professor and Assistant Chair of Physical Therapy.

**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.

**Ed Ranzenbach**

2024. Director of Clinical Education, Assistant Clinical Professor of Physician Assistant Studies. Physician Associate, Stanford University Medical Center; B.A., SUNY Excelsior College; MPAS, University of Nebraska Medical Center; DMSc, University of Lynchburg.

**Stephanie Rutledge**

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

**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.

**Matt Tirrell**

2023. Associate Professor of Clinical Mental Health Counseling. B.A., Rutgers University. M.S., Monmouth University; ABD/Doctoral Candidate, Montclair State University.

**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.

**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

## Business Administration

### Professors

Marcellina Hamilton, Chair/Dean of the School of Business

Deborah Spencer

A. Denise Stanley

### Master of Business Administration

Degree Type  
Master's Degree

#### Program Mission

Emory & Henry's programs are mission-driven and civically oriented. In order to build powerful communities of purpose, a shared passion to see communities advance and thrive via collaboration and dedication to groups and cohorts is integral to the future support network that students can expect, beyond graduation.

#### Program Goals

The MBA programs build on Emory & Henry's interdisciplinary approach that bridges management, liberal arts, civic leadership, business analytics, and business entrepreneurship. Participants will have a breadth of knowledge of a range of business concepts and problem-solving methods while possessing a depth of understanding of their selected challenge and specific method pathway.

The MBA has been identified with the goal to:

1. Provide students with a broad understanding of the business and societal landscape, including theories of economic growth, systems thinking, business development, and the role organizations and individuals play in a wider community.
2. Provide students with a cutting-edge, industry-relevant business and management education that equips them with the knowledge and skills needed to build and sustain businesses, organizations, and institutions in Southwest Virginia and beyond.
3. Provide an environment for students to develop lifelong habits for success that instill a strong sense of confidence in their abilities and in their capacity to shape their lives, organizations, and communities.

#### Requirement for Admission/Admission Policy

- Possession of a Bachelor's Degree or equivalent from an accredited institution.

- Completion of Emory & Henry MBA application (including a statement of interest and questions addressing short and long-term career goals).
- Completion of an Admissions Interview.
- Submission of a minimum of (2) professional letters of reference.
- Completion of Emory & Henry's MBA "Foundations" program or equivalent.
- Demonstrated career profession or vision, which supports the leadership and entrepreneurial potential of a candidate.
- Commitment to complete a 12-month MBA takes grit and discipline. Applicants should demonstrate commitment through thoughtful and polished application materials. Applicants to the program should invest considerable time to indicate the potential for hard work, time management, and commitment to learning.
- 1-3 years of work experience (as appropriate).

#### Academic Policies/Requirements for Promotion and Graduation

- 12 months online, with 18 days at Emory & Henry. The hybrid MBA program allows one to complete the MBA in less than a year with 18 days on Emory & Henry's campus at the new state-of-the-art facility, Carriger Hall.
- 200 hours of Leadership and Managerial Development courses with senior practitioners, CEOs, and Leadership experts.
- Three Phases of Learning - including an immersive session focused on team building and networking, a foundation building phase of core business courses, and a personalized pathway of electives.

### MBA

Item #	Title	Semester Hours
MBA 611	Managerial Leadership and Communication	2
MBA 621	Accounting for Leaders	3
MBA 631	Understanding Data & Decisions	2
MBA 622	Financial Management	3
MBA 632	Innovation in Operations	2
MBA 641	Economic and Strategic Thinking	2
MBA 651	Research Methods	1
MBA 653	Business & Society	2
MBA 654	Management Strategy	2
MBA 659	Core Capstone (Team)	3
MBA 661	Strategic Marketing	2
MBA 681	Innovation & Entrepreneurship	2
MBA 699	Personal Capstone	3

## Electives (Choose Three)

Item #	Title	Semester Hours
MBA 671	Entrepreneurial Finance	2
MBA 672	Entrepreneurship Through Acquisition	2
MBA 673	Adding Value Through Systems Thinking & Sustainability	2
MBA 674	Leadership in Multicultural Environments	2
MBA 675	Project Planning & Management	2
	<b>Total Credits</b>	<b>35</b>

# Clinical Mental Health Counseling

## Professors

Stephanie F. Hall, Department Chair

David Burkholder

Jessica Burkholder

Matt Tirrell, Program Chair

## Master of Science in Addiction Counseling

**Degree Type**

Master's Degree

### Year 1 Fall Semester

Item #	Title	Semester Hours
CMHC 500	Professional Counselor Identity and Ethics	3
CMHC 510	Counseling and Psychotherapy Techniques	3
CMHC 515	Psychopathology	3

### Year 1 Spring Semester

Item #	Title	Semester Hours
CMHC 520	Counseling Theories	3
CMHC 525	Group Counseling	3
CMHC 535	Diagnosis and Treatment of Addictive Disorders	3
CMHC 530	Multicultural Counseling	3

## Year 1 Summer Semester

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

## Year 2 Fall Semester

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

## Year 2 Spring Semester

Item #	Title	Semester Hours
CMHC 676	Couples and Family Counseling	3
CMHC 695	Internship	3
CMHC 680	Advanced Treatment of Substance use Disorders	3-3

## Year 2 Summer Semester

Item #	Title	Semester Hours
CMHC 685	Trauma Informed Addiction Treatment	3-3
CMHC 695	Internship	3
CMHC 690	Clinical Supervision	3
	<b>Total Credits</b>	<b>60</b>

## Master of Science in Clinical Mental Health Counseling

**Degree Type**

Master's Degree

The Master of Science in Clinical Mental Health counseling Program is offered on the Emory & Henry University 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.
- Two letters of recommendation from professionals.
- Statement of interest limited to two pages addressing short and long term career goals and fit 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.

### Fall Year 1

Item #	Title	Semester Hours
CMHC 500	Professional Counselor Identity and Ethics	3
CMHC 510	Counseling and Psychotherapy Techniques	3
CMHC 515	Psychopathology	3

### Spring Year 1

Item #	Title	Semester Hours
CMHC 520	Counseling Theories	3
CMHC 525	Group Counseling	3
CMHC 530	Multicultural 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
Total Credits		60

## Education

### Professors

Sandra Frederick, Chair

Mark Hainsworth, Director of M.Ed. Program

Charity Hensley

Janie Hull, visiting professor

Susan Kilby, 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 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 University 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 University 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

**Degree Type**  
Master's Degree

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

### Five-Year Program Bachelor's Degree and Master of Education Degree

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

Interested E&H undergraduate students should apply to enroll in the five-year teacher preparation program before taking EDUC 300 level and above courses. In addition, all other undergraduate program requirements must be completed. Students accepted into the Five-Year program should complete EDUC 505, EDUC 524, and either 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.): A 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 an undergraduate institution(s) with a minimum GPA of 3.0 overall and 3.0 in the major; submissions of a writing sample of high quality; review by an admissions committee; and a passing score on Praxis I Math (or exemption). 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 the required professional assessments they have completed.

Any undergraduate work required for Virginia Board of Education licensure will also 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 and Reading Praxis for Virginia Educator, 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.

