

**METHODIST UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**ACADEMIC CATALOGUE**

**2012-2013**



School of Graduate Studies  
&  
Office of Academic Affairs  
Methodist University  
Fayetteville, North Carolina 28311

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

Methodist University does not discriminate on the basis of age, race, gender, national or ethnic origin, religion, sexual orientation, or disabilities for otherwise qualified persons in the administration of its admissions, educational policies, scholarships, loan programs, athletics, employment or any other university-sponsored or advertised program. This catalogue is not an irrevocable contract. All regulations, provisions, and information herein are subject to change as conditions dictate.

# INTRODUCTION TO THE UNIVERSITY

## MISSION STATEMENT

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

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

## GENERAL GOALS OF THE UNIVERSITY

### Student-Oriented Goals

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

### Other Goals

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

### General Education/Core Curriculum Goals

Students who complete the General Education core will be able to demonstrate:

1. the skills needed for advanced studies: in written and oral communication, mathematical reasoning, and the use of computers;
2. basic knowledge of the fine arts, fitness and wellness, humanities, mathematics, natural science, and social science; and
3. the ability to think critically about complex subjects.

## ACCREDITATION

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

Methodist University, through its Reeves School of Business, is accredited by the Association of Collegiate Business Schools and Programs to offer the following business degrees: the Bachelor of Arts (B.A.) in Business Administration, Accounting, and Finance/Economics; the Bachelor of Science (B.S.) in Business Administration,

Accounting, Financial Economics and Marketing; the Associate of Arts (A.A.) with a subject concentration in Accounting, Business Administration, Financial Economics, and Marketing.

The PGA Golf Management Program is accredited by the Professional Golfers' Association of America (PGA).

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The Legal Studies Program is accredited by the North Carolina State Bar Association (ABA).

The Social Work Program is accredited by the Council on Social Work Education and the North Carolina Department of Public Instruction (School Social Work) and offers a B.S.W. degree.

The Teacher Education Program, accredited by the North Carolina Department of Public Instruction (NCDPI), provides courses of study for the following teaching licenses: Elementary Education (K-6); Middle Grades Education (6-9) concentrations: language arts, mathematics, social studies, science; Special Education: General Curriculum; Secondary Education (9-12): Mathematics, history; Special Subjects (K-12): Art, music, physical education and health education; with add-on licensure programs in reading, English as a Second Language (ESL), and academically and intellectually gifted (AIG).

The Physician Assistant Program is accredited by The Commission on Accreditation of Allied Health Education Programs in October, 1998. The Physician Assistant Program is accredited through the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

### **Associations and Other Endorsements**

The University is also a member of the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, and the National Council for Accreditation of Teacher Education. It is approved by the Division of Certification and Standards of the North Carolina Department of Public Instruction for the preparation of public school teachers and by the University Senate of the United Methodist General Board of Education.

### **FOUNDING**

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

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

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

### **LOCATION AND FACILITIES**

The University is located in Fayetteville, North Carolina, part of the Carolina Sandhills region in the heart of golfing country and two hours from the coast. Designed by Stevens and Wilkinson of Atlanta, the award-winning campus has grown from three buildings at its opening in 1960 to its present thirty-eight major and minor structures. It consists of six-hundred acres, primarily in undeveloped woodland, including Cape Fear River frontage. Part is given over to a nature trail that is visited by many school children and garden clubs each year. Classes are held principally in the Trustees Building, Hendricks Science Complex, D. Keith Allison Hall, Richard L. Player Golf and Tennis Learning Center, Walter and Margaret Clark Hall, Medical Science Complex in the University Center, March F. Riddle Center, Reeves Auditorium/Fine Arts Building (a community center for the arts), and the William F. Bethune Center for Visual Arts. Other campus facilities include thirteen residence halls, Berns Student Center, Nimocks Fitness Center, Horner Administration Building, O'Hanlon Amphitheater, Joe W. Stout Hall (housing Admissions, Financial Aid, and Veterans Affairs), tennis courts, an outdoor track, a driving range, putting greens, a golf course, and baseball and soccer fields. The Yarborough Bell Tower, located in the central mall of the campus, provides amplification for the carillon. The illuminated cross at the top of this ninety-five-foot structure is symbolic of our religious origin. Hensdale Chapel, located on the central mall, features a vaulted ceiling with an interior of red oak. A Schantz pipe organ enhances worship services and provides an excellent instrument for recitals. The Mallett-Rogers House, which dates to 1778, was donated to the campus by the Florence Rogers Foundation.

Computing facilities available to students include the Computer Science, Business, Education/Communication, and Computer-Assisted Composition Laboratories.

### **DAVIS MEMORIAL LIBRARY**

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

The library houses over 122,000 book volumes, video-recordings and many other formats. For electronic full-text sources students can select from over 20,000 journals and 35,000 e-books. The majority of the library's electronic resources can be accessed both on and off campus by students. These resources include the Online Catalog and various databases for journal article searching including *Academic Search Complete*, *Project Muse*, *Science Direct* and many others. A password is needed for off-campus access.

Services available include: research assistance, interlibrary loan, and information literacy classes. There are computers for student use as well as wireless service for laptops.

The Special Collections Room showcases letters and other materials relating to the Marquis de Lafayette, for whom Fayetteville is named, and a four volume facsimile set of the double elephant folio *Birds of America* by John James Audubon donated by Margaret Rose and Terry Sanford. In addition, the library houses an extensive Bible collection donated by the Reverend Mr. Allen C. Lee, memorabilia of Carolina College, and the archives of both the University and the United Methodist Women of the North Carolina Conference.

Faculty, staff, and students may register with the library by presenting a current Methodist University ID card in order to check out library materials and to reserve study rooms. More information is available at the library homepage at [www.methodist.edu/library/davis.htm](http://www.methodist.edu/library/davis.htm).

### **ACADEMICS**

The academic area has the following six schools: Arts and Humanities, Health Sciences, Reeves School of Business, Public Affairs, Science and Human Development, and Graduate Studies.

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

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

### **DIVERSITY OF THE STUDENT BODY**

Methodist University is remarkable for the diversity of its student population. The student body includes traditional residential students, commuters of all ages, a large evening student population, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities, and international students. It has a cooperative program with the Defense Language Institute and, with three other campuses, is a member of the North Carolina Southeastern Consortium for International Education.

### **RELIGIOUS LIFE**

The mission of Campus Ministry at Methodist University is to offer the love and acceptance of Jesus Christ to all persons by planting the seeds of faith and providing a nurturing spiritual environment for the seeds to grow and



develop. Each person will be encouraged to reach his or her potential through participation in diverse styles of worship, Biblical study, music, community service, pursuit of justice and leadership. Every person is challenged to “pursue faith freely” with **open hearts, open minds and open doors.**

## **ATHLETICS**

A primary goal of the Department of Intercollegiate Athletics at Methodist University is to provide positive enriching programs that complement and reinforce the educational pursuits of our student-athletes. Methodist University subscribes to the NCAA Division-III philosophy statement, regarding fair play and amateur athletics competition. The safety and physical well-being of all student-athletes is primary in every aspect of our program. Methodist University strives to provide fair and equitable programs for men and women.

The athletic programs also assist in the recruitment and retention of students. Additionally, Methodist University encourages and promotes good sportsmanship by both our student-athletes and spectators. Methodist University competes in 19 intercollegiate sports (10 for women and 9 for men) as a member of both the USA South Athletic Conference and the Mason-Dixon Conference.

## SCHOOL OF GRADUATE STUDIES

Dr. George Hendricks, Dean

### PURPOSE OF THE METHODIST UNIVERSITY SCHOOL OF GRADUATE STUDIES

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

### GRADUATE LEVEL GOALS

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

### OTHER GOALS

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

### ASSESSMENT OF GOALS

The School of Graduate Studies assessed the above goals in the following manner:

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

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

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

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

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

### GRADUATE DEGREES OFFERED

The School of Graduate Studies offers Master degrees in four different programs. The first is the Master of Medical Science (MMS) in Physician Assistant (PA) Studies. This degree program is offered on the main campus, primarily in the Medical Science Building. The second Master degree is a Master of Business Administration, with a focus on organizational management and leadership or on health care administration (The Professional MBA at Methodist University). The Professional MBA at Methodist University (MBA) is offered on the main campus at Reeves School of Business in Clark Hall. The third Master degree program is the Master of Justice Administration (MJA). This program is offered at the North Carolina Justice Academy campus in nearby Salemburg, NC. The MJA Program is a

blend of justice studies and public administration curricula, providing students with a unique program that prepares them for careers as leaders in the justice field. A fourth Master degree, the Master of Education, is now being offered. This program will begin its first cohort of students during the Summer Day Term II. This new program offers concentrations in literacy and special education.

## ACADEMIC REGULATIONS

### Protection of Freedom of Expression

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

### Student Responsibility for Requirements and Registration

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

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

### Transfer Credit

The maximum number of credit hours that may be transferred toward the MJA or MBA degrees is 9 credit hours. The PA Program (M.M.S. degree) and the Master of Education (M.Ed.) do not accept transfer credit.

### Grading System for the School of Graduate Studies

All programs in the School of Graduate Studies follow the grading policy below for course grades:

Letter Grade	Quality Points per semester hour	Letter Grade	Quality Points per semester hour
A Excellent	4.0	C+	2.3
A-	3.5	C	2.0
B+	3.3	F Failure	0.0
B Good	3.0		
B-	2.7		

*I* Incomplete. An *I* is awarded when extenuating circumstances warrant an extension of time for completion of the course. The course work must be completed within a reasonable period, not to exceed the end of the next academic term; otherwise, the *I* becomes an *F*.

*WD* Withdrew. No grade awarded

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

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

Note: A course letter grade of *C* corresponds to a percentage score of 75%. Any course grade below 75% is considered failure (*F*) for the course.

### Incomplete Policy

The Incomplete Policy for courses offered by programs in the School of Graduate Studies is as follows: To remove an Incomplete (*I*) awarded in the fall academic term, the course work must be completed by the end of the following spring academic term when grades are due. To remove an *I* awarded in the spring academic term, the course work must be completed by the end of the following summer Term III when grades are due. To remove an *I* awarded in the summer academic term, the course work must be completed by the end of the following fall academic term when grades are due. If an *I* is not removed by the deadlines specified, the *I* will become an *F*.

## **Honor Code**

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

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

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

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

**Cheating**—Students must complete all tests and examinations without help from any other source. They may not look at another student’s paper or at any opened textbook or notebook while taking tests. They may not use any kind of “crib” sheet, i.e., any papers or materials that have helpful information on them. Possession of a “crib” sheet while taking a test is considered evidence of intention to cheat. Students may not ask another student for information during a test or give another student information. Students may not talk to another student while a test is being given except with the explicit permission of the professor. These rules apply to take-home examinations and to all others unless the professor says otherwise. Students who find a misplaced test question sheet should return it as soon as possible to the professor whose test it is. Exceptions to these rules can be made only by the professor.

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

Students may not submit as their own or copy any part of their papers from another student’s paper, a paper they have bought, or anything written by a friend or relative. Students may not use an outline written by somebody else. They may not knowingly permit another student to copy their papers. Within limits, students are allowed and even encouraged to get the help of other students on papers. They may get ideas or suggestions on source materials from other students and may have another student read the paper for clarity and correctness. However, once students start

putting words on paper, they must be on their own, and every word written must be their own. Students should check with professors if they are not sure what can or cannot be done.

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

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

#### **Members of the Graduate Academic Standards Committee (GASC)**

Dean, School of Graduate Studies (chair)

Physician Assistant (PA) Program Director

Master of Business Administration (MBA) Program Director

Master of Justice Administration (MJA) Program Director

Master of Education (M.Ed.) Program Director

PA principal faculty member

MBA principal faculty member

MJA principal faculty member

M.Ed. principal faculty member

Undergraduate Academic Standards Committee member

**Consideration:** If the program director or faculty member is associated with the student's complaint, he/she must recuse himself/herself from participating in the GASC inquiry, hearing, and discussion stages.

#### **Graduate Level Grade Appeals and Student Complaints**

Should a student have a grievance which is academic in nature (i.e. with a particular faculty member regarding a certain course or program dismissal for academic failure) the student should complete a Methodist University Graduate Academic Grade Appeal/Grievance Form. Forms can be obtained from the Registrar's Office. Once the Graduate Grade Appeal/Grievance form is completed by the student, it should be:

- Submitted to the faculty member involved, and the student and faculty member should discuss the issue.
- If no resolution of the issue can be made at this stage, the student should then discuss the issue with the program director. If resolution is not reached, then the student should discuss the issue with the Dean of the School of Graduate Studies. If resolution is not reached then the student should discuss the issue with the Executive Vice President for Academic Affairs. If the student remains unsatisfied after these meetings, then the student may request an appeal through the Methodist University Graduate Academic Standards Committee. The appropriate department chair and school dean should be kept informed of the progress of the grievance/appeal.
- If these conferences do not satisfactorily resolve the issue, the student may submit a petition in writing to the Dean of the School of Graduate Studies who will then convene the Graduate Academic Standards Committee to hear this petition. This petition must be submitted no later than the end of the fourth week of the semester following the semester for which the grade is being appealed.

The GASC shall make a *reasonable* effort to conduct an inquiry within two weeks of the request to appear before the committee to determine and consider relevant facts. The inquiry will be based on a consideration of the student's complaint, the instructor's response, and any interviews by the chair of the GASC with the student or instructor. The GASC shall convene a meeting with the student should he/she asks for one, and it may initiate a meeting with the student, with the instructor, or with both.

The Graduate Academic Standards Committee shall make one of these decisions:

- a. that the grade was assigned correctly and shall stand as assigned.
- b. that the grade may not have been assigned correctly and merits further consideration.

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

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

The GASC shall immediately notify the Vice President for Academic Affairs of its decision. The student will be notified in writing of the GASC's final decision.

Students having questions regarding the Graduate Academic Grade Appeal/Grievance Procedure should also contact the Office of the Vice President for Academic Affairs. If the complaint cannot be resolved after exhausting Methodist University's grievance procedure, the student may file a complaint with either the UNC General Administration, which is the state agency of North Carolina governing post-secondary education, or the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), which is the regional accrediting body of Methodist University.

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

**Commission on Colleges (SACS):** Commission on Colleges, Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500.

### **Readmissions/Reapplications**

The readmission/reapplication policy of each individual graduate program, for graduate students who are having difficulty but who are otherwise in good academic standing, is determined by each graduate program director on a case-by-case basis. Please see the individual graduate program section in this catalogue for specifics.

### **Withdrawal from the University**

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

### **Medical Withdrawal**

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

### **Institutional Effectiveness**

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

## Computing Resources Policy/ Computer Use Policy

*The University reserves the right to modify and/or expand this policy at any time. You may also get the latest updates at: <http://www.methodist.edu/oic>.*

1. All users shall respect the privacy of other users. This means that no users will attempt to access, copy, or disrupt the use of information that belongs to others. This includes email files. Proscribed behavior includes any attempt to or any hacking behavior. It is against University policy for anyone to connect any device to the campus network that will allow additional equipment to be connected. Such devices include, but are not limited to: Wireless Access Points, bridges, routers, switches, hardware and software servers, transceivers, converters, hubs, printers, concentrators. Users are not authorized to attach anything to the Methodist University Network that isn't approved by the Computing Services Department. Any unauthorized attempt to access campus resources or any disruptive behavior on campus networks or systems will be dealt with immediately and severely.
2. All users shall abide by copyright laws. This means that copying or use of programs or files that are not licensed to the user is forbidden. If you don't own a copy of a program, you cannot load it on your computer. You cannot load multiple copies of programs for which you don't own multiple licenses. If any computer software is loaded on a Methodist University computer and no license can be produced for the software, the Computer Services staff will remove the software from the computer.
3. All users who are authorized to use the Methodist University Student Information System are required to exercise diligence and discretion to ensure that confidential information contained within the Methodist University Student Information System is protected against unauthorized disclosure. This means safeguarding passwords, as well as informing the Computer Services Staff immediately when a user suspects that security has been compromised. Each user is required a unique account and password and use only that account and password. Users are also required to log off of any terminal when they are physically away from the keyboard. Each user must confine the use of the information contained in the Methodist University Student Information System to official needs. Individual users must not allow unauthorized parties to load software on their systems, and they must not download information onto removable media without proper authorization.
4. All users shall follow appropriate standards of civility and conduct and respect the feelings of others when engaged in communication. This means that all users will identify themselves and restrain from any behavior or communication that might be considered harassing, discriminatory, or in any way calculated to cause discomfort or embarrassment to readers or users of the communication.
5. All users shall use Methodist University computing resources for University-related work consistent with the stated mission of the University. This means that no one shall use University resources for personal financial gain or any activity that would jeopardize the tax-exempt status of the University. The University will not be responsible for unauthorized debts or obligations incurred by users.
6. All users will realize that, although there is no set bandwidth, CPU time, or other limit applicable to all users of Methodist University computing resources. Methodist University may require users of these resources to limit or refrain from specific uses in accordance with the principles stated elsewhere in this policy. The reasonableness of any particular use will be judged in the context of all of the relevant circumstances at the time.
7. All users shall abide by all applicable state and federal law pertaining to communications. This includes the sending of chain letters on the Internet, which is a violation of federal laws.
8. All violations of the above policies will be investigated by University authorities and/or law enforcement agencies. At such time that a violation is discovered, the Computer Services Staff will take the appropriate action to immediately curtail the activity. This includes, but is not limited to, the immediate revocation of all rights on computer systems at Methodist University. In carrying out an investigation pertaining to the violation of any of the above policies, or the violation of any University policy, it may become necessary for University authorities to examine files, accounting information, printouts, tapes, or any other materials. For reasons of potential liability, the University reserves the right to monitor all communications on the University systems. Users should be aware of this fact and the fact that any computer correspondence can be used against them in disciplinary actions within the University disciplinary system, as well as used as evidence in a court of law.
9. Penalties for the violations of the above provisions may include, but are not limited to, expulsion, suspension, discharge from employment, and possible prosecution by state and federal authorities.

10. Use of the Methodist University computer system(s) signifies acceptance of the Methodist University Computer Use Policy.

### **Mandatory Student E-Mail Policy**

An e-mail account (ending in @student.methodist.edu) will be created for all Methodist University students by the Computer Services Staff. Students will receive their email account information in a letter from the Admissions Office. If you do not receive your email account, you will need to contact the Computer Assisted Composition (CAC) Lab attendant in one of the following three ways; physically go the CAC lab in the Trustees Classroom building, room 375, call the CAC lab attendant at extension 910-630-7300, or email, [help@methodist.edu](mailto:help@methodist.edu) for assistance. All students are responsible for checking their e-mail daily for messages from the University. All Official University information (e.g., grades, academic notices, campus calendars, attendance policy updates, registration and financial information, etc.) will be sent electronically only. No University information will be sent to any other e-mail address.

### **Mandatory Student E-Mail Policy for Graduate Students**

The above policy applies to all Methodist University graduate students. However, for graduate students in the Master of Justice Administration, The Professional MBA at Methodist University, the M.M.S. in Physician Assistant Studies, and the Master of Education programs, e-mail addresses and passwords will be issued to students by their program coordinators.

For information on checking e-mail and how to use the GroupWise WebAccess e-mail system, please visit our GroupWise user guides Web page ([www.methodist.edu/oic/groupwise.htm](http://www.methodist.edu/oic/groupwise.htm)). Students who need e-mail technical support should send their full name and student ID number to [help@methodist.edu](mailto:help@methodist.edu).

### **ONLINE ACCESS FOR GRADUATE PROGRAM COURSES**

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

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

The username and password for logging into Methodist University's Blackboard site are the same as those used for logging into your Methodist University e-mail account. This information can be obtained from your graduate program coordinator. This information includes your default password. If you have changed your password in the past, you should use the password that you previously set. If you forget your password, you may contact the system administrator at (910) 630-7646 to have your password reset to the default password.

#### **Library Access**

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

#### **Technical Requirements**

For online access, you will need a suitable computer, a word processing program, an e-mail account, access to the World Wide Web, Adobe Acrobat Reader, and a Web browser the equivalent of Internet Explorer 6.x or higher, or Firefox 2.x. **The web browser should be updated to include the most recent version of the Java Runtime Environment.** The recent Internet Explorer 9 upgrade is not yet supported by Blackboard as of this publication. If you have not yet upgraded your Internet Explorer, you may wish to wait; otherwise, you may use the Firefox browser. Some testing features in Blackboard are known to have problems with Internet Explorer 9.

The following computer hardware specifications are the **minimum** requirements:

1. Processor Speed: 1.0 Ghz Pentium or equivalent for IBM-compatible PC; or Macintosh Power PC  
Memory: 256 MB RAM
2. Memory: 16MB RAM



3. Modem: 28.8k or faster
4. Printer: Not required but highly recommended

Internet Explorer works more efficiently with Methodist University Online courseware (see caution above concerning Internet Explorer 8). Firefox is another browser that works effectively with the course software, and is a very secure browser. For students wishing to access Blackboard on their Blackberry device, students should use an alternate browser, such as Opera Mini. **Attempts to log in using Blackberry's default browser fail.** The MU Online Blackboard site can be browsed from the Android browser, but to fully participate in discussion forums, the user must click "Reply" to a post and then toggle the "Text Editor is" to "off".

### **Online Etiquette**

Students are expected to interact with other students, the instructor, and any teaching assistants or technical support staff enrolled in the course, just as they would be expected to do in a traditional classroom setting. Because online courses contain a combination of communication channels, some public and some private, such as e-mail, instant messaging, discussion forums, and chat rooms, inappropriate conduct in these channels is not allowed. Examples of inappropriate conduct that are **never** permitted include sexually harassing language, racially or ethnically degrading language, profanity, and verbally abusive language. Evidence of any of these is grounds for dismissal from the course by the Assistant Dean for Distance Education. In general, the discussion of personal matters, such as questioning a grade, is inappropriate for public forums. These matters may be addressed privately through e-mail, provided none of the conduct listed above occurs in that communication. Students withdrawn from a course by the Assistant Dean for Distance Education may appeal for reinstatement to the Office of the Vice President for Academic Affairs.

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

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

**States in which Methodist University is not required to seek state authorization for Distance Education courses:** Hawaii, Montana, South Dakota

**States in which Methodist University does not meet the state's "physical presence" standards for requiring state authorization for Distance Education courses:** Arizona, California, Colorado, District of Columbia, Georgia, Idaho, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and West Virginia.

**State authorization to operate is required and pending in the following states. Until such time as it is published in a subsequent Academic Catalogue or on the Methodist University Web site, students residing in these states are not eligible for Federal financial aid for Distance Education courses:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Indiana, Kentucky, Massachusetts, Minnesota, Wisconsin, and Wyoming.

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

## **FACILITIES FOR GRADUATE PROGRAMS**

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

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

### **Facilities for The Professional Master of Business Administration at Methodist University**

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

### **Facilities for the Master of Justice Administration Program**

The facilities for the MJA program are located in nearby Salemburg, NC, at the campus of the North Carolina Justice Academy (NCJA). Classes are held in the new 20,000 square-foot Classroom/Learning Resource Center which houses three large classrooms with audio/visual equipment and the NCJA Library. The library contains computers both in the library proper and in a multimedia classroom. During the four weekends of residency each term, students stay in one of the NCJA residence halls.

### **Facilities for the Master of Education Program**

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

## **LIBRARY RESOURCES**

### **Davis Memorial Library**

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

### **Library Facilities at the North Carolina Justice Academy (NCJA)**

These facilities located in Salemburg, NC, are available for the use of all Methodist University graduate students enrolled in the Master of Justice Administration (MJA) program. MJA students will use the NCJA library during their weekends of residency. Unlike the Davis Memorial Library, the NCJA library does not provide remote access to its holdings. The library is housed in the Classroom/Learning Resource Center and contains a comprehensive collection of education and training resources, including numerous criminal justice, criminology, and legal journals and books, as well as specialized collections. For example, over forty Policy and Procedure Manuals from North Carolina police, sheriff, and campus police departments are available for research. Also available are over 600 vertical files of materials on criminal justice topics. The library maintains the archives of the North Carolina Criminal Justice Association, an association of criminal justice educators. The library also has on hand the John Grice Collection on Terrorism and over 1,455 videotapes and cassette/slide programs relevant to criminal justice issues.

## **COMPUTER FACILITIES**

### **Main Campus**

Methodist University provides graduate students with access to the Internet via campus computer laboratories and wireless (Wi-Fi) routers located in the Medical Science Building, Davis Memorial Library, and Clark Hall, home of the Reeves School of Business. Instructions to enable Wi-Fi-equipped laptops to access services are available through the graduate program coordinator. For further information see the Computing Resources Policy (page 14).

**Clark Hall**

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

**Physician Assistant Buildings**

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

**North Carolina Justice Academy**

There are twelve computers with Internet access in the NCJA library for the use of MJA student during their weekends of residency. An additional twenty computers are available in the library's multi-media classroom. These computers are configured to allow student interaction with the instructor and access to the Internet.

**APPLICATION PROCESS AND ADMISSION REQUIREMENTS**

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

**International Student Admissions**

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

1. Complete and submit an international application with \$25.00 application fee to the International Programs Office. The application can be found at [www.methodist.edu/int](http://www.methodist.edu/int).
2. Provide the Director of International Program with an official copy of the student's secondary school transcript translated into English, along with proof of graduation from that school.
3. If a foreign or a U. S. college or university was attended, that institution must provide the Office of International Programs an official transcript and a detailed description of each completed course translated into English.
4. To award transfer credit from any institution of higher learning outside of the United States(not regionally accredited by the American Council on Education) transcripts must be translated and evaluated by an independent agency approved by the Registrar.
5. If English is not your first/native language, have the testing agency provide us with official copies of the results of the Test of English as a Foreign Language(TOEFL) or SAT. If the paper-based TOEFL is used, a minimum score of 500 is required. If the computer-based TOEFL is used, a minimum score of 173 is required. If the Internet-based TOEFL is used, a minimum score of 60 is required.
6. A fully completed Methodist University Confidential Financial Information form must be submitted in which parents or sponsor indicate by signature ability and willingness to fully fund the first year at Methodist University, including personal expenses. If the student is funding attendance at Methodist University, the student should complete and sign this form. If a financial aid grant from Methodist University is received, only those costs not covered by the grant are to be paid.
7. A completed Methodist University Medical Record Form and Immunization Record ( as noted on the Medical Record Form instructions) must be submitted. Submission of this document is required by the State of North Carolina. All students are expected to comply with these requirements prior to enrollment.
8. Two passport-style color photographs of the student must be provided.

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

## FINANCIAL AID

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

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

**\*Note:** Students are encouraged to check with their employers/agency to see if there are continuing education incentives offered. Methodist University participates in the William D. Ford Federal Direct Student Loan Program (Federal Direct Loans) for the processing of all Federal Direct Loans (Unsubsidized and Graduate PLUS) in which loan proceeds are provided directly from the U.S. Department of Education.

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

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

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

## **METHODIST UNIVERSITY OFFICE OF FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY FOR GRADUATE STUDENTS**

*Revised 2011*

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

### **GENERAL SATISFACTORY ACADEMIC PROGRESS PRINCIPLES**

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

9. When a student repeats a course, the total *attempted* hours will increase with each repeat, but the student will only *earn* hours for a completed course once. Therefore, repeating classes **will negatively impact** a student's ability to satisfy the 70% passage rate, but may significantly increase a student's cumulative GPA.
10. Included in attempted hours are all coursework attempted, including transfer credits, passed, repeated, incomplete, failed and withdrawn courses. Attempted hours do not include credits earned through Advanced Placement (AP), College Level Examination Program (CLEP), or other similar testing programs.
11. **Cumulative GPA**  
The cumulative number of credits attempted in the undergraduate schools of the university includes those credits attempted at the end of the schedule adjustment (drop/add). Multiple attempts of the same course will be counted for each attempt for financial aid purposes.

## **FAILURE TO MEET SAP**

### **Financial Aid Probation (PROB)**

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

- If Methodist University determines, based on the appeal, that the student should be able to meet the SAP standards by the end of the subsequent payment period, the student is placed on PROB without an academic plan. MU must review the student's progress at the end of that one payment period, as PROB status is for one payment period only. At the end of one payment period on PROB, the student must make SAP or will be ineligible to receive financial aid.
- If Methodist University determines, based on the appeal, that the student will require more than one payment period to meet SAP, the student will be placed on PROB and an academic plan must be developed for the student. The student's academic advisor and the student should develop a plan that ensures that the student is able to meet Methodist's SAP standards by a specific point in time. The plan could specify that the review takes place at the next point when the rest of Methodist University's population is reviewed, which could mean every payment period or annually. The plan could also specify that the student is reviewed more frequently than the rest of the institution's population; however, a student on an academic plan would not be reviewed less frequently than the rest of the institution's population. An academic plan could take the student to program completion, rather than meeting the institution's SAP standards at a specific point in time.
  - **If the academic plan shows that the student can make SAP**, the student will be placed on PROB and Methodist University MUST review the student's progress at the end of one payment period as is required of a student on PROB status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive financial aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.
  - **If the academic plan does NOT show that the student can make SAP**, then the student will NOT be eligible for financial aid and will be immediately placed on Financial Aid Suspension (FAS). Students who are placed on FAS will be ineligible for all federal, state, and institutional financial aid. This includes any alternative loans that require certification by Methodist University.