## 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
	Total Credits	33

### EDUC 501 or 501B

**Elective Credits** 3.00

## Choose One

Item #	Title	Semester Hours
EDUC 501	Practicum in Education	3
EDUC 501B	Practicum in Interv - Disabili	3

## EDUC 549E or EDUC 549S

Elective Credits 3.00

## Choose One

Item #	Title	Semester Hours
EDUC 549E	Prac Diag & Rem Read Problems	3
EDUC 549S	Reading Writing Instruct. in Cont. Areas	3

## EDUC 520, 540, or 560

Elective Credits 2.00

## Choose One Seminar: Teaching

Item #	Title	Semester Hours
EDUC 520	Seminar Teach-Elem & Middle	2
EDUC 540	Seminar: Teaching in Sec. School (9-12)	2
EDUC 560	Sem: Teach K-12 Spec Classroom	2

## EDUC 530 or EDUC 550

Elective Credits 3.00

Item #	Title	Semester Hours
EDUC 530	Curr & Inst in Soc Sci in Elem/Middle	3
EDUC 550	Curric & Instruction in Second	3

## EDUC 521, 541, or 561

Elective Credits 10.00

## Choose One Supervised Teaching

Item #	Title	Semester Hours
EDUC 521	Supervised Teach - Elem & Midd	10
EDUC 541	Supervised Teach - 2nd School	10
EDUC 561	Student Teach-K-12 Sp Educ	10

## Professional Studies Master of Education with an add-on endorsement in Special Education

Degree Type  
Master's Degree

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.

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 549E	Prac Diag & Rem Read Problems	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
	Total Credits	48

## EDUC 410 or EDUC 549E

Elective Credits 3.00

Item #	Title	Semester Hours
EDUC 410	Practicum: Reading Problems	3
EDUC 549E	Prac Diag & Rem Read Problems	3

## EDUC 530 or EDUC 550

Elective Credits 3.00

Item #	Title	Semester Hours
EDUC 530	Curr & Inst in Soc Sci in Elem/ Middle	3
EDUC 550	Curric & Instruction in Second	3

## SPED 402 OR SPED 502

Elective Credits 3.00

Item #	Title	Semester Hours
SPED 402	Curr Des & Inst in Sp Educ	3
SPED 502	Curr Design & Inst in Spec Edu	3

## SPED 403 or SPED 503

Elective Credits 3.00

Item #	Title	Semester Hours
SPED 403	Asmt & Coll in Sp & Incl Educ	3
SPED 503	Asmt & Coll in Sp & Inclu Educ	3

## SPED 422 or SPED 522

Elective Credits 3.00

Item #	Title	Semester Hours
SPED 422	Managing Learning Environment	3
SPED 522	Managing Learning Environment	3

# History

## Professors

Thomas J. Little, Chair

Matthew Shannon

Jack Wells

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

Degree Type  
Master's Degree

**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.

## 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
	Total Credits	30

## HIST 517 or 519

Elective Credits 3.00

## Choose One

Item #	Title	Semester Hours
HIST 517	Modern American Studies	3
HIST 519	Pragmatism and Modern American Ideas	3

## HIST 536, 539 or 540

Elective Credits 3.00

## Choose One

Item #	Title	Semester Hours
HIST 536	World Wars	3
HIST 539	Europe in Postwar Era	3
HIST 540	History of England	3

# Occupational Therapy

## Professors

John Jackson, Chair  
 Amanda Blevins  
 Amy Evans  
 Teri Gilley  
 Lynne Umbarger  
 Stephanie Williams

## Doctorate in Occupational Therapy (OTD)

**Degree Type**  
 Doctor Degree

The Doctor of Occupational Therapy (OTD) Program is offered on the Emory & Henry University School of Health Sciences Campus in Marion. The OTD program is a 33-month program, consisting of eight consecutive semesters, including two 12-week clinical fieldworks and one 12-week experiential experience.

**Program Mission:** Emory & Henry University'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 setting 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 OTD 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) and 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.
- \*GRE is no longer required\*
- 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.
- 300-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	Credits
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 participates 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 April prior to the next fall start.

**Early Decision (Non-Binding) Information:** The early decision application deadline is September 1, of each year. Applicants must submit all required documents in OTCAS by the deadline including the OTCAS application, official transcripts, three references, 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 of each year. The early decision program is a non-binding option.

**Early Assurance Program (Non-Binding) Information:** The Department of Occupational Therapy Early Assurance Program (OTD-EAP) offers a select number of talented high school seniors and/or current E&H students a position in the Emory & Henry entry level Doctorate in Occupational Therapy (OTD) Program. This program offers selected undergraduate students a position in the graduate Doctorate of Occupational Therapy Program after completion of the OTD Program prerequisite course requirements and an undergraduate degree from Emory & Henry.

Initial Admission Criteria as a High School Senior

- General application to Emory & Henry
- High School GPA of 3.3 or greater computed by the Office of Admissions
- Complete the OTD Early Assurance Program Application for High School Seniors
- Interview for selected candidates

Admission Criteria as a Current Emory & Henry Student

- High School GPA of 3.3 as computed by the Office of Admissions if have not completed at least one semester at Emory & Henry

- Emory & Henry GPA of 3.0 or better as calculated by the Office of the Registrar
- 3.0 GPA in any Occupational Therapy Prerequisite courses (if any)
- Active involvement in Pre-Health Advisor
- Interview for selected candidates
- Complete the OTD Early Assurance Program Application for Current E&H Students

Continuing Requirements during the Emory & Henry Undergraduate Program

- Cumulative GPA of 3.0 (or last 60-hour cumulative GPA of 3.0 at the time of application to the OTD Program)
- Occupational Therapy prerequisite coursework GPA of 3.0
- Completion of a bachelor's degree at Emory & Henry including Anatomy & Physiology I and II being completed at Emory & Henry. Completing Kinesiology at Emory & Henry is highly recommended.
- Complete online OTCAS application during senior year
- 40 hours of observation across a variety of OT settings
- Active participation in campus life and civic engagement
- Participate in designated activities with the Health Sciences Campus students and faculty

**Selection Process**

Application materials are reviewed on a rolling basis until the cohort in full. The Committee will invite up to 25 students for an initial interview. The ten most highly ranked of those interviewed will be selected to participate in the program.

**Academic Policies/Requirements for Promotion and Graduation:**

Attending the OTD degree requires the successful completion of all didactic courses, clinical fieldwork, and one capstone experience and project as sequenced into eight consecutive semesters. The two full-time clinical fieldwork and one capstone experience are completed at off-campus sites, and students are responsible for all travel and living expenses during the fieldwork 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 fieldwork 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 this 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 an occupational therapy education program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Emory & Henry School of Health Sciences Entry-level Doctorate (OTD) Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). AOTA is located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. 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 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 Doctorate of Occupational Therapy (OTD) Program is approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

## 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	4

## 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	1

## Fall Year 2

Item #	Title	Semester Hours
OTD 743	Research Project I	2
OTD 782	Fieldwork 1:2	1
OTD 814	Professional Development	2
OTD 816	Program Evaluation and Development	2
OTD 854	OT Process in Adults/Older Adults	4
OTD 855	OT Process in Hand/UE Rehabilitation	3
OTD 901	Capstone I	3

## Spring Year 2

Item #	Title	Semester Hours
OTD 744	Research Project II	2
OTD 783	Fieldwork 1:3	1
OTD 815	Management and Organization Healthcare	3
OTD 857	OT Process in Community/Rural Health	3
OTD 902	Capstone II	3
OTD 801	Advance Practice Topics	3
OTD 822	Clinical Reasoning II	3

## Summer Year 2

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

## Fall Year 3

Item #	Title	Semester Hours
OTD 804	Fieldwork 2:2	6
OTD 812	Capstone and Board Prep	3

## Spring Year 3

Item #	Title	Semester Hours
OTD 904	Capstone Experience	6
OTD 905	Capstone Project	3
	Total Credits	104

# Physical Therapy

## Professors

Eric Coley, Chair

Kristi Angelopoulou

William Bodfish

Julia Castleberry

Chase Edwards

John Graham

Blake Justice

Ashlee Medley

Rose Pignataro

Kathleen Savage

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)

Degree Type  
Doctor Degree

The Doctor of Physical Therapy (DPT) Program is offered on the Emory & Henry University 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)
- 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.
- 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 University has a strong history and reputation for preparing students to be critical thinkers and to be civically engaged. Emory & Henry University 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	Credits
General Biology	8

Human Anatomy & Physiology*	8
Chemistry*	8
Physics*	8
Statistics or Biostatistics	3
Psychology	6
Social Sciences	3
Medical Terminology	1-3 credits or certificate
Kinesiology	Recommended

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 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.