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

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

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

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

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

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

1. Serious illness or injury of student- notarized statement from physician that illness interfered with student's ability to meet SAP along with written letter of appeal from student.
2. Serious illness or injury of immediate family member-notarized statement from a physician along with written letter of appeal from student.
3. Death of an immediate/close family member-notarized statement from a minister, nearest relative, or an unbiased concerned adult along with written letter of appeal from student.
4. Disruptive internal family problems-legal/court documentation from lawyer, statement from parents, minister, or an unbiased concerned adult along with written letter of appeal from student.

However, the Financial Aid Director may choose to request additional documentation when a particular student circumstance warrants it and may decide to require more extensive documentation on an initial appeal and an update statement on a subsequent appeal. The Director also has the discretion to deny the appeal if the documentation received is not sufficient.

### **Master of Medical Science in Physician Assistant Studies (MPAS)**

#### **Maintain a Cumulative Grade Point Average of 2.5 (B)**

A student must achieve and maintain a Cumulative Grade Point Average of 2.5.

#### **Cumulative Hours Earned**

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MPAS students will be allowed a maximum of 188 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Education (M.Ed.), Business Administration (MBA), or Justice Administration (MJA)****Maintain a Cumulative Grade Point Average of 2.5 (B)**

A student must achieve and maintain a Cumulative Grade Point Average of 2.5.

**Cumulative Hours Earned**

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

M.Ed., MBA, and MJA students will be allowed a maximum of 56 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Veteran Benefits**

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

**REFUNDING OF EXCESS FINANCIAL AID****Procedures for refunding of credit balances**

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

**Financial Aid Processing**

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

**Processing of Refunds**

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

**Refund List**

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



### **Calculating the Refund**

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

### **Check Pick-up**

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

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

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

## **PAYMENT, BILLING, AND INTEREST POLICY**

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

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

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

## **INTERNATIONAL STUDENT HEALTH INSURANCE**

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

## **DISABILITY SERVICES**

Methodist University is in compliance with the Americans with Disabilities Act. If students require accommodations due to disabilities they must bring the appropriate documentation to the Coordinator of Disability Services located in Pearce Hall no later than the first week of classes during which the accommodations are required. Together the students and the Director will decide upon the modifications to be implemented. Accommodations cannot be instituted retroactively.

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

## **TUTORING SERVICES**

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

## **THE WRITING CENTER**

The Writing Center is a specialized, cross-disciplinary facility dedicated to individual instruction in writing. It is open to all members of the Methodist University community—students, faculty, and staff. Trained professional writing consultants are available to assist writers with all aspects of writing. The Center is located in the Trustees' Building, Room 101, and is open fifty-five hours per week. For additional information about the Writing Center and how to schedule appointments, go the Writing Center's webpage: <http://www.methodist.edu/writingcenter>.

## **HONOR SOCIETIES AND ORGANIZATIONS FOR GRADUATE STUDENTS**

### **Master of Education Program**

Kappa Delta Pi (National Education Honor Society)

### **Master of Justice Administration Program**

Alpha Phi Sigma (National Criminal Justice Honor Society)

### **Master of Medical Science in Physician Assistant Students Program**

Dr. Harvey Estes Student Society (PA Student Organization)

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

### **Professional MBA at Methodist University Program**

Delta Mu Delta (National Business Honor Society)

Alpha Chi (National Honor Scholastic Society)

## **GRADUATION POLICIES**

### **Declaration of Intent to Graduate**

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

### **Requirements for Graduation**

For the requirements for the **master’s degree**, please see the specific master’s program in this catalogue.

### **Graduation Exercises**

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

### **International Students and the Ceremony of The Flags**

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

### **Closing of Records**

When a student graduates with a bachelor’s or a master’s degree, his or her academic record for that degree is complete. No courses can be added to that degree and the graduation GPA and class ranking cannot be changed by repeating courses.

## **MASTER OF EDUCATION (M.Ed.) PROGRAM**

E. Sue Godwin, Ed.D., Director

Janice Luce, Coordinator

### **FACULTY**

E. Sue Godwin, Ed.D., Director, Master of Education Program

George Hendricks, Ph.D., Associate Professor of Social Work

Jennifer Mour, Ed.D., Assistant Professor of Education

Yvonne Nolan, Ed.D., Professor of Education and Chair, Teacher Education Department

The mission of the Methodist University Teacher Education Department is to produce graduates who can demonstrate the content knowledge, pedagogical skills, and dispositions of the Facilitative Teacher. The Facilitative Teacher is one who is knowledgeable, communicative, attentive, and understanding. The Master of Education program is closely aligned with the Methodist University mission in that the Facilitative Teacher recognizes the dignity and worth of all students. The program will promote intellectual values and the love of learning so that graduates will continue to contribute to the profession and community. These teacher leaders will be resources to the community and will grow in their careers and educational pursuits.

The target audience will be comprised of teachers who have earned a bachelor degree in either education or special education. Designed with the practicing teacher in mind, the courses will be taught in a cohort with the summer semester classes occurring on campus, and the fall and spring semester courses being taught as hybrid classes (face-to-face and online). The program should be completed within a two-year time frame. A new cohort will begin each summer in June.

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

### **CERTIFICATIONS**

The M.Ed. Program contains a concentration in Literacy that is designed to lead to:

- EITHER the **Reading Specialist** license upon the completion of the PRAXIS II, currently test #300, beginning in September test 0301.
- OR a license in **Reading** upon completion of the PRAXIS II, currently test 0204.

### **OR**

The M.Ed. Program contains a concentration in Special Education: General Curriculum that is designed to lead to licensure in:

- Special Education: General Curriculum upon completion of the 36 graduate hours plus the PRAXIS II tests required for the Special Education: General Curriculum.

### **Tuition**

Tuition for Master of Education courses is \$385 per semester hour (\$1,155 for a 3 s.h. course).

### **Application Fee**

The M.Ed. application fee is \$50.

## Applying to the M.Ed. Program

### TO APPLY:

- Either type or legibly print your answer to all questions on the application. If you are an applicant who is not a citizen of the United States and /or English is not your native language, please complete the International Student Supplement.
- Return the completed application with \$50.00 non-refundable application fee in the form of a cashier's check, money order, or personal check (NOTE: an application with a personal check attached will receive no final action until the check had cleared the bank).
- On one page, complete a typed personal statement of your interest in the profession and your educational goals for the degree.
- Have 3 persons complete the Recommendation form. One of the recommenders must be your current employer. Individuals must be currently employed in a teaching position.
- Include a copy of your teaching license and official transcripts from all colleges or universities attended that indicate your completion of a bachelor's degree in education or special education.
- If you are taking the GRE (Graduate Record Exam), request that the Educational Testing Service forward an official copy of your GRE scores to Methodist University. Our Institution Code is 5426. Applicants are to have a *recommended* combined GRE qualitative and quantitative score of 1000 if taken prior to August 1, 2011. After August 1, 2011, applicants are to have a *recommended* combined score of 239. Tests must have been taken in the past five years.
- If you are taking the MAT (Miller Analogies Test), request that the Controlled Testing Center forward an official copy of your MAT score to Methodist University. Our Institution Code is 4181. Applicants are to have a *recommended* score in the 50th percentile. Tests must have been taken within the past five years.
- An interview with Program Coordinator may be completed if required by Program Director.

### TO REMAIN IN THE PROGRAM

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

### REQUIREMENTS FOR M.Ed. DEGREE

Eighteen semester hours of core courses plus 18 s.h. in one of two concentrations: Literacy or Special Education: General Curriculum.

**Core Courses:** 18 s.h.—EDU 6000, 6100, 6200, 6250, 6300, 6350

**Concentration in Literacy:** 18 s.h.—EDU 6700, 6710, 6720, 6730, 6740, 6980

**Concentration in Special Education: General Curriculum:** 18 s.h.—EDU 6600, 6610, 6620, 6630, 6640, 6990

### MASTER OF EDUCATION COURSES

#### EDU 6000 LEADERSHIP IN 21ST CENTURY SCHOOLS

3 s.h.

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

#### EDU 6100 INSTRUCTIONAL TECHNOLOGY

3 s.h.

This course focuses on current and engaging technologies that are available to teachers for instruction. Candidates will explore technologies which are powerful teaching tools for facilitating learning and improving performance of today's diverse learners. E-evidences of classroom instructional methodologies will be required by the completion of the course.

**EDU 6200 EDUCATIONAL RESEARCH** 3 s.h.

This course is designed to assist professionals in understanding, analyzing, and evaluating educational research findings. Candidates will explore quantitative and qualitative approaches. Candidates will be required to begin the development of an action research project.

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

Candidates will examine how the instructional strategies used in the classroom align with known best practices and research findings, explore the alignment between what is being taught and state standards, and develop goals to improve student performance based on the analysis of achievement, demographic, and program data.

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

This course explores the political, economic, and historical issues and trends which currently impact education. Through an inquiry approach, candidates will explore changing views of curriculum and instruction and issues in accommodating differences.

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

Understanding human differences impacts our contemporary classroom. This course examines the interactions among individuals, culture, and institutions. Candidates will explore human differences and the role they play in interpersonal and intergroup relations. Candidates will develop strategies to assist diverse learners to be more successful in school.

**EDU 6600 LITERACY METHODS IN SPECIAL EDUCATION** 3 s.h.

Candidates will explore the nature of reading difficulties, as well as practical approaches for informal assessment and instructional strategies. The course includes research on intervention programs and multicultural strategies along with extensive descriptions of tests. Candidates will explore the laws for education such as IDEA and RTI.

**EDU 6610 DIAGNOSIS AND ASSESSMENT OF READING/MATH DIFFICULTIES** 3 s.h.

Candidates will develop an understanding of the relationship of the psychological factors and individual remedial instruction in language arts and mathematics. A comprehensive study is made of selected diagnostic tests and remedial procedures. This class will emphasize diagnosis of basic mathematics computation errors; types of errors will be illustrated, and suggested corrective procedures will be explored. Types of language arts errors will be analyzed and suggested corrective procedures will be explored.

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

Candidates will examine the historical perspectives of special education and its classifications, philosophical and theoretical foundations, legal ramifications, and current trends and issues. Examination of ethical issues will include placements and transition, and behavior management. Family involvement, cultural diversity and collaboration will also be explored.

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

Candidates will examine the principles and practices of curriculum assessment, planning, and instruction. Emphasis is placed on formal and informal assessment strategies including formative and summative assessments. The designing of assessment strategies that lead to the implementation of instructional methods and strategies is also an integral part of this course.

**EDU 6640 TEACHING AND LEARNING STRATEGIES FOR EXCEPTIONAL CHILDREN** 3 s.h.

Candidates will conduct an overview of exceptional children with an emphasis on methods and materials for integrating students into general classrooms. Differentiated instruction for today's diverse classrooms will be a focus for the course.

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

This course examines the cognitive, linguistic, and affective factors impacting readers. Candidates will explore how literacy instruction has progressed utilizing a variety of instructional and management strategies. Critical reading of professional literature will support the understanding of the intersection of language, society, culture, and the reader.

**EDU 6710 FOUNDATIONS OF WRITING**

3 s.h.

This course will examine current theories and models for the writing process. Candidates will examine the stages of writing and how to encourage and assist students who are at a variety of stages in the writing process. Emphasis will be on the use of literature for children and adolescents as a means of demonstrating good writing. Writer's Workshop, mini-lessons, teacher conferences, collaborative student revisions and editing groups will be examined. Candidates will develop a better understanding of the teaching of phonics, spelling, and grammar in context. Websites for supporting young writers and publishing their texts will be explored. An instructional unit will be required.

**EDU 6720 DIAGNOSIS AND ASSESSMENT OF READING DIFFICULTIES**

3 s.h.

From reading interests to reading difficulties, candidates will learn to ascertain student strengths and weaknesses in the area of reading. Candidates will explore methods of diagnosis, disaggregation of data, and methods of instruction. Student reports for communication to parents will be designed. Research, analysis, field experiences are required.

**EDU 6730 LITERACY ACROSS THE CURRICULUM**

3 s.h.

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

**EDU 6740 LITERACY AND LITERATURE**

3 s.h.

Candidates will survey children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

**EDU 6980 CAPSTONE - LITERACY**

3 s.h.

This course is the culmination of the Literacy concentration in the Master of Education program. Candidates in the literacy concentration will develop the portfolio of the ongoing study that has been a part of their master's program. Candidates will compile the electronic evidences that support the action research project developed during the program. The focus of the study will show the use of their research, technology, and use of assessment. A presentation to the faculty and peer group is the final aspect of the course.

**EDU 6990 CAPSTONE - SPECIAL EDUCATION: GENERAL CURRICULUM**

3 s.h.

This course is the culmination of the Master of Education program. The graduate candidates in the special education concentration will develop the portfolio of the ongoing study that has been a part of their master's program. The graduate candidates will compile the electronic evidences that support the action research project developed during the program. The focus of the study will show the use of their research, technology, and use of assessment. A presentation to the faculty and peer group is the final aspect of the course.

## **Typical M.Ed. Schedule (Literacy Concentration)**

### **Summer I**

#### *Term II*

EDU 6000 Leadership in 21st Century (3 s.h.)

#### *Term III*

EDU 6100 Instructional Technology (3 s.h.)

### **Fall Hybrid**

EDU 6200 Educational Research (3 s.h.)

EDU 6300 Trends and Issues (3 s.h.)

### **Spring I Hybrid**

EDU 6700 Foundations of Reading (3 s.h.)

EDU 6710 Foundations of Writing (3 s.h.)

### **Summer II**

#### *Term II*

EDU 6720 Diagnosis and Assessment of Reading Difficulties (3 s.h.)

#### *Term III*

EDU 6250 Use of Educational Assessment and Evaluation (3 s.h.)

EDU 6730 Literacy Across the Curriculum (3 s.h.)

### **Fall II Hybrid**

EDU 6350 Multicultural Education (3 s.h.)

EDU 6740 Literacy and Literature (3 s.h.)

### **Spring II Hybrid**

EDU 6980 Capstone (3 s.h.)

### **Summary**

18 semester hours of core courses

18 semester hours of concentration

Total: 36 hours



## **Typical M.Ed. Schedule (Special Education Concentration)**

### **Summer I**

#### *Term II*

EDU 6000 Leadership in 21st Century (3 s.h.)

#### *Term III*

EDU 6100 Instructional Technology (3 s.h.)

### **Fall Hybrid**

EDU 6200 Educational Research (3 s.h.)

EDU 6300 Trends and Issues (3 s.h.)

### **Spring I Hybrid**

EDU 6600 Literacy Methods in Special Education (3 s.h.)

### **Summer II**

#### *Term II*

EDU 6610 Diagnosis and Assessment of Reading/Math Difficulties (3 s.h.)

EDU 6620 Special Education: Legal, Ethical, and Historical Perspectives (3 s.h.)

#### *Term III*

EDU 6250 Use of Educational Assessment and Evaluation (3 s.h.)

EDU 6630 Curriculum Assessment and Planning for Students with Intellectual Disabilities (3 s.h.)

### **Fall II Hybrid**

EDU 6350 Multicultural Education (3 s.h.)

EDU 6640 Teaching and Learning Strategies for Exceptional Children (3 s.h.)

### **Spring II**

EDU 6990 Capstone (3 s.h.)

### **Summary**

18 semester hours of core courses

18 semester hours of concentration

Total: 36 hours

## MASTER OF EDUCATION ACADEMIC CALENDAR

### Fall Term 2012

August 20 Classes open on Blackboard. Students login to begin Blackboard.

#### Fall Residency Weekends

Aug. 24-25

Sep. 28-29

Oct. 19-20

Nov. 30-Dec. 1

September 3	Labor Day Holiday
October 22	Registration for Spring 2013
November 12	Veteran's Day Holiday
November 19	Last day to drop a class with WP/WF
November 21-25	Thanksgiving Holiday
December 4	Last Day of class
December 17	Final grades due

### Spring Term 2013

January 7 Classes open on Blackboard. Students login to begin Blackboard.

#### Spring Residency Weekends

Jan. 11-12

Feb. 15-16

March 22-23

April 26-27

January 21	Martin Luther King, Jr. Day Holiday
March 11-15	Spring Break
March 29	Good Friday Holiday
April 8	Registration for continuing students This includes Summer Term II, Term III, and Fall, 2013
April 22	Last day to drop a class with WP/WF
April 30	Last day of class
May 13	Final grades due
May 15	Application deadline for new students

### Summer Term II

June 10	Classes begin
July 3	Last day to drop a class with WP/WF

July 4 Independence Day Holiday

July 5 Last day of classes

**Summer Term III**

July 8 Classes begin

Aug. 1 Last day to drop a class with WP/WF

Aug. 2 Last day of classes

## **MASTER OF JUSTICE ADMINISTRATION (MJA) PROGRAM**

Dr. Darl H. Champion, Sr., Director  
Professor Kristine A. Thomas, Coordinator

### **FACULTY**

Darl H. Champion Sr., Ed.D., Professor of Justice Studies and Director, MJA Program and Center for Excellence in Justice Administration

Mark Bowman, Ph.D., Assistant Professor of Justice Studies

Kathy Brown, Ph.D., Assistant Professor of Justice Studies

Dave Pauly, M.F.S., Assistant Professor of Justice Studies

Michael Potts, Ph.D., Professor of Philosophy

Eric S. See, Ph.D., Assistant Professor of Justice Studies and Chair, Department of Justice Studies

The MJA Program provides a graduate education to further a knowledge and understanding of criminal justice organizations within the context of the criminal justice system in North Carolina; to develop knowledge, skills, and abilities that will allow graduates to lead and manage criminal justice organizations more effectively; and to encourage ethical decision-making for the purpose of improving the quality of life and justice in North Carolina. The MJA Program is designed for current working criminal justice professionals or those with prior criminal justice work experience. The program residency weekends are held at the North Carolina Justice Academy in Salemburg, NC.

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

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

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

### **FINANCES**

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

2012-2013 Academic Year (three semesters)

Tuition \$830.00 (Per course)

Fees \$100.00 (Per course)

\$930.00 (Per course; See note below)

#### **OR**

Tuition \$1,660.00 (Per two courses)

Fees \$ 200.00 (Per two courses; See note below)

\$1,860.00 (Per two courses)

**Note:** The cost for registering for two courses per semester for one year (three semesters) is \$5,580.00 (includes tuition and fees). Total cost of the MJA program is \$11,160.00.\*

\* Tuition and fees for the 2013-2014 Academic Year are subject to change.

**Tuition and Fees (Graduate Certificate Program)**

The tuition and fees for the Certificate Program are the same as for the MJA program, with the exception that the Certificate Program's total cost will be \$5,580.00, or one half of that of the MJA program.

**Note:** The \$100 fee per course consists of: Technology Fee \$25; Speaker Fee \$25; Part-time Librarian Fee \$32; Maid Service Fee \$10; and Photocopying/Mailing Fee \$8. When taking two courses multiply each individual fee by two.

**Application and Graduation Fees**

There is a \$50 graduate application fee (non-refundable) and a \$153 graduation fee. (There is no graduation fee for the Graduate Certificate program).

**Additional Expenses for the Master of Justice Administration**

Major additional costs for the MJA/Graduate Certificate programs will include travel to and from the North Carolina Justice Academy at Salemburg, NC, textbooks, and additional class materials. Students are asked to pay a nominal donation to the program coordinator for the snack and beverage fund.

**Payment and Billing Policy for the MJA/Graduate Certificate Programs**

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

**Fall Term 2012- July 23, 2012**

**Spring Term 2013- December 7, 2012**

**Summer Term 2013 - April 20, 2013**

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

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

7-42 days prior to the first weekend session 100%

1-6 days prior to the first weekend session 90%

Between the first and second weekend sessions 50%

After the second weekend session 0%

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

**Financial Aid**

Please see the Financial Aid section in the School of Graduate Studies section of this catalogue (page 18). Also, MJA Program applicants can consult the financial aid information on the MJA Program web site at [www.methodist.edu/mja](http://www.methodist.edu/mja).

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

## ACADEMIC REGULATIONS

### Minimum Requirements for Admission into MJA Program

1. Must have completed a Bachelors Degree from a regionally accredited institution in criminal justice, public administration, or a related discipline. Related disciplines are sociology, political science, social work, or psychology. A recommended undergraduate GPA of 3.00 on a 4.00 scale.
2. Currently working in the criminal justice system or related area OR have significant prior work experience in the criminal justice system or related area.
3. Must have three letters of recommendation: one letter must be from a current superior from the applicant's workplace supporting the application, two from University professors. If these academic references are not available, individuals who can speak to the applicant's ability to complete graduate work will suffice.
4. Must have interviewed with a member of the MJA Admission Committee either in person or via telephone conference call.
5. Must have no history of drug abuse or conviction of a felony.
6. Must submit a written personal statement detailing professional aspirations.
7. Must submit a current resume.

**Note:** The Graduate Record Examinations (GRE) or Millers Analogy Test (MAT) are not required for admission into the MJA Program; however, students who submit either a GRE or MAT score will be considered for unconditional acceptance into the program. A combined score of at least 1000 is recommended for the GRE or a minimum recommended Miller Analogies Test (MAT) score at the 50<sup>th</sup> percentile obtained within the last five years.

### Minimum Requirements for Admission into Graduate Certificate Program

1. Presently working in the criminal justice system or related area OR have significant prior work experience in the criminal justice system or related area
2. Master's degree in any disciplinary field
3. Graduate transcripts
4. Completion of a short application form
5. Approval by the MJA Director

### Applying to the MJA Program

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

### Selection Process for the MJA Program

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

### Mandatory Student E-Mail Policy for MJA Students

Please see the section "Mandatory E-Mail Policy for Graduate Students" on page 15.

### Classification of MJA Program Students

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

### **Academic Standing**

All students in the MJA program must demonstrate continuous satisfactory progress toward graduation. In order to maintain acceptable academic standing, a student must meet the following standards. First, a student must have a 3.0 or better GPA in the program in order to graduate. Second, a student must have a GPA in the program of 3.0 or higher after 12 hours of coursework. If a student's program GPA falls below a 3.0 before 12 hours of coursework are completed, the student will be placed on academic probation. A student must then raise his/her program GPA to 3.0 or higher by the end of the next academic term in order to be removed from academic probation. If the student does not meet this criterion, then he/she will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Third, a student must not make more than one course grade of *C+/C*. If a student receives a second grade of *C+/C*, that student will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Upon readmission, if a student who has received two *C+/Cs* in the program receives a third *C+/C*, that student will be dismissed from the program without opportunity for readmission. Fourth, a student must not make a course grade of *F*. If a student receives one grade of *F*, that student is automatically dismissed from the program, without opportunity for readmission. Probations, suspensions, and/or dismissals of students are executed by the Office of the Vice President for Academic Affairs and are reflected on transcripts.

### **Course Load**

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

### **Dropping/Adding Courses**

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

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

### **Grading System**

Grades are assigned in the MJA program following the "Grading System for the School of Graduate Studies" on page 10.

## **STUDENT OPTIONS**

### **Transfer Credit for MJA Program**

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

### **Transfer Credit for Graduate Certificate Program**

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

### **Special Student Status**

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

## **GUIDELINES/AIDS FOR STUDENTS WITH ACADEMIC DIFFICULTIES OR DISABILITIES**

Please see the sections "Disability Services," "Tutoring Services," and "The Writing Center" on page 26.

## **REQUIREMENTS FOR MJA DEGREE**

**Core Courses:** MJA 6000, 6100, 6200, 6250, 6300, 6450, 6990 (21 s.h.)

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

**Total Semester Hours:** 36

## **REQUIREMENTS FOR GRADUATE CERTIFICATE IN CRIMINAL JUSTICE EDUCATION**

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

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

**Total Semester Hours:** 18

### **Requirements for Graduation**

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

## **MASTER OF JUSTICE ADMINISTRATION COURSES**

### **MJA 6000 FOUNDATIONS OF JUSTICE ADMINISTRATION**

3 s.h.

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

### **MJA 6100 CRIMINAL BEHAVIOR ISSUES**

3 s.h.

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

### **MJA 6200 JUSTICE POLICY, PLANNING, AND EVALUATION**

3 s.h.

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

### **MJA 6250 RESEARCH METHODS**

3 s.h.

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

### **MJA 6300 LEGAL ISSUES IN JUSTICE ADMINISTRATION**

3 s.h.

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



**MJA 635 THE BUDGETARY PROCESS AND JUSTICE ORGANIZATIONS** 3 s.h.  
This course provides a general overview of budgeting procedures in the criminal justice system. Fundamental budgeting concepts and practices applicable to state and local criminal justice organizations are studied. Emphasis is placed on policy development and decision-making as it relates to budget decisions.

**MJA 6400 ORGANIZATIONAL BEHAVIOR** 3 s.h.  
This course examines the behavioral aspects of management with emphasis on leadership, motivation, and decision-making. Special attention is given to communication, conflict management, group dynamics, and organizational change and ethics within criminal justice organizations.

**MJA 6450 ETHICAL FOUNDATIONS OF JUSTICE ADMINISTRATION** 3 s.h.  
This course will acquaint students with the basic concepts, arguments, and methods of ethics as these relate specifically to the field of criminal justice. Students will be prepared to make rational and philosophically informed decisions in the face of some very perplexing choices. Though this course concentrates largely on those moral issues most likely to be encountered by the police and other agents of law enforcement, it specifically addresses the needs of all students specializing in criminal justice, criminology, law, or cognate fields.

**MJA 6600 MEDIA AND PUBLIC RELATIONS FOR JUSTICE ORGANIZATIONS** 3 s.h.  
This course examines theories and practices for effective public relations focusing on writing for public relations, factors affecting public opinion, ethics and laws, communication channels, and use of media. Tactics and techniques will be explored using case studies to evaluate effective campaigns and crisis management situations to develop skills through the development, organization, preparation, and administration of public relations campaigns.

**MJA 6700 HUMAN RESOURCE DEVELOPMENT** 3 s.h.  
The 21st Century manager in the criminal justice field must understand and apply human resource management and development principles to meet increasing needs with diminishing resources. The theoretical foundation and practices of human resource development including motivation, organizational learning and change, needs assessment, orientation, training, and evaluation will be thoroughly explored.

**MJA 6750 PROBLEM SOLVING MODELS FOR JUSTICE ORGANIZATIONS** 3 s.h.  
This course will examine the application of effective problem-solving strategies to the solution of complex problems within criminal justice organizations. Emphasis will be placed on the experiential learning model, creative problem-solving strategies, problem-based learning, and benchmarking. A case study approach will be utilized in the course.

**MJA 6800 JUSTICE FUTURES** 3 s.h.  
This course is a study of future from the prospective of criminal justice management officials responsible for making criminal justice organizations, both public and private, ready for the future. Emphasis will be placed on applying established predictive techniques in the field of futures research to improve decision-making within the context of strategic planning.

**MJA 6900 FUTURE-ORIENTED LEADERSHIP AND CHANGE** 3 s.h.  
The course will focus on how effective leadership and collaboration are essential to criminal justice organizations in accomplishing their mission and achieving their goals in the 21st Century. The course will review and build upon basic knowledge of leadership theory and principles as applied in an environment of collaboration. Topics discussed include futuring techniques, visionary leadership, situational leadership, transformational leadership, change strategies, and team building. Students will be afforded the opportunity to use futuring techniques and leadership concepts studied in the class.

**MJA 6910 ORGANIZATIONAL LEADERSHIP** 3 s.h.  
The course will examine the application of West Point Leadership Development Model within criminal justice organizations. Students will complete the course of study and assess its potential for developing leaders in criminal justice organizations. A case study approach will be utilized in the course.

**MJA 6950 SPECIAL TOPICS IN JUSTICE ADMINISTRATION**

3 s.h.

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

**MJA 6990 CAPSTONE COURSE**

3 s.h.