### Fall Year 1

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

### 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	4
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	1
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
	Total Credits	118

# Physician Assistant Studies

## Professors

Phil Davis, Chair

Emily Bodfish

Amanda Fleenor

Misty Justus

Ed Ranzenbach

Megan McReynolds

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)

Degree Type

Master's Degree

**Program Mission:** To continue Emory & Henry University'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 lifelong 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 healthcare 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 the 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 Microbiology with lab (3 SCH)
- 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 3.0 or higher (calculated by averaging CASPA-calculated overall science and Biology, Chemistry, and Physics (BCP) GPAs)

#### Other Admission Requirements:

##### CASPer Assessment Test Requirement:

All candidates must take the CASPer Assessment in order to be considered for an interview. CASPer is an online open-response situational judgement test (SJT) that helps determine behavioral tendencies of applicants pursuing people-centered professions. To complete the test, visit <https://acuityinsights.app/casper/> to create an account and complete the US Professional Health Sciences, CSP-10101 test for Emory & Henry University. There is no minimum CASPer Score required.

##### Hands-On Direct Patient Care Experience Requirements:

All applicants must complete a minimum of 500 hours of hands-on-direct patient care experience by the time of matriculation.\* Applicants may submit an application after completing a minimum of 250 hours of direct patient contact experience but the remaining hours, up to the required 500, 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 500 hours of direct patient contact hours by April 1, prior to matriculation in May of that calendar year, will not be allowed to matriculate the same calendar year.

- 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.
- Direct patient care experience which is not hands-on does 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.

##### Physician Assistant Shadowing Hours Requirement:

- Applicants must complete a minimum of 16 hours of shadowing with a nationally certified and state licensed PA (PA-C) during direct patient care activities, which must be completed by the time of application.

#### Community Service Hours Requirement:

- 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.

#### American Heart Association Basic Life Support Requirement:

- 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.

The use of an intermediary (an individual trained to perform essential skills on behalf of the student) is not permitted.

The MPAS program cannot at any time compromise the health and safety of students, staff, faculty, or patients. PA program applicants must be prepared to meet the technical standards required with or without reasonable accommodation, and indicate possession of such ability prior to their matriculation in the program.

All Applicants must possess independent ability, aptitude, and skills in the following areas:

- **General Abilities:** As a clinical health science student who will be interacting with patients throughout the didactic and clinical phases of the program, the student is expected to possess functional use of their senses of vision, touch, hearing, taste, and smell such that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, equilibrium, and movement.
- **Observational Skills:** Given the extreme importance of observational data in patient evaluation, the student must have sufficient capacity to effectively and accurately observe and participate in the lecture and small group classroom sessions, laboratory sessions, and patient interactions at both far and near distances, including non-verbal and verbal signals. Inherent in the observational process is the use of the senses to elicit

information through procedures regularly required in physical examination, such as inspection, palpation, percussion, and auscultation.

- **Communication Skills:** Given the extreme importance of effectively interpersonal communication with patients and colleagues, the student must communicate effectively verbally and non-verbally to elicit and transmit information; describe changes in mood, activity, posture; and perceive non-verbal communications from patients and others. Each student must have the ability to effectively and accurately read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings where written medical records, verbal presentations, and patient counseling and education are integral to effective medical practice and patient care. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting, as well.

#### Background Check and Immunization Requirements:

- 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 Emory & Henry University 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 15-month didactic phase and a 12-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 dismissal from the program and prevent students from progressing to the next semester. Students failing to attain a final didactic phase GPA of 3.0 are subject to dismissal. 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 a 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 program's academic requirements are subject to probation, deceleration, or dismissal.

### Accreditation:

The Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA) has granted Accreditation-Continued status to the Emory & Henry University Physician Assistant Program sponsored by Emory & Henry University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2031. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website: <https://www.arc-pa.org/accreditation-history-emory-and-henry-college/>.

## 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
	Total Credits	113

### 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

# Courses

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## Business Administration

### Professors

Marcellina Hamilton, Chair/Dean of the School of Business

Deborah Spencer

A. Denise Stanley

#### **MBA 501 : Foundations Leadership**

The Foundations phase of the MBA program marks the beginning of the graduate-level journey and helps prepare students from a wide range of diverse academic and professional backgrounds to succeed at Emory & Henry and in the workplace. During Foundations, students will get to know more about graduate-level concepts, methods of instruction (e.g. Case Method), and expectations while acquiring valuable skills and tools that they will use repeatedly during the yearlong MBA program. This course is consistent with the Executive Education Rising Manager Program offered in 2022.

In particular, the Foundations Leadership course places special emphasis on developing a "System's Thinking Mindset" and a "Leading Through Diversity and Innovation Mindset" as well as developing Entrepreneurial and Problem-Solving methods for Leadership. Through the use of dynamic simulations, team building activities, case studies, role plays, and lectures. Foundations Leadership helps students understand, apply and diagnose competencies and skills in a repeatable development process that they can continue to build on during their MBA.

**Credits 4**

#### **MBA 502 : Advanced Management Concepts**

The Foundations phase of the MBA program marks the beginning of the graduate-level journey and helps prepare students from a wide range of diverse academic and professional backgrounds to succeed at Emory & Henry and in the workplace. During Foundations, students will get to know more about graduate-level concepts, methods of instruction (e.g. Case Method), and expectations while acquiring valuable skills and tools that they will use repeatedly during the yearlong MBA program. This course is consistent with the Executive Education Rising Manager Program offered in 2022.

In particular, the Advanced Management Concepts course takes the first steps towards building requisite student capabilities. The course lays a firm foundation for the completion of the MBA program and beyond. The brief course is fundamentally diagnostic and demonstrates graduate-level business analysis, first through an introduction to business cases, and next through an introduction to business cases, and next through an introduction to business decision-making and strategy. The centerpiece of the course is a final team assignment that will reveal student strengths and development needs as business leaders.

**Credits 3**

#### **MBA 611 : Managerial Leadership and Communication**

This course - part of the Immersion Period" at the beginning phase of the MBA - is designed to prepare learners to succeed in a diverse, team-based business education.

During this course, students will build relationships with classmates and acquire valuable skills and tools that they will use throughout the year-long program. Emphasis will be placed on "Systems Thinking", "Leading Innovation & Diversity", "Creative Problem-Solving" and an "Entrepreneurial Midset" while enhancing students' ability to lead others in a way that unleashes the extraordinary capabilities of individuals and diverse teams. The course addresses the inner workings of leadership and identifies the fundamental issues that make or break exceptional leaders. In particular, the course asserts that leadership is about healthy expressions of civic leadership and community support. Toward that aim, it focuses on two major characteristics of great leadership: the ability to bring one's personal sense of community to challenging situations and the ability to create conditions where diverse people collaborate effectively in achieving shared outcomes. These two themes interweave to form the fabric of leadership and organizational excellence.