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

## MJA ACADEMIC CALENDAR

### **Summer 2012**

May 14 Blackboard opens

### **Residency weekends**

May 18-20

June 15-17

July 13-15

Aug 3-5

Aug 9 Final grades due

### **Fall 2012**

August 20 Blackboard Opens

Dec 17 Final grades Due

Dec 15 Graduation

### **Residency weekends**

Aug 24-26

Sep 21-23

Oct 19-21

Nov 16-18

### **Spring 2013**

January 7 Blackboard Opens

May 13 final grades due

May 11 graduation

### **Residency Weekends**

Jan 18-20

Feb 15-17

March 15-17

April 19-21

### **Summer 2013**

May 20 Blackboard Opens

August 9 Final Grades Due

### **Residency Weekends**

May 24-26

June 14-15

July 12-14

Aug 2-4

### **Fall 2013**

Aug 19 Blackboard opens

Dec 16 Final Grades Due

### **Residency Weekends**

Aug 23-25

Sep 20-22

Oct 18-20

Nov 15-17

**Spring 2014**

Jan 6 Blackboard Opens  
May 12 Final Grades Due

**Residency Weekends**

Jan 17-19  
Feb 21-23  
Mar 21-23  
Apr 25-27

**Summer 2014**

May 19 Blackboard opens  
Aug 11 Final grades Due

**Residency Weekends**

May 23-25  
June 20-22  
July 11-13  
Aug 8-10

**Fall 2014**

Aug 18 Blackboard Opens  
Dec 15 Final Grades Due

**Residency Weekends**

Aug 22-24  
Sep 19-21  
Oct 17-19  
Nov 14-16

**MASTER OF MEDICAL SCIENCE IN PHYSICIAN  
ASSISTANT STUDIES  
(PHYSICIAN ASSISTANT PROGRAM)  
Christina Beard, P.A.-C, M.P.A.S, Director**

**FACULTY**

Christina Beard, P.A.-C, M.P.A.S., Program Director, Assistant Professor of Clinical Medicine  
Sekhar Kommu, M.D., Associate Professor of Clinical Medicine, Associate Program Director  
Deborah Morris, PA-C, M.D., Associate Professor of Clinical Medicine, Director of Academic Studies  
Bruce C. Steffes, M.D., M.B.A., Associate Professor of Clinical Medicine, Surgeon-in-Residence  
Christopher Aul, M.D., Associate Professor of Clinical Medicine, Medical Director  
Sarah Gainey, MMS, PA-C, Assistant Professor of Clinical Medicine, Director of Clinical Studies  
William Greenwood, M.D., Associate Professor of Clinical Medicine  
Jennifer Mish, B.S., M.B.A., Director of PA Admissions and Administration  
Jeannie M. Benson, A.S., Administrative Assistant to the Program Director  
Katherine McCandless, B.S., Administrative Assistant to the Director of Academic Studies  
Amy Elliott, B.S, Administrative Assistant to the Director of Clinical Studies

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

Physician Assistant Studies are geared toward preparing individuals who will be healthcare professionals licensed to practice medicine under physician supervision. Physician Assistants pursue careers in primary care as well as specialty fields. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

**Vision Statement**

The vision of the Methodist University Physician Assistant Program is to develop a nationally recognized program founded on high academic standards based on clinically relevant teaching, committed to developing an effective and broad knowledge base, producing graduates that reflect the highest standards of integrity and helping to alleviate the health care needs of our nation.

**Mission Statement**

The mission of the Methodist University Physician Assistant Program is to establish an environment in which qualified students, recruited nationally, can develop a strong foundation in treating their patients with clinical competence, compassion and respect, while developing both personal and professional integrity.

**Goals**

1. Ensure full time faculty and adjunct faculty employed are involved in clinical practice and are committed to teaching with clinical relevance as a primary focus.
2. Maintain a class size that allows for effective teaching, evaluation and continue the high rate of success with PANCE exams.
3. Incorporate the development of ethics, empathy and respect for patients and colleagues in the lecture format and enhance each student's commitment to personal and professional responsibility to patient care.
4. Commit resources to use current technologies to effectively convey information.
5. Develop admission policies to recruit students nationally and identify not only academic excellence but also a commitment to integrity, professionalism and personal growth.
6. Regularly review student evaluations, clinical site evaluations and program evaluations, to effectively measure clinical competencies and continue to improve compatibility with NCCPA Blue Print and Standards to maintain the established high standards of academic excellence.

## ACADEMIC REGULATIONS

### Minimum Requirements for Admission

1. A bachelor's degree from a four-year regionally accredited college or university. No specific major is required. An overall college GPA of 3.0 or higher is recommended.
2. Satisfactory completion (a letter grade of C or better) in the following medical core prerequisite courses. All coursework must be taken in the United States. A prerequisite GPA of 3.2 or higher is recommended.

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

\*No ecology, botany, nutrition, or physical education courses

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

#### Notes about coursework:

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

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

To benefit the applicant upon matriculation and to make an application more competitive, it is highly recommended coursework be taken at a four-year regionally accredited college or university, or at a community college through a college transfer program. Typically, community college coursework for upper-level biology and chemistry requirements will not transfer into a four year institution. Therefore, it is strongly recommended coursework such as upper level Biology, A&P, Microbiology, Organic Chemistry I and II, and Biochemistry be taken at a four institution to ensure the course is being taken at the appropriate level.

Online courses in math, psychology, and medical terminology have been accepted, but online courses for biology and chemistry requirements are highly discouraged.

3. Completion of the Graduate Record Exam (GRE). Official scores must be provided to the program to be considered for an interview and scores must be within 5 years of applying. The program recommends a verbal and quantitative combined score of:

- Tests taken prior to August 1, 2011: 1050 or higher
  - Tests taken on or after August 1, 2011: 297-300 or higher
4. A minimum of 500 hours clinical experience with direct patient contact. Applicants selected must complete all required hours by July 15th of the year planning to enter.
  5. No history of drug abuse or conviction of a felony.
  6. No history of dismissal from another PA, medical, or nursing school for academic or disciplinary reasons.
  7. The program does not grant advanced placement (AP) into the program, accept transfer credit from a student previously enrolled in another PA program, nor does it accept experiential credit. All students accepted in the PA program must satisfy all requirements of the didactic and clinical years of study. AP credit for prerequisite coursework is acceptable.
  8. Applicants who have completed their degree outside the US must follow the following policies
    - Applicants must have their transcripts evaluated by the World Education Services (WES) to determine if the degree is equivalent to a bachelor's degree in the United States. If the evaluation determines work done outside the US is equivalent to a bachelor's degree (or Doctor of Medicine) the applicant has completed the bachelor's degree requirement for our program. If the evaluation does not determine equivalency to a bachelor's degree the applicant is deficient in that requirement and must complete his/her bachelor's degree. Degree equivalency is the only item of importance the program will consider on the WES evaluation.
    - All prerequisite coursework requirements must be taken in the United States regardless if the applicant has completed them in another country. Specific coursework on the WES evaluation will not be considered. For example, if the applicant has completed medical school in another country, he/she is still required to take all medical core prerequisites for our program regardless if they have been completed within a foreign medical program. There are no exceptions to this policy.
    - In addition to GRE scores, foreign graduates must complete the Test of English as a Foreign Language (TOEFL). The program will not allow applicants to substitute an English course or certificate in place of TOEFL scores.
    - Foreign graduates must also complete the GRE, 500 hours of direct patient contact, meet selection factors, and follow the same application process through CASPA.
  9. Applicants must also meet the program's Technical Standards.

#### **Application and Selection Process for the M.M.S. in Physician Assistant Studies Program**

All applicants to the Methodist University PA Program must apply through CASPA, the centralized application service; [www.caspaonline.org](http://www.caspaonline.org). CASPA applications for entrance in August 2013 may be submitted as early as April 18, 2012 and no later than March 1, 2013.

The PA Program does not have a supplemental application unless he/she is a Methodist University graduate or is completing coursework at MU. MU applicants applying for entrance in August 2013 may officially submit their supplemental application to the Physician Assistant program as early as April 18, 2012 and no later than July 27, 2012. Supplemental applications are to be completed and submitted online at [www.methodist.edu/paprogram/mustudents.htm](http://www.methodist.edu/paprogram/mustudents.htm). No exceptions will be made after this date. Should a student fail to meet the deadline for the supplemental application, he/she must apply through regular channels (CASPA). They will be given first consideration with all other outside applicants at the time their CASPA application is received.

The application review committee will screen all applicants meeting the minimum requirements and those determined to be the most qualified candidates will be granted an on-site interview at Methodist University. First consideration will be given to Methodist graduates or persons who have completed coursework at MU and Admissions Preference candidates will be given first selection overall. Only those students who meet the recommendations of the program, will be granted an interview. Criteria used by the interviewers in their evaluations

include: academic performance, GRE scores, extracurricular activities, work experience, amount and quality of healthcare experiences, interest in serving in medically underserved areas, applicant's concept of the role of the physician assistant, emotional and intellectual maturity, ability to communicate verbally, specific motivation toward pursuit of a health career, and evidence of strong study skills.

### **Admission Preference Program**

Admission Preference candidacy is a unique opportunity to have first priority consideration for admission into the Methodist University PA Program at the completion of undergraduate coursework. Students who satisfactorily complete the course of study leading to a Bachelor of Science or Arts degree in Biology, Chemistry, Athletic Training, or Exercise Science at Methodist University, and who successfully complete all Admission Preference requirements and program requirements, including a personal interview, will have a space *reserved* in the graduate PA program. This program applies only to high school seniors or entering college freshmen (transfer students are not eligible) who declare one of the above majors on their Application for Undergraduate Admission. Applicants must meet the following initial requirements in order to be considered for Admission Preference candidacy:

1. High School graduate or current senior with a minimum cumulative GPA of 3.5 on a 4.0 scale.
2. **Minimum** SAT score of 1000 or minimum ACT score of 22 (1150/25 or higher recommended). Additional information about the Admission Preference Program may be found at [www.methodist.edu/paprogram/admission.htm](http://www.methodist.edu/paprogram/admission.htm) or by contacting the Undergraduate Admissions Office.

### **Transfer Credit**

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

### **Requirements for Degree Completion**

**Didactic Studies:** PHA 5000, 5010, 5020, 5070, 5080, 5090, 5100, 5110, 5120, 5130, 5140, 5150, 5160, 5190, 5210, 5220, 5240, 5250, 5280, 5290, 5300, 5410, 5720, 5730, 5740, 5750, 5760, 5770, 5780, 5790, 5800, 5810, 5820, 5830, 5840, 5850, 5860, and 5900.

**Clinical Studies:** PHA 5510, 5520, 5530, 5540, 5550, 5560, 5570, 5580, 5590, 5600, 5650, 5700, and 5710.

### **Requirements for Graduation**

1. Completion of all requirements for the specified professional phase of the program (didactic and clinical rotations) with a minimum GPA of 3.0 and no grades below a *C*. (75%)
2. The professional phase (didactic and clinical rotation years) completed in residency.
3. Good standing in character, conduct and financial obligation to the University.
4. Recommended by the faculty for graduation.
5. Has met all other graduation requirements for the M.M.S. Degree.

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

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

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

Please see the section "Mandatory E-Mail Policy for Graduate Students" on page 15.



### **Information Technology and Online Instruction**

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

### **ACADEMIC STANDARDS**

It is essential that students adopt and exhibit self-directed responsibility for their mastery of knowledge and skills. It is the policy of the Methodist University PA Program that a student maintains a minimum score of 75% on each examination or written assignment. Any performance less than a 75% is interpreted as not obtaining competency. In addition, the PA Program follows the grading system for course grades as stated in the “School of Graduate Studies” section of this catalogue. Specific policies regarding academic standards and remediation are presented in the Didactic Year and Clinical Year manuals. It is the student’s responsibility to maintain the required academic standards and to initiate the necessary interventions to resolve deficiencies in any area of study. The physician assistant program faculty and staff will offer guidance to a physician assistant student experiencing academic difficulties, but it remains the responsibility of the student to achieve competency. Probations, suspensions, and/or dismissals for academic reasons are executed by the Office of the Vice President for Academic Affairs and are reflected on transcripts. The academic appeals procedure is outlined in the “School of Graduate Studies” section of this catalogue.

### **PROFESSIONAL AND TECHNICAL STANDARDS**

#### **Technical Standards Preface**

The Rehabilitation Act of 1973 is the primary non-discrimination law applicable to the admissions and post-secondary education of disabled persons. Section 504 of this statute prohibits discrimination solely on the basis of the disability of an “otherwise qualified” person seeking admission to any college, university, or other institution of higher education.

The purpose of the Americans with Disabilities Act (ADA), enacted in 1990, as far as schools are concerned, is to assure a level playing field so that individuals with disabilities can compete with other applicants on the basis of their ability without being eliminated solely because of a disability. Disability is defined in the ADA as a physical or mental impairment. The ADA requires that:

- Schools judge a person on the basis of their ability to complete the educational program rather than on their status as disabled persons.
- Person seeking admission must be able to perform the “essential functions” of the program in spite of the disability.
- “Reasonable accommodation” may be needed, and if so, must be provided.
- “The essential functions” of the educational program are matters for each school to determine.
- Pre-admission inquiry as to whether a person is disabled is not permitted, but a school may seek as much information as is needed to make a determination that an individual can perform the “essential functions” of the educational program.

The accreditation standards of the Liaison Committee on Medical Education state: “While physical disability should not preclude a student from consideration for admission, each school should develop and publish technical standards for the admission of handicapped applicants, in accordance with legal requirements.”

In order to comply with the LCME accreditation standards, a committee prepared the attached documents for review and approval by the faculty of Methodist University: Technical Standards for Admission to the Methodist University Physician Assistant Program.

### **Technical Standards for the Methodist University Physician Assistant Program**

Any applicant who plans to enter the physician assistant program at Methodist University must possess certain abilities that will enable them to master the educational and clinical content of the program within a reasonable time frame and to function as a physician assistant after graduation.

Methodist University welcomes specific inquires from potential students with disabilities regarding required technical skills and how mastery of those skills might apply to their unique situation. A determination will be made by the admissions committee as to whether the individual is qualified for admission to the program and if reasonable accommodations can be made. Federal law prohibits programs from making inquires about specific disabilities prior to admission; however applicants who are selected for admission must be prepared to meet the educational and technical performance standards in order to complete the program. Students who are unable to master these skills will not be allowed to continue in the program.

#### **Fundamental Abilities**

##### *Observation*

Students must be able to apply their senses to the observation of patient status and collection of data important to patient care, including the ability to see, both near and far, to hear and/or interpret speech without an intermediary and to use tactile sensation to gather information in physical examination

##### *Communication*

Student must be able to read, write and speak clearly in order to gather and exchange information with patients, family members and other members of the broader health care team. They must have the ability to understand medical literature and to communicate complex scientific and medical information in oral and written format.