**Credits 2**

### **MBA 621 : Accounting for Leaders**

This course is an accelerated introduction to concepts and practices of financial and managerial accounting for managers. The financial part of the course will deal with the recognition, measurement, and reporting of a firm's economic transactions with a focus on procedures applied in accounting for business combinations and consolidated financial statements, along with segment and interim reporting.

The managerial part of the course will focus on the use of accounting information to measure, analyze, and report economic events for internal decision-making purposes. Students will learn about cost behavior, cost-volume-profit analysis, and activity-based costing.

**Credits 3**

### **MBA 622 : Financial Management**

This course is an accelerated examination of the flow and management of capital in an organization - with particular discussion to the metrics used to understand and manage risk, as well as sustain shareholder/stakeholder value.

Through case discussions and applied learning material, this course helps students develop the knowledge, skills, critical thinking abilities, and behaviors required of any manager, not only those specialized in finance. Although the main focus of this course is for profit-seeking firms, much of what is learned has applicability for organizations in the not-for-profit and governmental sectors as well. The course will raise ethical issues where appropriate.

**Credits 3**

### **MBA 631 : Understanding Data & Decisions**

The objective of this course is for participants to gain an understanding of how the utilization of statistics, technology, and computational techniques can lead to better decisions by managers and entrepreneurs. The course introduces various statistical methods with applied and case-based instruction.

This course aims to differentiate between qualitative and quantitative analysis, to develop the ability to structure decision-making and to explore the use of statistical and quantitative methods to better balance risks.

**Credits 2**

### **MBA 632 : Innovation in Operations**

Innovation in Operations requires managers to carefully manage and direct resources such as capital, labor, technology, and information. Rapid and effective communications, as well as leveraging technology are critical factors.

The course will address strategic issues and analytic tools for innovative operational decision-making. It will address practical, process-based approaches to solving operations problems. Cases, exercises, simulations, and corporate presentations will be used to address concepts in process analysis, quality, supply chain, logistics, control, and integration. The role of the manager and what managers do about processes, cross-functional links, use of information systems and technology, are emphasized.

**Credits 2**

### **MBA 641 : Economic and Strategic Thinking**

The objective of this course is to introduce participants to solid analytical foundations (objective definition, marginal analysis and optimization, elasticity analysis, cost analysis, applied game theory, etc.) that are essential to be able to address key issues in management strategy, marketing strategy, and related fields, in a rigorous way and to make better decisions accordingly.

This course will also analyze markets and how they work. We will identify and analyze a variety of market structures, ranging from perfect competition to oligopoly (rivalry between a small number of competitors) to monopoly (one dominant firm). Participants will learn how (1) companies address strategic decision-making problems, (2) assess available options (3) address the competitive environment, and (4) engage with theories and concepts like Behavioral Economics, Nudge Theory, and Game Theory. Our ultimate goal is to develop skills for making effective managerial decisions and strategic choices based on the analysis of companies' cost structures and their market conditions.

**Credits 2**

### **MBA 651 : Research Methods**

The goal of this course is to provide an understanding of graduate research within the business arena. This course is aimed at the business strategist, who is responsible for determining the scope and direction of research activities and who will use the research to inform key business decisions. This could be a manager at a large firm making decisions about a new or established product or an entrepreneur who needs to understand the market for their new venture. The career learning opportunities in the course are:

- To practice skills of systematic problem analysis and to translate management problems into the appropriate research methods.
- To gain a working "hands-on" experience with the process of research from the formulation of the research problem, through the research design, data collection, questionnaire design, sampling plan, data analysis, and expected findings.
- To learn communication strategies to use the research results to drive strategy within a company.

This course will focus on how both qualitative and quantitative aspects of research can help managers to address substantive problems. Analysis of cases, practice-based projects, and other assignments will form the basis for exploring how research concepts are applied in real-world situations.

**Credits 1**

### **MBA 653 : Business & Society**

This course focuses on the role of the manager and the corporation amidst increasing expectations of greater social, civic, and environmental accountability. Today there is a growing expectation that rather than viewing sustainability as risks to be managed - the issues of society and civic innovation present enormous opportunities. This course will undertake the challenge of defining and arriving at an understanding of the meaning, importance, and implications of leading, innovating, and behaving responsibly and what it means in terms of an individual manager's day-to-day decisions in an extremely complex and interconnected global environment.

Success is no longer achievable by managers applying business practices within a traditional value chain. Today, growth depends upon multiple stakeholders working together as part of an intricate civic web that creates sustainable value for multiple constituents. So, how can managers engage these increasingly powerful stakeholders to co-create value that benefits all?

**Credits 2**

### **MBA 654 : Management Strategy**

In order to be sustainably successful, a business must have a clear understanding of where to compete and how to compete. Strategic management is the means by which these decisions are made, implemented, and monitored. It is concerned with how a firm sets its direction and carries out activities, and sets in place policies and objectives to steer the business in this direction.

In this course, students learn pragmatic ways to analyze and design strategies that help them earn a sustainable competitive advantage in challenging business environments. students learn to identify strategies that will fit a firm (align with its strengths and capabilities internally) and also competitor/environmental forces.

The questions answered in the course include:

- What is a strategy?
- How does a firm identify what strategy can work for it? (formulating or identifying a strategy)
- How can the business model and overall performance be handled according to the strategy? (Implementation)
- Especially for a business in SWVA, how can profitability be sustained in spite of a changing external/competitive landscape?

**Credits 2**

### **MBA 659 : Core Capstone (Team)**

The core capstone course provides practice implementing the functional concepts and skills presented in earlier courses while engaging with an entrepreneurial or intrapreneurial (consulting) challenge. Students will be organized into teams to continue to develop team building and team management skills.

This course is unique in that it is considerably more self-directed than other courses. The faculty's role is to coach students through their experience and to encourage reflection on the integration of business functions and team performance. By the end of the capstone, students will have experienced a unique, hands-on opportunity to engage with an innovative business project and a myriad of challenges.

**Credits 3**

### **MBA 661 : Strategic Marketing**

This course covers the processes involved in the creation and delivery of customer value and satisfaction through communication, pricing, distribution, and development of products and services. It is designed to give an overview of what marketing is, what marketers do, and the concepts and tools they rely on to achieve their objectives. The course will include the theory and practice involved in the marketing process.

Key in this process is the understanding of business and consumer markets. The course will look at marketing issues facing both private and non-profit sector organizations.

**Credits 2**

### **MBA 671 : Entrepreneurial Finance**

The theme of this course is the integration of financial theory and entrepreneurship. The course content is designed for those students interested in being involved with new ventures as an investor, founder, or employee. Students wanting additional perspective on financing decisions of young firms including venture debt, bank debt, corporate VS as well as traditional angel and venture capital investing may also find the course applicable.

The primary focus of the course is to aid students in making better financial decisions in entrepreneurial and new business settings. The course covers the basic structures and incentives employed in private equity and venture capital, as well as specific issues related to financing, valuing, and monetizing investments in new ventures. Particular emphasis will be placed on methods for funding new businesses, analyzing cash requirements, adaptive valuation techniques where information gaps exist, multi-stage investments, risk-return considerations for undiversified investors, and exit strategies.

**Credits 2**

### **MBA 672 : Entrepreneurship Through Acquisition**

This course builds on courses taught at Stanford and Harvard that focus on realizing entrepreneurial potential through the acquisition of businesses. Buying a business is entrepreneurship, even if many have not thought about it and way. In applied class sessions, we will break down the process of organizing search, financing, negotiating a sale, and ultimately running the business.

**Credits 2**

### **MBA 673 : Adding Value Through Systems Thinking & Sustainability**

Sustainability has been embraced by many organizations as a driver for value creation. Economic prosperity and sound financial statements are constantly interlinked with environmental and social events. Interlinking economic, social, and environmental aspects as part of the decision-making process is the triple bottom line of sustainability.

This course aims to provide an understanding of the main challenges and opportunities that arise from integrating sustainability into a business strategy as well as leading corporate practices and real cases.

**Credits 2**

### **MBA 674 : Leadership in Multicultural Environments**

Leadership principles are multicultural and international, even while the practice of leadership may be affected by local customs and habits. The elective presents a sustainable model of leadership principles and associated behavior for students who aspire to leadership roles in multicultural organizations. The elective asserts that leaders must be ethical and driven by high-end, other-regarding values if they are their teams or organizations are to be successful.

**Credits 2**

### **MBA 675 : Project Planning & Management**

Project management as a discipline is applicable to business projects of all types and required balancing the demands for time, quality, scope, and cost inherent in any project. This course is designed to provide the project management knowledge necessary for a business executive, manager, consultant, or entrepreneur to successfully initiate, plan and execute projects. It is structured to provide principles, methodology, and practical information through a combination of lectures, assignments, group collaboration, and hands-on exercises. Some of the topics include project, program, and portfolio management; project selection, and project plan development; Work Breakdown Structures, Change Control, Gantt Charts; project and product life-cycle methodologies, communications, and stakeholder management; and management tools.

**Credits 2**

### **MBA 681 : Innovation & Entrepreneurship**

This course focuses on various dimensions of entrepreneurship and related business processes. Its aim is to prepare students to effectively manage creativity in the process of recognizing opportunities and converting them into new business ventures. The course provides a comprehensive foundation for additional learning in the context of entrepreneurship, more as a practice than theory. The emphasis throughout the course is on drawing and synthesizing concepts, practices, and techniques from the functional areas of entrepreneurship and management, and implementing them on new business ventures.

**Credits 2**

### **MBA 699 : Personal Capstone**

The personal capstone course provides practice implementing the functional concepts and skills presented in all courses via a master's level final project. As opposed to the core capstone where students were organized into teams to continue to develop team building and team management skills, the personal capstone is an individual course where students engage one on one with a faculty mentor.

The faculty's role in this course is to mentor students one on one through their thesis and to encourage reflection on the integration of business functions, leadership, and curriculum content.

**Credits 3**

# Clinical Mental Health Counseling

## Professors

Stephanie F. Hall, Department Chair

David Burkholder

Jessica Burkholder

Matt Tirrell, Program Chair

### **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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 3

### **CMHC 650 : Special Topics in Counselor Education**

Study of selected topics in counseling. Includes areas of knowledge and skills not covered in the core curriculum. The subject matter will vary given the interest of students and the expertise of the professor teaching the course. The exact topic will be indicated on the student's transcript. This course may be repeated for credit.

**Credits** 3

-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.

**Credits** 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.

**Credits** 3

### **CMHC 680 : Advanced Treatment of Substance use Disorders**

This course builds on learning objectives from CMHC 535 Diagnosis and Treatment of Addictive Disorders and provides students with an opportunity to integrate clinical data into treatment planning for individuals with addiction and co-occurring disorders. Comprehensive treatment planning involves collaboration with the client, support systems, other professionals, agencies, and community resources. Focus on assessment, diagnostic processes, interventions, and treatment planning.

Credits 3

-3

### **CMHC 685 : Trauma Informed Addiction Treatment**

Trauma-informed care promotes understanding of symptoms from a strengths-based approach and identifies strategies and supports that are designed to be sensitive to the presence of symptoms of trauma. This course explores the link between addiction and trauma with a focus on using trauma-informed approaches to therapy and designing culturally relevant interventions. The role of wellness and spirituality in addiction counseling will be explored. Advanced techniques and interventions are a critical part of the learning in the course, with a strong focus on Motivational Interviewing (MI).

Credits 3

-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.

Credits 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.

Credits 3

Prerequisites

CMHC 600

### **CMHC ELEC : Clinical Mental Health Counseling Elective**

Credits 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.

Credits 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.

Credits 3

### **MCOL 504 : Topics in Economics**

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

Credits 3

### **MCOL 505 : Topics in Geography**

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

Credits 3

### **MCOL 506 : Topics in Civic Innovation**

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

Credits 3

### **MCOL 507 : Topics in Sociology**

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

Credits 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.

Credits 3

### **MCOL 511 : Research Methods**

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

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 6

# Education

## Professors

Sandra Frederick, Chair

Mark Hainsworth, Director of M.Ed. Program

Charity Hensley

Janie Hull, visiting professor

Susan Kilby, 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 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 University 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 University 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.

**Credits 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.

**Credits 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.

**Credits 3**  
**Prerequisites**  
senior status or permission of department.

### **EDUC 501 : Practicum in Education**

Classroom and approximately one hundred hours field-based experience.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits -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.

Credits 2

**EDUC 521 : Supervised Teach - Elem & Midd**

Supervised teaching fee. Ten semester hours.

Credits 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.

Credits 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.

Credits 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.

Credits 2

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

Supervised teaching fee. Ten semester hours.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 2

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

Supervised teaching fee. Ten semester hours.

Credits 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.

**Credits** 3

**Prerequisites**

Education 305 or 505.

**EDUC 600 : Graduate Seminar**

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

**Credits** 4

**Prerequisites**

graduate status and permission of instructor.

**EDUC 601 : Independent Study**

Advanced independent research in a special area of education.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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).

**Credits** 3

### **ENGL 565 : Literature and Culture**

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

**Credits** 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.

**Credits** 3

### **ENGL 575 : Creative Writing**

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

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 4

### **ENGL 601 : Independent Study**

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

**Credits** 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 3

**HIST 552 : Latin America**

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

Credits 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.

Credits 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.

**Credits** 3

# Nursing

## **Administration**

Laurie Anne Ferguson, Dean School of Nursing  
Amy Edmison, BSN Program Director  
Cassie Sheffey, MSN Program Director

## **Masters of Science in Nursing (MSN)**

**Masters of Science of Nursing (MSN) Degree Program**

### **Two Tracks**

Family Nurse Practitioner  
Clinical Nurse Specialist/Adult/Gerontology - Nurse Educator

The MSN degree program is a six semester, 48 credit hour, hybrid (online/in-person) program with two advanced practice nursing licensure tracks. The first is a Family Nurse Practitioner (FNP) track with a clinical practicum hour requirement of 840 hours, and the second is a Clinical Nurse Specialist (CNS) track with a focus on Adult/Gerontology population and Nurse Educator (NE) coursework with a clinical practicum hour requirement of 540 for the CNS and 120 for the NE. Twenty-three credit hours are shared by both tracks as "core courses". At the completion of the program, graduates will be prepared to sit for national certification as a Family Nurse Practitioner or a Clinical Nurse Specialist with Adult/Gerontology focus per their respective tracks. Graduates of the CNS/Nurse Educator track are intentionally prepared to take the certification exam for the CNS role and are eligible to be considered by the National League for Nursing to sit for the Nurse Educator Certification Exam, however, they are not exclusively or intentionally prepared for the purpose of taking the exam. The course of study for the Nurse Educator component provides rigorous content to

assure that graduates have the necessary skills and competencies for effective teaching. The School of Nursing does not put forth the expected program or student outcome that these graduates are to take the certified Nurse Educator Certification Exam, however, these graduates would be considered eligible and are welcomed to do so should they so desire. The MSN program is an online program with hybrid intensive sessions preparing nurses to qualify for advanced practice licensure.