##### *Mobility and Coordination*

Students must be able to move within the clinical setting, including in confined spaces, in order to respond to urgent and emergent situations quickly, to help move and position patients as needed and to manipulate instruments and devices in order to perform procedures (e.g. venipuncture, lumbar puncture, intubation, thoracentesis, etc.). This includes the ability to stand for prolonged periods during surgical procedures and to occasionally lift and move heavy objects. It also includes the ability to integrate sensory information with motor performance.

##### *Cognitive Ability, Reasoning Ability and Quantitative Skills*

Students must be able to master large amounts of information within the required time frame, to successfully complete assignments and assessments in a reasonable time frame, to apply basic principles of the scientific method in reading and interpreting professional literature, to apply critical reasoning ability to complex clinical problems, to integrate data and develop appropriate differential diagnoses and to continue to apply these skills to ongoing learning after completing the program.

##### *Behavioral and Emotional Maturity*

Students must be able to function appropriately in interpersonal relationships by exhibiting use of good judgment, empathy, reliability, professionalism and emotional stability. They must develop the ability to practice appropriately in highly stressful situations and work with others in interprofessional teams. They must be able to respect and

work within the framework of individual, cultural, religious and socioeconomic differences. They must be able to grasp principals of ethical behavior in the healthcare setting and remain open to constructive criticism and make appropriate behavior change.

Methodist University Physician Assistant Program considers for admission those students who possess the academic and professional promise necessary to become outstanding health-care professionals. Methodist University does not discriminate on the basis of age, race, gender, national or ethnic origin, religion, sexual orientation or disabilities for otherwise qualified persons in the administration of its admissions, educational policies, scholarships, loan programs, athletics, employment, or any other university-sponsored or advertised program.

### **Professional Conduct**

The Methodist University PA Program expects students to conduct themselves in a professional and ethical manner at all times. Students are expected to adhere to the *Guidelines for Ethical Conduct for the Physician Assistant Profession Policy of the AAPA* (adopted May, 2000, revised in 2008). (These *Guidelines* appear in Appendices of the PA Program's Didactic Year and Clinical Year Manuals.) Any departure from these *Guidelines* constitutes professional dishonesty and/or unprofessional behavior. Confirmed cases of professional dishonesty and/or unprofessional behavior will be grounds for dismissal by the PA Program's Professional/Academic Standards Committee.

### **Random Drug Screening**

Random drug screening may be conducted anytime during the course of study at the discretion of the Academic/Professional Standards Committee, and may be required for specific clinical sites (at the cost of the student).

## **FINANCES**

### **Physician Assistant Program**

#### **Tuition and Fees\***

Tuition Costs (commuting students) for the 2012-2013 academic year:

Tuition, First (Didactic) Year	\$38,800 (divided into 4 equal installments)
<u>Tuition, Second (Clinical) Year</u>	<u>\$29,100 (divided into 3 equal installments)</u>
Total Tuition Costs	\$67,900

Upon notification of acceptance to the program, applicants must submit a non-refundable \$1,000 enrollment deposit. For those students who officially matriculate into the program in August, the enrollment deposit is deducted from the student's first semester's bill. For the class entering in August 2012, the following program fees are as follows:

Didactic Lab Fee\* - \$1,358  
Clinical Lab Fee\* - \$1,358  
Student Activity Fee per year\* - \$136  
Student Medical Service Fee per year\* - \$136  
Graduation Fee - \$150

*\*Divided into equal installments with tuition*

\*Fees subject to change.

### **Additional Expenses for the Physician Assistant Program**

Major additional costs for the Physician Assistant Program will include the purchase of medical textbooks (for the didactic and clinical years), medical equipment (such as a quality stethoscope, otoscope, ophthalmoscope, sphygmomanometer, lab coats, patches, name tags, etc.), computer, computer software and printer, and travel expenses during the didactic and clinical year for clinical assignments or rotations. These additional costs are

estimated to be in the range of \$2,000.00 to \$4,000.00. Residential PA students will incur additional charges for meals and room rent, as specified in the Finances section of the undergraduate *Methodist University Academic Catalogue* (page 237). Cost for living expenses may vary for each student.

### **Payment and Billing Policy for The Physician Assistant Program**

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

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

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

#### **Time of Withdrawal (15 week semester)**

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

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

### **Financial Aid**

Financial aid information is available through the Office of Financial Aid. It is the student's responsibility to seek out that information. Please see Financial Aid in the School of Graduate Studies section of this catalogue.

## **MASTER OF MEDICAL SCIENCE IN PHYSICIAN ASSISTANT STUDIES COURSES**

### **DIDACTIC COURSES**

#### **PHA 5000 MEDICAL ETHICS**

2 s.h.

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

#### **PHA 5010 PHYSICIAN ASSISTANT ORIENTATION I**

1 s.h.

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

#### **PHA 5020 PHYSICIAN ASSISTANT ORIENTATION II**

1 s.h.

Continuation of PHA 5010. This course introduces students to and encourages the exploration of medical practice issues. Topics to be discussed include medical economics; management skills and the decision making process

involving the small medical practice; dispensing laws; medical insurance; Medicare; Medicaid; administration and staffing; medical malpractice; the medical chart as a legal document; billing and coding, the impaired practitioner, drug enforcement administration (DEA), and organ donor services. Genetics in Primary Care, Complementary and Alternative medicine (CAM), as well as Healthy People 2010 issues will also be reviewed. Students will have the opportunity to enhance professional skills to include medical record dictation. Within the course, students are encouraged to continue to integrate learning from other courses within the curriculum as they add to their knowledge of the role of physician assistant in healthcare. Time is allotted in this course to cover other relevant topics dependant on curricular needs.

#### **PHA 5070 HISTORY AND PHYSICAL EXAMINATION I**

3 s.h.

PHA 5070, presented in lecture and small group format, is designed to provide students with didactic and “hands on” instruction to acquire the knowledge and skills needed to elicit a comprehensive history and perform a complete physical examination. Discussions and demonstrations will introduce the appropriate use of diagnostic equipment, interviewing techniques, cultural awareness, patient rights and confidentiality. The student will be introduced to the concept of the patient / clinician relationship. The course will cover each organ system concentrating on the historical questions and examination techniques that are specific to each. The student will be taught to recognize and differentiate normal from abnormal physical examination findings and to record and orally present their findings in an organized manner. Skills in constructing both comprehensive and focused encounter notes will be developed. Students will have ample time to practice the techniques on their classmates.

#### **PHA 5080 HISTORY AND PHYSICAL EXAMINATION II**

3 s.h.

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

#### **PHA 5090 INTRODUCTION TO LABORATORY MEDICINE I**

2 s.h.

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

#### **PHA 5100 PHARMACOLOGY I**

2 s.h.

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

#### **PHA 5110 PHARMACOLOGY II**

2 s.h.

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

#### **PHA 5120 PHARMACOTHERAPY**

2 s.h.

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

**PHA 5130 LABORATORY MEDICINE II**

2 s.h.

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

**PHA 5140 PHYSIOLOGY**

3 s.h.

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

**PHA 5150 EMERGENCY MEDICINE I**

2 s.h.

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

**PHA 5160 EMERGENCY MEDICINE II**

2 s.h.

This course is a continuation of PHA 5150.

**PHA 5190 FUNDAMENTALS OF SURGERY**

2 s.h.

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

**PHA 5210 HEALTH PROMOTION / DISEASE PREVENTION**

2 s.h.

This course is designed to familiarize the student with methods and concepts of community and public health issues and the principles and guidelines of preventive health practices. A wide range of variables will be discussed to include lifestyles, nutrition, cultural diversity, genetics, and socioeconomic factors. In addition, students will be provided basic skills and knowledge in epidemiology and health care policy. Students will also review the U.S. Surgeon General's report, Healthy People 2010 in order to become familiar with the department of Health Human Services population health initiatives. The course will emphasize the role of the physician assistant as a health educator.

**PHA 5220 BEHAVIORAL MEDICINE**

2 s.h.

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

**PHA 5240 CLINICAL SKILLS I**

2 s.h.

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

**PHA 5250 CLINICAL SKILLS II**

1 s.h.

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

**PHA 5280 GERIATRICS**

2 s.h.

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

**PHA 5290 HUMAN GROSS ANATOMY**

4 s.h.

This course is designed to give the Physician Assistant working knowledge of human anatomy as a basis for all future understanding of physiology, disease processes, diagnostic radiology, surgical and traumatic conditions and interventional therapy. The anatomical and embryological developmental processes that underlie common diseases and affect common therapeutic maneuvers will be stressed. Dissection of human cadavers will be utilized in addition to clinical lectures in this intensive course.

**PHA 5300 PEDIATRICS**

2 s.h.

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

**PHA 5410 RESEARCH METHODS AND STATISTICS**

2 s.h.

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

**PHA 5720 ENDOCRINOLOGY**

2 s.h.

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

**PHA 5730 GASTROENTEROLOGY**

2 s.h.

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

**PHA 5740 CARDIOLOGY**

3 s.h.

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

**PHA 5750 ORTHOPEDICS**

2 s.h.

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

**PHA 5760 UROLOGY/NEPHROLOGY**

2 s.h.

This course consists of lectures complemented by textbook readings focused on the most common renal and urologic diseases encountered in primary care. Emphasis is placed on the most clinically relevant aspect of each

disorder including clinical presentation, appropriate laboratory and imaging evaluation, diagnosis, treatment and prevention. Pertinent anatomy, physiology, and pathophysiology are briefly reviewed for each disorder. Male sexual dysfunction is also addressed in this course.

**PHA 5770 OBSTETRICS/GYNECOLOGY**

2 s.h.

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

**PHA 5780 OPHTHALMOLOGY**

1 s.h.

Presented in lecture format ophthalmology is designed to provide an introduction to the structure and function of the eye. Examination techniques, diagnostic studies, and therapeutic modalities in primary care are covered. Focus is on the clinical presentation and management of common ocular disorders seen in primary care. As the curricular schedule allows, a session, led by an Optometrist, may be scheduled, allowing students to dilate each other's eye to practice funduscopic examination utilizing the biomicroscope and direct ophthalmoscope.

**PHA 5790 OTOLARYNGOLOGY**

1 s.h.

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

**PHA 5800 PULMONOLOGY**

2 s.h.

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

**PHA 5810 DERMATOLOGY**

2 s.h.

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

**PHA 5820 NEUROLOGY**

2 s.h.

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

**PHA 5830 HEMATOLOGY**

1 s.h.

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

**PHA 5840 ONCOLOGY**

1 s.h.

Presented in lecture format this course is designed to provide the PA student with the basic concepts of Oncology. The biology of cancer will be reviewed. Epidemiology, screening, presentations, symptoms and diagnosis of



cancers commonly seen in primary care will be discussed. The treatment of malignancy will be discussed in general terms with a focus on the primary care provider's role in recognizing and managing treatment complications.

#### **PHA 5850 CRITICAL THINKING**

2 s.h.

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

#### **PHA 5860 INFECTIOUS DISEASE**

2 s.h.

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

#### **PHA 5900 HISTORY AND PHYSICAL III**

2 s.h.

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

### **CLINICAL COURSES**

#### **PHA 5510 INTERNAL MEDICINE-PRIMARY CARE**

8 s.h.

During this eight-week rotation, students participate in the direct care of patients in an internal medicine setting to include evaluation, assessment, and treatment. The rotation includes in-patient and outpatient care. Students are assigned to one or more preceptors during the rotation and are required to take call with those physicians. Students are required to participate in hospital and grand rounds, clinical conferences and management decision sessions.

#### **PHA 5520 OBSTETRICS-GYNECOLOGY**

4 s.h.

This four-week rotation is designed to provide the students with an opportunity to develop proficiency and the special skills needed to assess the obstetrical and gynecological patient. Outpatient gynecology care, exposure to diagnostic techniques and procedures, family planning, early cancer detection, prenatal assessment, and care of the obstetrical and postpartum patient are some of the components included in this rotation. Students will be involved with both inpatient and outpatient care. This rotation is offered contingent upon availability of suitable OB/GYN training sites. If such sites are unavailable, an alternative arrangement will be made to meet other clinical rotation needs.

#### **PHA 5530 PRIMARY CARE-PEDIATRICS**

4 s.h.

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

#### **PHA 5540 FAMILY MEDICINE I**

4 s.h.

This initial rotation in family medicine is the first of three four-week rotations in family medicine. In this course students develop their skills in linking basic science knowledge and course studies from the didactic phase of the

program to the various aspects of clinical medicine. It also encourages them to develop and improve their data collection, interpretive, and communication skills, and become proficient in the performance of essential examination techniques, clinical skills, assessment, and methods of treatment of patients within the primary care setting. Students will also be involved with the community health centers and rural health clinics to become more familiar with the role these health care entities play in the maintenance of health in the community. Students are involved with the various functions for the community health centers/rural health clinics and will gain exposure to the health care issues which are especially relevant to the rural/medically underserved areas. Community/Rural health is implemented within the Family I and II clinical rotations.

#### **PHA 5550 FAMILY MEDICINE II**

4 s.h.

This rotation is an extension of Family Medicine I and permits students to extend their skills in family medicine. At least one of the three rotations will be done in a rural clinic setting if feasible. Students will also be involved with the community health centers and rural health clinics to become more familiar with the role these health care entities play in the maintenance of health in the community. Students are involved with the various functions for the community health centers/rural health clinics and will gain exposure to the health care issues which are especially relevant to the rural/medically underserved areas. Community/Rural health is implemented within the Family I and II clinical rotations.

#### **PHA 5560 FAMILY MEDICINE III**

4 s.h.

This rotation is an extension of Family Medicine I and II. It is designed to offer students additional experience in the care of geriatric and long-term care patients under the supervision of family medicine, internal medicine, or geriatric preceptors.

#### **PHA 5570 EMERGENCY MEDICINE**

4 s.h.

During this four-week rotation, students develop their emergency management skills in an emergency department setting. These skills include those necessary for the appropriate triage, stabilization and initial management of trauma and non-trauma patients. Special emphasis is given to the recognition and initial stabilization of life-threatening illnesses and injuries and those with a high instance of morbidity.

#### **PHA 5580 PSYCHIATRY**

4 s.h.

This four-week behavioral science rotation is designed to build on the students' didactic knowledge in behavioral science by introducing them to the diagnosis and management of common neuropsychiatric disorders.

#### **PHA 5590 ORTHOPEDICS**

4 s.h.