### **Admission Requirements**

For admission to the MSN program, a completed application that includes the following must be submitted:

1. One official transcript from each college and university attended with a cumulative GPA of 3.0 (on a 4.0 scale) from the baccalaureate nursing program (International transcripts should be sent with an evaluation from a transcript credentialing service)
2. Resume or curriculum vita
3. Personal statement that demonstrates written communication skills, is not more than two pages double-spaced, and addresses: a. specific personal, academic and/or professional strengths and/or accomplishments and how these qualify you as a strong candidate for the MSN program, and b. why the applicant is interested in a Master's degree from Emory & Henry College
4. Three professional references (should be from a supervisor, previous faculty, or other professional reference)
5. BSN from an accredited school or university
6. Current unencumbered licensure in the Commonwealth of Virginia or the state in which practicum coursework will occur
7. Current BLS HCP certification and immunizations
8. Score of at least 600 on the Test of English as a Foreign Language (TOEFL) and a score of 6 on the institutional version of the Test of Spoken English (TSE) within the past two years (for applicants whom English is a second language)
9. Satisfactory completion of a virtual interview with designated Emory & Henry college faculty
10. Work history that includes one year of full-time experience or its equivalent as a registered nurse is preferred.

All submitted materials become the property of Emory & Henry College. Satisfactory completion of a drug screen and background check will be required prior to beginning practicum hours.

# MSN Program Outcomes

Upon completion of the Master of Science in Nursing, the graduate will be able to:

1. Use interprofessional and organizational communication and relationship-building skills to create and lead highly functioning, reliable, and healthy teams.
2. Demonstrate competence in advanced roles (FNP/CNS - Nurse Educator).
3. Analyze technologies to support safe practice environments and to optimize patient safety, cost-effectiveness, and health outcomes.
4. Analyze how policies influence the structure and financing of healthcare, practice, and health outcomes.
5. Employ ethical principles in decision-making in healthcare practices and systems.
6. Use information systems to design, select, and evaluate programs of care, healthcare systems, and health outcomes.
7. Integrate outcome data, evidence-based practice recommendations, and professional standards of care to improve population health outcomes.
8. Critically analyze healthcare policies to influence and educate policymakers and stakeholders.
9. Promote health by incorporating trauma-informed care and identifying Social Determinants of Health and populations at increased risk, particularly rural/underserved.

## Graduation Requirements

To be awarded the MSN degree, the graduate candidate must:

1. Have an overall minimum grade point average of 3.0 in graduate coursework
2. Have satisfactory completed/passed all clinical practicum courses (graded as Pass/No Credit)
3. Complete all the required courses outlined in the course of study for the particularly role sought, i.e., Family Nurse Practitioner or Clinical Nurse Specialist/Nurse Educator
4. Complete the required number of hours identified in the course of study for the selected role within 5 calendar years

## Master of Science in Nursing Curriculum

### Family Nurse Practitioner (FNP) & CNS/NE Tracks

#### Core Courses\*

Course #	Course Name	Credit Hours	Clinical Hours (if applicable)
NURS 500	Advanced Pathophysiology	3	

NURS 501	Advanced Physical Assessment	3	
NURS 502	Informatics	3	
NURS 503	Evidence-based Practice Research	3	
NURS 504	Advanced Pharmacology	3	
NURS 505	Health Policy and Financial Concepts in Healthcare	3	
NURS 506	Advanced Practice Roles (for both CNS and FNP students) at the beginning	1	
NURS 507	Advanced Health Assessment Practicum	1	60
NURS 511	Population & Rural Health	3	
<b>Total Core Course Credit Hours</b>		<b>23</b>	<b>60</b>

### Family Nurse Practitioner (FNP) Track Courses

Course #	Course Name	Credit Hours	Clinical Hours (if applicable)
NURS 614	Primary Care of Adults I	3	
NURS 615	Primary Care of Adults I Practicum	3	180
NURS 616	Primary Care of Adults II	3	
NURS 617	Primary Care of Adults II Practicum	3	180
NURS 618	Primary Care Women's Health	3	
NURS 619	Primary Care Women's Health Practicum	3	180
NURS 620	Primary Care Children & Adolescents	3	
NURS 621	Primary Care Children & Adolescents Practicum	3	180
NURS 622	Transitions to Practice Capstone Practicum	1	60
<b>Total credit Hours and Clinical Hours</b>		<b>25</b>	<b>780</b>
<b>Total Program Credit Hours and Clinical Hours</b>		<b>48</b>	<b>840</b>

### Adult-Gerontology Clinical Nurse Specialist/Nurse Educator Track

#### Nurse Educator Courses

Course #	Course Name	Credit Hours	Clinical Hours (if applicable)
NURS 609	Curriculum and Program Development in Nursing	2	
NURS 612	Evaluation in Nursing Education	2	
NURS 610	Inter-professional Teaching Strategies	1	

NURS 611	Principles of Simulation in Nursing Education	1	
NURS 613	Teaching Practicum	2	120
	<b>Total Credit and Clinical Hours</b>	<b>8</b>	<b>120</b>

### Adult-Gerontology Clinical Nurse Specialist Courses

Course #	Course Name	Credit Hours	Clinical Hours (if applicable)
NURS 601	Advanced Management of Adult-Gerontology Populations	2	
NURS 602	Advanced Care of Adult-Gerontology Populations Practicum	2	120
NURS 603	The CNS and Professional Practice	2	
NURS 604	The CNS and Professional Practice Practicum	2	120
NURS 605	The CNS and Systems Leadership	2	
NURS 606	The CNS and Systems Leadership Practicum	2	120
NURS 607	Diagnostic Reasoning and Advanced Patient Management of the Adult-Gerontology Patient	3	
NURS 608	Diagnostic Reasoning and Advanced Patient Management of the Adult-Gerontology Patient Practicum	2	120
	<b>Total CNS Credit and Clinical Hours</b>	<b>17</b>	<b>480</b>
	<b>Program Total</b>	<b>48</b>	<b>660</b>

### NURS 500 : Advanced Pathophysiology

This course provides the basis for clinical decision-making processes and diagnostic reasoning/differential diagnosis in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals across the lifespan. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, the student can differentiate between normal and abnormal underlying mechanisms of changes in physiology by comparing and contrasting differential diagnosis within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Students are expected to gain knowledge needed to assess and synthesize findings related to acute and chronic health problems, to recommend clinical and pharmacological interventions, and to support decisions for restoring, maintaining, and promoting health.

Credits 3

### NURS 501 : Advanced health Assessment for the Advanced Practice Nurse

This course is designed to prepare the graduate Advanced Practice nursing student to expand upon the principles and techniques of advanced physical assessment utilizing diagnostic tools such as the stethoscope, otoscope, ophthalmoscope, tuning fork, etc., and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. Theory and evidence-based methodologies and skills will be incorporated to support the student in acquiring high levels of competence in the comprehensive assessment of individuals to include advanced communication skills such as clinical interviewing and focused history taking, review of systems processes, psychosocial and physical assessment activities, critical diagnostic reasoning, clinical decision making, and appropriate documentation of findings.

Credits 3

### NURS 502 : Nursing Informatics

This course focuses on a conceptual foundation for understanding nursing informatics. It includes analysis of various applications of information systems within the context of the healthcare system. This course introduces theoretical models of nursing informatics, healthcare computing, and systems design and analysis. Additional topics include nursing vocabularies, nursing knowledge generation ethical and social issues in healthcare informatics, and the impact of consumer health informatics.

Credits 3

### NURS 503 : Evidence-Based Practice and Research

This course introduces the student to advanced principles and processes of evidence-based practice (EBP) for analyzing research and other forms of evidence. Evidence-based nursing models are reviewed and students are equipped to ask and develop practice-related questions. Computerized literature searches form the basis for finding, critically appraising, selecting, and synthesizing the best available evidence for implementation, evaluation, and translation into advanced practice nursing and nursing education. This foundational course provides students with skills necessary to propose an EBP implementation project with a plan for evaluating project outcomes.

Credits 3

### **NURS 504 : Advanced Pharmacology for the Advanced Practice Nurse**

This course provides the basic principles of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics for broad categories of drugs. Purpose of action, common interactions and contraindications of major drug categories are highlighted. Case studies are integrated to provide students the opportunity to demonstrate application of pharmacological theory for advanced nursing practice. The student will gain in-depth knowledge of ethical practices, drug policy on the local, state, and federal levels, as well as regulation for prescribing drugs by the Board of Nursing.

Credits 3

### **NURS 505 : Health Policy and Financial Concepts in healthcare**

This course examines policy issues of the healthcare system and how health plans, healthcare professionals, policymakers, and consumer groups can work together to find innovative solutions for the benefit of society. It explores the role of health politics in the workplace, organization, government, and community with emphasis on involvement and advocacy. Additionally, an overview of the financial concepts related to health policy and decision-making necessary to function as an advanced practice nurse is studied. Topics such as financial management, budgeting, cost benefit analysis, planning and control, resource management, and the utilization of management information systems are addressed.

Credits 3

### **NURS 506 : Advanced Practice Roles**

The course provides a foundation for the transition to the role of the advanced practice registered nurse. Content includes roles within advanced practice to include the nurse practitioner, the clinical nurse specialist, the certified registered nurse anesthetist, and the certified nurse midwife. Theories of change, concepts of negotiation, collaboration, interdependence, advocacy, autonomy, titling, certification and licensure issues are discussed.

Credits 1

### **NURS 507 : Advanced Physical Assessment Practicum**

This practicum course is designed to refine advanced physical assessment skills, to operationalize accurate history and physical techniques, and to develop a framework for the process of developing differential diagnosis. This is a preceptored course consisting of 60 clinical hours.

Credits 1

### **NURS 511 : Population and Rural Health**

This course addresses population health with an emphasis on rural populations, especially social determinants of health and how these may apply also to other populations. Principles and methods of epidemiology will be introduced. The emphasis of this course aims to bridge the health care needs of rural populations in community settings. The course addresses the study of determinants and health outcomes in rural as well as other populations of interest. Global health issues as they influence population health will be explored.

Credits 3

### **NURS 601 : Advanced Management of Adult-Gerontology Population**

This course is taken concurrently with NURS 602 This course emphasizes the patient/client domain of advanced nursing practice with adult-gerontology populations and synthesizes methods of population assessment and planning to construct population-appropriate interventions for health care delivery systems. The focus is on safe, quality, and culturally-appropriate advanced nursing practices to meet emerging global needs.

Credits 2

### **NURS 602 : Advanced Care of Adult-Gerontology Populations Practicum**

The practicum is taken concurrently with NURS 601, the didactic component. This course consists of supervised practicum experience focusing on advanced nursing practice with individuals in the selected population (adult-gerontology). The application of health maintenance, health promotion, illness prevention and developmental transitions will be incorporated. Application of evidence-based techniques, tools, and methods for promoting care of the selected population will be emphasized. This course is offered as P/NC (Pass/No Credit). Both the practicum and didactic course must be passed to receive credit for the courses. 120 clinical hours.

Credits 2

### **NURS 603 : The Clinical Nurse Specialist and Professional Practice**

This course explores the professional practice domain of the CNS role. Content is organized according to competencies related to identifying, defining, and collaborating on problems and opportunities in nursing practice. The CNS sub-roles of expert practitioner, educator, researcher, change agent, mentor, and consultant are examined.

Credits 2

### **NURS 604 : The CNS and Professional Practice Practicum**

This course is the practicum course with clinical experience which accompanies NURS XXX and explores the professional practice domain of the CNS role. Content is organized according to competencies related to identifying, defining, and collaborating on problems and opportunities in nursing practice. The CNS sub-roles of expert practitioner, educator, researcher, change agent, mentor, and consultant are examined. 120 clinical hours.

Credits 2

### **NURS 605 : The CNS and Systems Leadership**

This course explores the systems/organizations domain of CNS practice. Content is organized according to competencies related to identifying and defining problems and opportunities in nursing practice, identifying and articulating resource management needs and factors contributing to outcomes, developing innovative solutions, and evaluating the effect of solution strategies.

Credits 2

### **NURS 606 : The CNS and Systems Leadership Practicum**

This practicum is taken concurrently with NURS 605. It emphasizes the systems/organizations domain of CNS practice integrating CNS Spheres of Influence. The particular emphasis is placed on identification and definition of problems and opportunities, resource management needs and trends, desired outcomes, and development of innovative evidence-based solutions to meet organizational goals and priorities. This course is only offered as Pass (P) or No Credit (NC). Both the practicum and the didactic course must be passed to receive credit for both courses. 120 clinical hours.

Credits 2

### **NURS 607 : Diagnostic Reasoning and Advanced Patient Management of Adult Gerontology Patient**

This course is taken concurrently with NURS 608, the accompanying practicum. This course emphasizes the diagnosis and management of the common acute and chronic disruptions of health experienced by adult and geriatric patients across the lifespan. Students will assimilate knowledge from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics to develop diagnoses and treatment plans within their scope of practice to include development of prescribing skills.

Credits 3

### **NURS 608 : Diagnostic Reasoning and Advanced patient Management of Adult Gerontology Patient Practicum**

This course is taken concurrently with NURS 607. This preceptored practicum allows students to gain skill in the diagnosis and treatment of individuals in their selected population (adult-gerontology). Students will work closely with a preceptor to gain knowledge and skill in clinical diagnosis and prescription of drugs and other therapies. Development of diagnostic reasoning and management skills will be emphasized. 120 clinical hours.

Credits 2

### **NURS 609 : Curriculum and Program Development in Nursing**

This course examines the educator role in relation to curriculum and program development. Students will explore legal, professional, societal, and ethical dimensions influencing education at various levels. The role of the educator in various contexts and settings will be discussed. Applicable teaching strategies will be analyzed. Concepts of classroom management, teaching styles, assessment, exam composition, and syllabus creation are introduced.

Credits 2

### **NURS 610 : Inter-professional Teaching Strategies**

This course introduces the student to principles of inter-professional education to foster safety and quality in team-based care and collaborative practice.

Credits 1

### **NURS 611 : Principles of Simulation in Nursing Education**

This course provides the student with the basic principles of healthcare simulation to enhance clinical judgment related to patient safety and delivery of quality care.

Credits 1

### **NURS 612 : Evaluation in Nursing Education**

This course examines principles of evaluation applicable in education. Analysis of methods for assessing individual, course, and program outcomes will occur.

Credits 2

**NURS 613 : Teaching Practicum**

The teaching practicum experience enables students to operationalize knowledge and skills of educational strategies/interventions in varied settings. Students will incorporate multiple strategies for assessment, teaching, exam construction and test item analysis, and syllabus creation under the supervision of the professor of record and oversight by a preceptor in the learning environment. 120 clinical hours.