Orthopedics is a four-week rotation, during which the student has the opportunity to work with several orthopedic surgeons and orthopedic physician assistants. The rotation is designed to introduce the students to the assessment and management of traumatic and sports related injuries as well as diseases of the musculoskeletal system. The student will also scrub in for orthopedic surgeries during the course of the rotation.

#### **PHA 5600 SURGERY**

4 s.h.

The four-week surgery rotation introduces the student to the fundamental principles of operative general surgery. It allows the students to become proficient in their surgical skills and in the assessment and management of surgical problems. Other topics commonly covered during this rotation include wound care, trauma requiring surgical intervention, evaluation of the acute abdomen, peri-operative fluid and electrolyte balance and surgical infectious disease.

#### **PHA 5650 ELECTIVE I**

4 s.h.

During this four week rotation students will be able to select from the following medical specialties and subspecialties, to include: Allergy/Immunology, Alternative/Complementary Medicine, Cardiology, Dermatology, Gastroenterology, Hematology-Oncology, Neonatology, Neurology, Ophthalmology, Otolaryngology, Pulmonology, Radiology, Rheumatology, and Urology. Additional specialties may be selected for approval by the Program.

#### **PHA 5700 ELECTIVE II**

6 s.h.

Students become eligible to take this six-week course following their successful completion of all core clinical rotations. This elective is arranged by the student under the auspices of the PA Program, in the medical discipline in

which the student intends to practice. The preceptor may be a potential employer of the student after graduation from the program. This course allows the student to further develop and refine his or her clinical skills and primary or specialty care.

**PHA 5710 CLINICAL RESEARCH**

6 s.h.

This course requires that students complete a clinical research project and/or a research paper in a selected aspect of primary care medicine. The project and paper topic must be pre-approved by the Program Director and be consistent with the guidelines as directed by the program. For this purpose, students are assigned to a core faculty member, or to a clinician, who will mentor them during the preparation and completion of their clinical research project and/or paper. The completed project/paper must be submitted to the PA Program faculty no later than the deadline date designated in the Clinical Year Manual.

**MASTER OF MEDICAL SCIENCE IN PHYSICIAN ASSISTANT STUDIES  
ACADEMIC CALENDAR 2012– 2013**

**Fall 2012 (All classes)** *(Subject to change for curricular purposes)*

**Fall I: Class of 2014**

August 30 & 31  
September 3  
November 22 & 23  
December 10 – 14  
December 17 – January 4

**August 30 – December 14, 2012**

New Student Orientation  
Labor Day Holiday  
Thanksgiving Holiday Break  
Final Exam Week  
Winter Break

**Fall II: Class of 2013**

August 22:  
October 15-19:  
October 22-26  
October 29

**August 22 – October 19, 2012**

Didactic Year II classes begin  
Final Exam Week  
Fall Break  
Clinical Rotations begin (see below for clinical year schedule)\*

**Clinical Year I: Class of 2012**

Graduation:

**August 20, 2012 – December 14, 2012**

December 15, 2012

**Spring 2013: Class of 2014**

January 7  
January 21  
March 29  
April 15 - 19  
April 22 – 26

**January 7 – April 19, 2013**

Spring classes begin  
MLK Holiday  
Good Friday Holiday  
Final Exam Week  
Spring Break

**Summer 2013: Class of 2014**

April 29  
May 27-31  
July 4  
August 12 – 16  
August 19 – 23

**April 29-August 16**

Summer classes begin  
AAPA Conference  
Independence Day Observed  
Final Exam Week  
Summer Break

**Fall II: Class of 2014**

August 26  
October 14-18  
October 19-25  
October 28

**August 26 – October 18, 2012**

Didactic Year II classes begin  
Final Exam Week  
Fall II Break  
Clinical Rotations begin (see below for clinical year schedule)\*\*

**\*Clinical Year Class of 2013** *(Subject to change for curricular purposes)*

Fall Semester 2012:  
Winter Break 2012:  
Spring Semester 2013:  
Summer Semester 2013:  
Fall Semester 2013:  
Anticipated Graduation:

October 29, 2012- December 21, 2012  
December 22, 2012- January 4, 2013  
January 7, 2013– April 26, 2013  
April 29, 2013 – July 26, 2013  
July 29, 2013 – December 13, 2013  
December 14, 2013

**\*\*Clinical Year Class of 2014** *(Subject to change for curricular purposes)*

Fall Semester 2013:	October 28, 2013- December 20, 2013
Winter Break 2013:	December 21, 2013- January 3, 2014
Spring Semester 2014:	January 3, 2014– April 25, 2014
Summer Semester 2014:	April 28, 2014 – August 22, 2014

## THE PROFESSIONAL MBA AT METHODIST UNIVERSITY

Warren G. McDonald, Ph.D., Director

Anne Way, Coordinator

### FACULTY

Josiah Baker, Ph.D., Assistant Professor of Economics

Mary Kirchner, Ph.D., Professor of Accounting

Jon-David Knode, Ph.D., Assistant Professor of Business Administration

Jen-Hsiang Lin, Ph.D., Professor of Business Administration and Economics

Warren McDonald, Ph.D., MBA Director; Professor of Health Care Administration

Donna Pelham, J.D., Assistant Professor of Accounting

Kimberly Scruton, Ed.D., Assistant Professor of Management

Pamela Strickland, D.B.A., Associate Professor of Accounting

Michael Sullivan, M.H.A., Professor of Health Care Administration

Wendy Vonnegut, J.D., Associate Professor of Legal Studies

The Professional MBA at Methodist University offers a Master of Business Administration degree with a focus on Organizational Management and Leadership or a focus on Health Care Administration. The mission of the program is to provide a graduate education that develops further knowledge of modern American business with an appreciation of its power and institutional structure. We seek to develop within our students an expertise in business skills at a level that will enable graduates to serve and lead their enterprises effectively.

The Professional MBA at Methodist University is focused on filling advanced educational needs of business leaders.

**Degree awarded:** M.B.A., Master of Business Administration with a focus on Organizational Management and Leadership or with a focus on Health Care Administration.

### FINANCES

#### Tuition, Fees and Expenses

For the 2012-2013 academic year, which covers five academic terms (Fall Term I, Fall Term II, Spring Term I, Spring Term II, and Summer Term), the tuition is \$1,000.00 per course. Tuition includes class fees, but does not include textbooks and additional class materials, travel, accommodations if needed, or purchase of a laptop computer with Wi-Fi capability. Tuition/fees for the 2013-2014 academic year are subject to change.

#### Fees

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

#### Payment and Billing Policy for The Professional MBA at Methodist University

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

Fall Term I and Term II 2012—July 17, 2012

Spring Term I and Term II 2013—December 4, 2012

Summer Term 2013—April 10, 2013

Fall Term I and Term II 2013 —July 16, 2013

#### Refund/Repayment Policy on Withdrawals from The Professional MBA at Methodist University

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

31-42 days prior to the first week-end session	90%
1-30 days prior to the first week-end session	75%
Seven business days after the first week-end session	50%
Eight business days after the first week-end session	0%

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

### **Financial Aid**

Please see the Financial Aid section in the School of Graduate Studies section of this catalogue. Also, MBA program applicants can consult The Professional MBA at Methodist University Web site, [www.methodist.edu/mba/tuition2.htm](http://www.methodist.edu/mba/tuition2.htm) , for financial aid information.

## **ACADEMIC REGULATIONS**

### **Application Material**

An application packet can be downloaded from The Professional MBA at Methodist University Web site at [www.methodist.edu/mba/application2.htm](http://www.methodist.edu/mba/application2.htm), or by contacting the Program Coordinator directly at (910) 630-7493.

### **Requirements for Admission**

1. **Bachelor’s Degree** - from a four-year accredited college or university with a recommended overall GPA of 3.0 or better before the start of the first term of the program.
2. **Demonstrated competencies** – If the undergraduate degree is not in business, competencies may be demonstrated by college credit or passing grades on assessment exams in Business Math and Statistics, Economics, Financial Accounting, and Corporate Finance. Contact program coordinator for specific pre-requisite course requirements
3. **GPA** - Undergraduate GPA of 3.0 or higher.
4. **The preferred candidate will have three years of professional experience** – Professional experience in fields other than business will be considered on an individual basis.
5. **GMAT or MAT** - Completion of the GMAT or Miller Analogies Test (MAT) within five years prior to admission. Acceptable scores in conjunction with past educational and work experiences will be considered (scores required by application deadline).
6. **Three letters of recommendation** - One letter of the three must be from the applicant’s immediate supervisor at work.

### **Selection Process**

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

### **Mandatory Student E-Mail Policy for MBA Students**

Please see the section “Mandatory E-Mail Policy for Graduate Students” on page 15.

### **Classification of The Professional MBA at Methodist University Students**

1. **Full-Time Students:** Those enrolled in any semester for 6 s.h. or more.

2. Part-Time Students: Those enrolled in fewer than 6 s.h. per semester.

### **Academic Standing**

All students in The Professional MBA at Methodist University program must demonstrate continuous satisfactory progress toward graduation. In order to maintain acceptable academic standing, a student must meet the following standards. First, a student must have a 3.0 or better GPA in the program in order to graduate. Second, a student must have a GPA in the program of 3.0 or higher after 12 hours of coursework. If a student's program GPA falls below a 3.0 before 12 hours of coursework are completed, the student will be placed on academic probation. A student must then raise his/her program GPA to 3.0 or higher by the end of the next academic term in order to be removed from academic probation. If the student does not meet this criterion, then he/she will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Third, a student must not make more than one course grade of *C+/C*. If a student receives a second grade of *C+/C*, that student will be suspended from the program for a minimum of one academic year and must re-apply for admission after the period of suspension has ended. Upon readmission, if a student who has received two *C+/Cs* in the program receives a third *C+/C*, that student will be dismissed from the program without opportunity for readmission. Fourth, a student must not make a course grade of *F*. If a student receives one grade of *F*, that student is automatically dismissed from the program, without opportunity for readmission. Probations, suspensions, and/or dismissals of students are executed by the Office of the Vice President for Academic Affairs and are reflected on transcripts.

### **Course Load**

The standard course load is 6 semester hours per term.

### **Dropping/Adding Courses**

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

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

### **Grading System**

Grades are assigned in The Professional MBA at Methodist University program following the "Grading System for the School of Graduate Studies."

## **STUDENT OPTIONS**

### **Pass/Fail Option**

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

### **Transfer Credit**

Nine credits of graduate classes for courses equivalent to those in The Professional MBA at Methodist University program will be considered for credit, and must be approved by the Program Director and the Registrar. Each of these classes must have been taken at an accredited institution within the five years immediately prior to admission to The Professional MBA at Methodist University with a minimum grade of *B* in each course. A transfer grade cannot replace a grade earned at Methodist University. All students are expected to take two courses offered each term. The only exception will be a student who has transfer credit for one of the courses offered in a specific term. An appropriate adjustment will be made in the term tuition for a student who has been granted transfer credit for one of the courses offered during a term.

### **Visiting Student Letters**

At the time a student completes his/her first class at Methodist University, he/she is considered, for enrollment purposes, a Methodist University student. In order to receive subsequent academic credit at Methodist University for



course work taken at another institution after becoming enrolled, the student must obtain written approval from the Program Director and the Office of the Registrar in the form of a visiting student letter. A total of six semester hours of credit may be awarded in this fashion. Online course credit will not be accepted if The Professional MBA at Methodist University is offering an equivalent course online. A visiting student letter will not be issued to replace the grade of a course previously taken at this institution.

## **GUIDELINES/AIDS FOR STUDENTS WITH ACADEMIC DIFFICULTIES OR DISABILITIES**

Please see the sections “Disability Services,” “Tutoring Services,” and “The Writing Center” on page 26.

## **REQUIREMENTS FOR DEGREE COMPLETION WITH FOCUS ON ORGANIZATIONAL MANAGEMENT AND LEADERSHIP**

**Core Courses:** MBA 5000, 5050, 5100, 5200, 5350, 5400, 5450, 5500, 5550, 5700, and 5990 (36 semester hours)

## **REQUIREMENTS FOR DEGREE COMPLETION WITH A FOCUS ON HEALTH CARE ADMINISTRATION**

**Core Courses:** MBA 5000, 5050, 5100, 5200, 5350, 5410, 5500, 5550, 5600, 5650, 5700, and 5990 (39 semester hours)

### **Requirements for Graduation**

1. Completion of all course requirements with a minimum GPA of 3.0.
2. Good standing in character, conduct and financial obligation to the University and recommended by the faculty for graduation.
3. Filing a Declaration of Intent to Graduate form in the Office of the Registrar before the deadline specified in the academic calendar and paying the graduation fee. If a candidate fails to qualify after filing the Declaration of Intent to Graduate form and fee but qualifies at some later time, he/she must submit another application for graduation. If a candidate fails to file his/her intent by the deadline, a late filing fee will be charged.

## **THE PROFESSIONAL MBA AT METHODIST UNIVERSITY COURSES**

### **MBA 5000 ACCOUNTING FOR MANAGERS**

3 s.h.

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

### **MBA 5050 BUSINESS ETHICS**

3 s.h.

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

### **MBA 5100 MANAGERIAL ECONOMICS**

3 s.h.

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

**MBA 5200 ADVANCED FINANCIAL MANAGEMENT** 3 s.h.  
This course provides a working knowledge of the tools and analytical conventions used in the practice of corporate financial decision-making. Students will analyze fundamental decisions that financial managers face in capital budgeting, cost of capital, dividend policy, long-term financing and mergers, and working capital management. Course activities include lecture, problem sets, and case studies.

**MBA 5350 BUSINESS LAW** 3 s.h.  
This course surveys the organization and theory of the American legal system and its relationship to business, including contracts, agency, tort and criminal law, employment law and the ethical dilemma facing businesses in today's environment.

**MBA 5400 ORGANIZATION AND LEADERSHIP** 3 s.h.  
Students will explore historical and contemporary leadership and organizational theories. Related cases and hypothetical situations will be analyzed. The course will draw on selected management scenarios to understand organizational effectiveness and change processes that can be used to improve organizational performance. Teams will be utilized throughout the course for presentations of cases.

**MBA 5410 ORGANIZATION AND LEADERSHIP IN HEALTH CARE ORGANIZATIONS** 3 s.h.  
This course is required for the concentration or certificate in Health Care Administration in the MBA program, and is the introductory course in that sequence. The course is the study of health care organizations, as well as their management and leadership in contemporary health care. Structures of various types of health care organizations are discussed in depth, as well as theories of leadership and motivation. The course will be a foundation for the remaining courses in Health Care Administration and will allow for participation in graduate-level research activities as a component of the course.

**MBA 5450 ORGANIZATIONAL BEHAVIOR** 3 s.h.  
A continuation of MBA 5400, students will explore historical and contemporary leadership and organizational behavior theories. Related cases and hypothetical situations will be analyzed. The course will draw on behavioral scenarios to understand organizational effectiveness and change processes that can be used to improve organizational performance. Teams will be utilized throughout the course for presentation of cases.

**MBA 5500 MARKETING MANAGEMENT** 3 s.h.  
Successful organizations match the objectives and resources of the firm with the needs and opportunities of the target markets. The focus of the course is how marketing contributes to the delivery of value to individual and business consumers at a profit in management. Emphasis is placed on the managerial activities of strategic planning, market and competitive analyses, customer behavior evaluation, value assessment, market segmentation, targeting, positioning, and marketing mix decisions.

**MBA 5550 OPERATIONS MANAGEMENT/GLOBAL BUSINESS** 3 s.h.  
Conducting business outside the United States involves a unique set of challenges. Diverse cultures, laws, languages, and currencies add to the complexity of putting together and managing international business ventures. This course will help you prepare for these type of activities by exploring a number of questions which focus on various aspects of international business. The primary vehicle for accomplishing this will be class discussions built around presentations by both the instructor and students as well as cases dealing with a range of issues, countries, and industries.

**MBA 5600 HEALTH POLICY ISSUES** 3 s.h.  
The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, regulation, and financial assistance for the uninsured. The process of policy decision making is explored. Methods and approaches for the research of policy issues are reviewed.

**MBA 5650 FINANCIAL MANAGEMENT OF HEALTHCARE ORGANIZATIONS** 3 s.h.  
This course starts with an introduction to basic financial management concepts and delves into health care-specific topics, including accounting and financial statement interpretation; risk, return, time value of money; capital decision making; operational and capital budgeting; risk analysis; tactical alternative analysis; and planning and forecasting.

**MBA 5700 APPLIED BUSINESS STATISTICS**

3 s.h.

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

**MBA 5990 CAPSTONE**

6 s.h.

This course will be individually tailored to each student, considering the student's career goals and academic interests. Students will be required to take the Master of Business Administration Major Field Test developed by the Educational Testing Service (ETS) as part of the Capstone course.

## THE PROFESSIONAL MBA AT METHODIST UNIVERSITY ACADEMIC CALENDAR 2012 - 2013

July 17            Fall 2012 payments due to Business Office

**2012 Fall Term I Dates:**            August 17 - October 12

**2012 Fall Term I On-Campus Instruction Dates:**

Aug 17-19        Sep 8            Sep 28-30

Aug 19            Deadline for dropping a class

**2012 Fall Term II Dates:**            October 19 - December 14

**2012 Fall Term II On-Campus Instruction Dates:**

Oct 19-21            Nov 30 – Dec 2

Oct 21            Deadline for dropping a class

Nov 1            Registration deadline for Spring 2013 classes

Dec 4            Spring 2013 payments due to Business Office

**2013 Spring Term I Dates:**            January 4-March 1

**2013 Spring Term I On-Campus Instruction Dates:**

Jan 4-6            Jan 26            Feb 22-24

Jan 6            Deadline for dropping a class

**2013 Spring Term II Dates:**            March 8-May 3

**2013 Spring Term II On-Campus Instruction Dates:**

Mar 8-10            Apr 26-28

Mar 10            Deadline for dropping a class

Mar 30            Registration deadline for Summer/Fall 2013 classes

Apr 10            Summer Term payments due to Business Office

May 1            Submit Intent to Grad form for Fall 2012-2013 students for Dec '13 graduation

May 11            Graduation 2:00 p.m.

**2013 Summer Term Dates:**            May 10 - July 5

**2013 Summer Term On-Campus Instruction Dates:**

May 10-12            June 28-30

May 12            Deadline for dropping or adding a class

May 19            Application deadline for Fall 2013-2014 students

Jun 10            Admission acceptance/rejection letters sent from committee

Jun 24            Intent letters & reservation fees due from 2013-2014 students

Jul 6            Registration deadline for Fall 2013 cohort

Jul 16            Fall 2013 payments due to Business Office

**2013 Fall Term I Dates:**            August 16-October 11

**2013 Fall Term I On-Campus Instruction Dates:**

Aug 16-18            Sep 27-29

Aug 18            Deadline for dropping a class

Oct 1            Submit Intent to Grad form for Spring 2013-2014 students for May '14 graduation

**2013 Fall Term II Dates:**            October 18-December 13

**2013 Fall Term II On-Campus Instruction Dates:**

Oct 18-20            Dec 6-8

Oct 20            Deadline for dropping a class

Dec 3            Spring 2014 payments due to Business Office

Dec 14            Graduation 2:00 pm

**SCHOOL OF GRADUATE STUDIES**  
**DEAN, PROGRAM DIRECTORS, PROGRAM COORDINATORS, AND STAFF**

Dean—Dr. George Hendricks (630-7056)

**Master of Education:**

Program Director—Dr. E. Sue Godwin (630-7060)

Coordinator—Janice Luce (630-7511)

**Master of Justice Administration:**

Program Director—Dr. Darl H. Champion, Sr. (630-7050)

Coordinator—Kristine A. Thomas (630-7268)

**Master of Medical Science in Physician Assistant Studies:**

Program Director—Christina Beard (630-7215)

Director of Didactic Studies—Dr. Deborah Morris (630-7531)

Director of Clinical Studies—Christina Beard (630-7215)

Director of PA Admissions—Jennifer Mish (630-7615)

Administrative Assistant to the Program Director—Jeannie M. Benson (630-7495)

Secretary to the Director of Didactic Studies—Katherine McCandless (630-7628)

Administrative Assistant to the Director of Clinical Studies—Amy Elliott (630-7475)

**Professional MBA at Methodist University:**

Program Director—Dr. Warren McDonald (630-7116)

Coordinator—Anne C. Way (630-7493)

**SCHOOL OF GRADUATE STUDIES FACULTY**

**MASTER OF EDUCATION**

**E. Sue Godwin** (2010) Director, Master of Education Program; Associate Professor of Education  
B.S., M.Ed., East Carolina University; Ed.D. South Carolina State University

**Jennifer Williams Mour** (2004) Assistant Professor of Education (2007)  
Coordinator, Student Teaching and Field Experience  
B.S., Methodist College; M.A., University of North Carolina at Pembroke; Ed.D., Nova Southeastern University

**Yvonne Nolan** (2003) Professor of Education (2012)  
Chair, Department of Education; Coordinator, Special Education  
B.S., Gordon College; M.A., California State University; Ed.D., Nova Southeastern University

**MASTER OF JUSTICE ADMINISTRATION**

**Mark D. Bowman** (2009) Assistant Professor of Justice Studies  
B.A., University of Arkansas at Little Rock; M.P.S.L., Christopher Newport University; Ph.D., Old Dominion University

**Darl H. Champion, Sr.** (1993) Professor of Justice Studies (2006)  
Director, Master of Justice Administration Program and Center for Excellence in Justice Administration  
B.A., Indiana University of Pennsylvania, M.C.J., University of South Carolina; Ed.D., North Carolina State University

**Michael Potts** (1994) Professor of Philosophy (2006)  
B.A., David Lipscomb College; M.Th., Harding University Graduate School of Religion; M.A., Vanderbilt University; Ph.D., University of Georgia

**Eric S. See** (2007) Assistant Professor of Justice Studies  
Chair, Department of Justice Studies, Applied Forensic Science, and Cyber Crime  
B.S., Bowling Green State University; M.S., University of Cincinnati; Ph.D., Indiana University of  
Pennsylvania

### MASTER OF MEDICAL SCIENCE IN PHYSICIAN ASSISTANT STUDIES

**Christopher Aul** (2000) Professor of Medical Science  
Medical Director, Physician Assistant Program  
Medical Advisor to the Sports Medicine Program  
B.A., Wabash College; M.D., Washington University School of Medicine

**Christina Beard** (2010) Assistant Professor of Clinical Medicine  
Director, Physician Assistant Program; Director of Clinical Studies  
B.S., Methodist College; M.P.A.S., University of Nebraska; P.A.-C.

**Sarah Gainey** (2011) Associate Professor of Clinical Medicine  
B.S., University of North Carolina, Wilmington; M.P.A.S., Methodist University; P.A.-C.

**William Greenwood** (2011) Associate Professor of Clinical Medicine  
B.S., M.S., Eastern New Mexico University; M.D., University of New Mexico

**Deborah Morris** (2010) Associate Professor of Clinical Medicine  
Director of Didactic Studies, Physician Assistant Program  
B.A., Lehigh University; PA certificate, Yale University; M.D., University of North Carolina  
at Chapel Hill

**Bruce Steffes** (2001) Surgeon-in-Residence  
M.D. University of Michigan; M.B.A., Duke University

### PROFESSIONAL MBA AT METHODIST UNIVERSITY

**Josiah Baker** (2011) Assistant Professor of Economics  
B.A., M.A.A.E., University of Central Florida; M.A., University of Kentucky; M.A., Ph.D., The Catholic  
University of America

**Mary Kirchner** (1996) Professor of Accounting (2006)  
Chair, Accounting and Financial Economics  
B.A. with distinction, University of Alabama; M.A., University of Iowa; M.Acc., Ph.D., University of  
Tennessee; CPA

**Jon-David Knode** (2008) Associate Professor of Business Administration (2012)  
B.S., M.B.A., Salisbury University; Ph.D., University of Baltimore

**Jen-Hsiang Lin** (1988) Professor of Business Administration and Economics (1997)  
B.S., Chinese Culture University; M.S., National Chung-Hsing University; Ph.D., North Carolina State  
University

**Warren G. McDonald** (2006) Professor of Health Care Administration  
Department Chair, Health Care Administration  
Director, The Professional MBA Program  
B.A., Eckerd College; M.A., Vermont College of Norwich University; M.A., East Carolina University;  
Ph.D., Columbia Pacific University; Ph.D., Touro University International

**Donna Pelham** (2008) Assistant Professor of Accounting  
 B.A., Texas Lutheran College; J.D., University of North Carolina School of Law

**Kimberly Scruton** (2010) Assistant Professor of Management  
 Chair, Business Administration, Management, and Marketing  
 B.S., West Liberty University; M.S., Central Michigan University; Ed.D., Shenandoah University

**Pamela Strickland** (2002) Professor of Accounting (2012)  
 B.S., Methodist College; M.B.A., Ph.D., University of Phoenix; CPA

**Michael Sullivan** (1994) Professor of Health Care Administration  
 B.S., M.S., Austin Peay State University; M.H.A., Baylor University

**Wendy Vonnegut, Esq.** (1999) Associate Professor of Legal Studies (2004); Director of Legal Studies  
 B.A., University of North Carolina at Wilmington; J.D., Walter F. George School of Law, Mercer University

### FOUNDATION BOARD

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### BOARD OF VISITORS

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Frances Barragan, B.S., M.A.	Head Women's Tennis Coach
Michael Bonnell, B.A.	Head Men's Tennis Coach
Rachelle Bowman, B.S.	Assistant Athletic Trainer
Steve Conley, B.S., M.Ed.	Head Men's Golf Coach
Jennifer Cuchna, B.S., M.Ed.	Assistant Athletic Trainer
Tameka Delmar, B.S., M.A.	Head Cheerleading Coach
Charles Dumas, B.M.	Director of Athletic Bands
Bill Dunn	Head Cross Country Coach/Assistant Track & Field Coach
Dave Eavenson, B.S., M.Ed.	Head Football Coach
Courtney Falatovich, B.F.A.	Head Dance Coach
Charles J. Goss, B.S.	Assistant Head Football Coach
Gregory Harbaugh, Jr., B.S.	Assistant Football Coach
Zachary Hufford, B.S., M.Ed.	Assistant Football Coach
Tom Inczauskis, B.S., M.B.A.	Head Women's Golf Coach
DeeDee M. Jarman, B.A., M.S.A.	Associate Director of Athletics; Senior Woman Administrator;
	Head Women's Basketball Coach
Tyrone Jones, B.S., M.S.	Assistant Head Football Coach
Nicole Lorencen	Administrative Assistant
Michael Maraschiello, B.S.	Assistant Football Coach
Edward Matthews, B.S.	Head Women's Volleyball Coach
Spencer Martin, B.A.	Assistant Baseball Coach
Justin Pini, B.A., M.A.	Assistant Men's Basketball Coach
Brandon Reynolds, B.S., M.Ed.	Head Athletic Trainer
Phillip Schuman, B.A., M.A.	Head Women's Lacrosse Coach
Ron Simpson, B.A., M.A., M.S.S.	Head Softball Coach
David G. Smith, B.A.	Head Men's Basketball Coach
Justin Terranova, B.S.	Head Men's Soccer Coach
Keven Williams, B.A.	Assistant Football Coach
Vernon Wright, B.S.	Assistant Football Coach
J. Nicole Yard, B.S., M.S.	Assistant Athletic Trainer

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 Director of Environmental Health and Safety  
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 Head Cashier & Accounts Receivable Specialist  
 Bookstore Assistant  
 Horticulturalist  
 Superintendent, Buildings and Grounds  
 Procurement Services Coordinator  
 Golf Course Superintendent  
 Mail Room Supervisor  
 Director of Facilities  
 Lead Payroll Administrator  
 Disbursements Manager  
 Accountant for Special Projects  
 Coordinator of Campus Telephone Systems  
 Accounts Payable Supervisor  
 Staff Accountant  
 Assistant Supervisor of Golf Course  
 Administrative Assistant, Housekeeping & Maintenance  
 Mail Room Courier  
 Bookkeeper  
 Procurement Services Specialist  
 Superintendent of Housekeeping  
 Payroll Administrator  
 Perkins Loan Coordinator/Accounts Receivable Specialist  
 Treasurer  
 Procurement Services Specialist  
 Assistant Director of Human Resources  
 Business Office Manager  
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 Director of Human Resources

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 Director of Research/Scholarship Coordinator  
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 Gift Records Coordinator  
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 Director of Financial Aid  
 Assistant Director of Financial Aid  
 Associate Director of Admissions  
 Associate Director of Financial Aid  
 Veterans Advisor

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 Dean of Admissions  
 Financial Aid Counselor  
 Admissions Counselor  
 Admissions Counselor  
 Loan Coordinator  
 Office Assistant, Admissions  
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 Coordinator for Planning and Evaluation and Title III  
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