Credits 2

**NURS 614 : Primary Care of Adults I**

This course provides didactic content to prepare the student Family Nurse Practitioner to provide primary care to adults (18 years and older), including older persons, experiencing health problems in one or more body systems. Nurse practitioner students focus on health care for all populations, with particular emphasis on those in rural/underserved areas and those from diverse cultures. Students emphasize health promotion and disease prevention, evidence-based screening of adult populations, and providing culturally competent care. The course focuses on comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, forming differential diagnoses, laboratory tests, and follow-up care for patients. Professional, ethical, and legal issues are also addressed.

Credits 3

**NURS 615 : Primary Care Adult I Practicum**

This practicum course involves direct patient care clinical experience in a variety of primary care settings working collaboratively with other health professionals to provide care for adult patients. The course emphasizes the integration of theory, development, health promotion and disease prevention, and clinical decision making. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of minor acute, episodic health problems will be accomplished under the direction and in collaboration with clinical preceptors. 180 clinical hours.

Credits 3

**NURS 616 : Primary Care Adult II**

This course expands on knowledge obtained in Primary Care of the Adult I and continues to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. The course emphasizes evidence-based practice, health promotion and disease prevention as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective the nurse practitioner brings to the patient encounter, as well as interprofessional collaboration with colleagues, and knowledge of specialty referrals, are important elements of the course.

Credits 3

**NURS 617 : Primary Care Adult II Practicum**

This direct patient care practicum experience expands on knowledge and skills acquired in the Primary Care Adult I didactic and practicum courses in a variety of primary care settings working collaboratively with other health professionals to provide care for adult patients. The course emphasizes the integration of theory, development, health promotion and disease prevention, and clinical decision making. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of minor acute, episodic health problems will be accomplished under the direction and in collaboration with clinical preceptors. 180 clinical hours.

Credits 3

**NURS 618 : Primary Care Women's Health**

This didactic course provides content related to care of women in ambulatory, obstetric, and gynecologic health care settings. It emphasizes the integration and application of theory, health promotion, disease prevention, the diagnostic process, and clinical decision making to women's health issues. Management of routine prenatal, postnatal, and gynecologic care and health problems will be discussed. This course focuses on diverse populations, including an emphasis on women from underserved/rural populations.

Credits 3

**NURS 619 : Primary care Women's Health Practicum**

This direct care clinical practicum involves experiences managing adult and expectant women in a variety of primary care settings. It emphasizes the integration of theory, development, health promotion and disease prevention, and clinical decision making. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of minor acute, episodic health problems will be accomplished under the supervision of and in collaboration with clinical preceptors. 180 clinical hours.

Credits 3

**NURS 620 : Primary Care Children & Adolescents**

This course provides didactic information to prepare the Family Nurse Practitioner student to provide primary care for the pediatric population, from birth through adolescence. Emphasis is placed on integration of nursing process and theory with the incorporation of techniques and critical thinking skills for the clinical health assessment and management of infants, children, and adolescents. The course focuses on the comprehensive diagnosis and management of common health problems including appropriate diagnostic procedures, laboratory tests, follow-up care, and referral/collaboration with specialty professionals for patients with both acute and chronic conditions including a strong focus on health promotion, appropriate screening, developmental assessment, and disease prevention. The care of rural/underserved populations and culturally competent care are given emphasis.

Credits 3

**NURS 621 : Primary Care Children & Adolescents Practicum**

This direct patient care practicum experience expands on knowledge and skills acquired in the Primary Care of Children and Adolescents didactic course in a variety of primary care settings working collaboratively with other health professionals to provide care for children and adolescent patients. The course emphasizes the integration of theory, development, health promotion and disease prevention, and clinical decision making. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of minor acute, episodic health problems will be accomplished under the direction and in collaboration with clinical preceptors. 180 clinical hours.

Credits 3

**NURS 622 : Transitions to Practice Capstone Practicum**

This direct care practicum course integrates theory and research in clinical application of the care of individuals and families by Family Nurse Practitioners. Students will provide care to adults and/or children within their family context in one clinical setting under the guidance of a clinical preceptor. 60 clinical hours.

Credits 1

## Occupational Therapy

### Professors

John Jackson, Chair  
Amanda Blevins  
Amy Evans  
Teri Gilley  
Lynne Umbarger  
Stephanie Williams

**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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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, and various diagnoses related to children. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Three lecture hours and four lab hours.

Credits 4

**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.

Credits 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 6 hours a week in a clinic, hospital, or community-based setting. Student domain of learning used: Clinic/Fieldwork Education. One semester hour.

Credits 1

**OTD 782 : Fieldwork 1:2**

This course provides fieldwork education in adult physical dysfunction 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 a clinical educator in a practice setting, faculty practice, simulation lab with standardized patients, or faculty-led site visits. Students will spend an average of 40-60 hours in a clinic, hospital, or other OT setting supervised by a clinical education. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. One semester hour.

Credits 1

**OTD 783 : Fieldwork 1:3**

This course provides fieldwork education in a variety of specialty and/or emerging 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 a clinical educator in a practice setting, faculty practice, simulation lab with standardized patients, faculty-led site visits, or other professionals as appropriate. Students will spend an average of 40-60 hours per semester engaging in fieldwork 1:3 experiences. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. One semester hour.

Credits 1

**OTD 801 : Advance Practice Topics**

This course provides a content review and other advanced topics of current practice and evidence-based practice in specialty and emerging areas in OT. 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. Three semester hours.

Credits 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.

Credits 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.

Credits 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.

Credits 3

**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.

Credits 3

**OTD 812 : Capstone and Board Prep**

This course includes continued reflection on fieldwork experiences, preparation for NBCOT board exam, preparation and onboarding for the upcoming capstone project, and preparation for the student's future career aspirations. The course emphasizes the updating and maintenance of the student's study plan, creating and monitoring performance related goals, preparing and onboarding for the upcoming capstone project and experience, and creating job preparation materials. Student domains of learning used: Clinical/ Professional Application and Clinic Fieldwork Education.

Three semester hours.

Credits 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.

Credits 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.

Credits 3

**OTD 816 : Program Evaluation and Development**

This course covers the steps of programmatic decision-making including identifying needs in clinical, educational, or other healthcare related settings, understanding the role of the occupational therapist in program development, identifying theoretical frameworks for community-based practice, developing program outcomes and staffing plans, and evaluating cost and funding considerations, and fundamentals of grant writing. The course promotes leadership in the ability to plan, develop, organize and promote the delivery of health-related services at a group and population level. Student domains of learning used: Clinical/Professional Application.

Two semester hours.

Credits 2

**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. The course will emphasize preparation for the board exam, including but not limited to these areas, study plan based on the content quizzes and OTKE results. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Three lecture hours. Three semester hours.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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. Students will be assigned a faculty mentor based on a topic of interest. By the end of this course, each student will select an area of interest, develop a literature review draft, and identify a potential site and supervisor for the capstone experience. Student domain of learning used: Clinical/Professional Application. Three semester hours.

**Credits** 3

**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.

**Credits** 3

**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.

**Credits** 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.

**Credits** 3

# Physical Therapy

## Professors

Eric Coley, Chair

Kristi Angelopoulou

William Bodfish

Julia Castleberry

Chase Edwards

John Graham

Blake Justice

Ashlee Medley

Rose Pignataro

Kathleen Savage

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.

**Credits 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.

**Credits 2**

### **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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 1

Lab 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.

Credits 1

Lab 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 3

### **DPT 760 : Health Promotion and Wellness**

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

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 1

### **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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 4

**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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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

**Credits 6**

## **Physician Assistant Studies**

### **Professors**

Phil Davis, Chair

Emily Bodfish

Amanda Fleenor

Misty Justus

Ed Ranzenbach

Megan McReynolds

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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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).

**Credits** 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).

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits** 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

**Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 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.

Credits 1

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